

# Grade 3: Unit 2 Figure It Out

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **6 weeks**  
Length: **6 Weeks**  
Status: **Not Published**

## **Unit Overview**

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### **Growing and Learning**

Each week will consist of the following areas:

Vocabulary

Comprehension

Phonics

Fluency

Writing

Grammar

Spelling

### **Transfer**

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Apply various comprehension strategies to connect and make meaning with text.

Cite evidence from the text to support meaning.

Transfer vocabulary acquisition and usage across content.

Grammar, spelling, and vocabulary skills applied in all writing across the curriculum.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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### Understandings

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Students will understand that...

-What specifically do you want students to understand?

-What inferences should they make/grasp/realize?

Writing:

To understand the writing process in order to formulate an informative piece

Reading:

To understand that comprehension strategies are needed to interpret various forms of text

Vocabulary:

To understand that context clues can be interpreted to get word meaning

Conventions:

To understand sentence structure

### Essential Questions

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Students will keep considering...

#### What does it take to solve a problem?

- Week 1: Why is working together a good way to solve a problem?
- Week 2: Why do people immigrate to new places?
- Week 3: How do people make government work?
- Week 4: How can people help animals survive?

- Week 5: How do people figure things out?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

What facts and basic concepts should students know and be able to recall?

1. Story elements including theme and point of view
2. Differentiate between a cause and an effect and recognize main idea and key details
3. Interpret context clues and affixes to figure out word meaning and similes
4. Correct sentence and paragraph structure using different types of nouns correctly

### **Students will be skilled at...**

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Students will be skilled at...

What discrete skills and processes should students be able to use?

Comprehension skills:

- Theme (T22)
- Author's Point of View
- Illustrations
- Text Evidence

## Vocabulary Skills: (T14-15)

-Antonyms

-Similes

-Prefixes and Suffixes

## Conventions:

-Sentence structure including kinds of nouns and combining sentences

## Writing:

-Writing about text and informative writing piece

## **Academic Language**

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### Week 1

cooperation, involved, folktale

make, confirm, and revise predictions,

reread, predictions, theme,

fiction, character, antonyms,

context clues, intonation,

phrasing, linking verbs and phrases,

ideas, connections, expository

### Week 2

immigrated, opportunity, historical fiction

make, confirm, or revise predictions,

predict, confirm, prediction, theme,

rate, precise, accurate, similes,

expository

### Week 3

government, decisions, nonfiction,  
reread, paraphrase, expository text,  
point of view, author, details, headings,  
bar graph, prefixes, accuracy, phrasing,  
government position, reread

### Week 4

resources, threatened, expository,  
reread, context, paraphrase, summary,  
author's point of view, text features,  
photographs, headings, captions, maps,  
suffixes, word parts, rate, endangered, survive,  
sequence, organize, signal, events, suffixes

### Week 5

inventor, imagine, poetry, reread,  
limerick, free verse, point of view,  
details, alliteration, rhyme, simile,  
phrasing, interview, questions,  
descriptive details, spatial words and phrases  
reread, realistic fiction, poem

## **Learning Goals**

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### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it & to cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development  
summarize the key supporting details and ideas
3. Analyze how and why individuals, events, and ideas develop and interact over the course of text.

### **Craft and Structure**

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
2. Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole
3. Assess how point of view or purpose shapes the content and style of a text

### **Integration of Knowledge and Ideas**

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Text Complexity**

1. Read and comprehend complex literary and informational texts independently and proficiently

## Targets

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### Week 1

Students will understand making, confirming, and revising predictions, and theme through folktales.

Students will develop vocabulary through context clues and antonyms.

Students will understand different kinds of nouns.

Students will understand how to use linking verbs and phrases to connect ideas in writing.

Students will understand Long i, u and plural words.

### Week 2

Students will understand how to interpret figurative language, making, confirming, and revising predictions, and theme through historical fiction.

Students will develop vocabulary through context clues and figurative language including similes.

Students will use singular and plural nouns.

Students will understand how precise nouns help to make stories clearer in writing.

Students will understand long e and inflectional endings.

### Week 3

Students will understand how to ask and answer questions and distinguish the author's point of view from their own through expository text.

Students will understand how to develop vocabulary through context clues and prefixes.

Students will understand the use of irregular plural nouns and collective nouns.

Students will understand how to include details to elaborate on ideas in writing.

Students will understand words with silent letters, singular and plural possessives.

### Week 4

Students will understand how to ask and answer questions and distinguish the author's point of view from their own through expository text.

Students will develop vocabulary through context clues and suffixes.

Students will combine subjects of sentences by joining two nouns.

Students will understand how to use sequence words to organize ideas in writing.

Students will understand three-letter blends, and closed syllables.

#### Week 5

Students will understand how to ask and answer questions and distinguish the author's point of view from their own and define and share a limerick and free verse through poetry.

Students will develop literary elements through alliteration and rhyme.

Students will develop vocabulary through context clues and figurative language.

Students will use possessive nouns and plural possessive nouns.

Students will understand how to use descriptive details in their writing.

Students will understand digraphs and open syllables.

#### Week 6

Students will understand how to write a How-to and/or explanatory essay.

### **Comprehension Strategy**

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SWBAT:

#### Week 1-2: Make Predictions

Use text clues to make, confirm, and revise predictions.

Ask and answer questions to demonstrate understanding of a text.

#### Week 3 and 4: Reread

Reread difficult sections to increase understanding.

Reread to increase understanding.

#### Week 5: Listening Comprehension

Listen for a purpose.

Identify characteristics of poetry.

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Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.5	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.
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.3.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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LA.3.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.3.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.3.CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

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## Comprehension Skill

SWBAT:

Week 1 and 2: Theme

Identify the theme in a folktale.

Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Recognize the theme of the story is the author's message.

### Week 3 and 4: Author's Point of View

Identify an author's point of view in a text.

Distinguish own point of view from that of the author of the text.

### Week 5: Point of View

Identify the narrator's point of view.

Compare the reader's point of view within the narrator's.

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Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.RI.3.6	Distinguish their own point of view from that of the author of a text.
LA.3.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.3.CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
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## Genre

SWBAT:

## Week 1: Folktale

Recognize the characteristics of folktales.

## Week 2: Historical Fiction

Discuss key characteristics of historical fiction.

Identify elements in the story that indicate historical fiction.

## Week 3: Expository text

Identify features of expository text.

## Week 4: Expository Text

Recognize the characteristics and text features of expository text.

## Week 5: Limerick and Free Verse

Identify characteristics of limericks and free verse poetry.

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Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

LA.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).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.3.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LA.3.CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.3.CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

## **Vocabulary Strategy**

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SWBAT:

Week 1: Antonyms

Use sentence-level context as a clue to the meaning of a word or phrase.

Determine meaning of an unknown word by using context clues.

Recognize that antonyms can be used as context clues.

Week 2: Similes

Recognize and interpret similes.

Determine the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language.

Week 3: Prefixes

Determine the meaning of the new word formed when a known affix is added to a known word.

Recognizing a prefix is a word part added to the beginning of a word.

Week 4: Suffixes

Determine the meaning of the new word formed when a known affix is added to a known word.

Recognizing a suffix is a word part added to the end of a word.

Week 5: Similes

Distinguish the literal and nonliteral meanings of words and phrases in context.

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Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.5	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.
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.K-12.NJSLSA.L5	Demonstrate understanding of word relationships and nuances in word meanings.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.4.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
LA.3.CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.3.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.3.CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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## Formative Assessment and Performance Opportunities

1. Question and Answering

2. Conferencing

3. Self evaluation

4. Monitoring

5. Exit ticket
6. White board
7. Group discussion
8. Turn and talk
9. Journaling

## **21st Century Life and Careers**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## **Summative Assessment**

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1. Unit 2 Assessment in Wonders
2. Unit 2 Fluency Assessment
3. Completed writing piece for portfolio
4. Weekly Selection Tests
5. Weekly Cold Reads

## **Accommodations/Modifications**

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- Accommodations
- Add page numbers to support locating information for assignments and assessments
- Allow for verbal response
- Complete different homework and classwork
- Create alternate projects/assignments
- Create leveled assignments
- Directions given in small, sequential steps
- Extended time to complete assignments or complete assessments
- Extended time, frequent breaks, varying activities
- Highlight material, note taking assistance, notes provided by teacher
- Individual or small group for reading, leveled readers, ebooks, Learning Ally
- Modifications
- Modify/reduce spelling list
- Positive reinforcement, concrete reinforcement, concrete reinforcement, check for understanding frequently
- Reading test verbatim, shorten length of test, test format changed(multiple choice vs fill in the blank & verbal & written prompts for constructed response
- Simplify content using approaching level assessments and worksheets
- Spelling: highlight prefixes, suffixes, base words & patterns
- Take assessments in a different setting with limited distractions
- Take assessments in a small group or individually
- Use a time to monitor task completion
- Word processor to complete writing
- Write shorter passages

## Interdisciplinary Connections

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- Week 1: Why is working together a good way to solve a problem? Week 2: Why do people immigrate to new places? Week 3: How do people make government work? Week 4: How can people help animals survive?
- Week 2: Why do people immigrate to new places?
- Week 3: How do people in make government work?
- Week 4: How can people help animals survive?
- Week 5: How do people figure things out?

SOC.6.1.4.A.13	Describe the process by which immigrants become United States citizens.
SOC.6.1.4.A.CS7	The United States democratic system requires active participation of its citizens.
SOC.6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
3-LS4-3	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
3-LS4-3.LS4.C	Adaptation

## **Unit Resources**

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- Centers
- Leveled Readers
- Visual vocabulary cards
- Smartboard activities
- On-line resources
- High frequency word cards
- Student texts
- Tradebooks