# STAGE 1 | DESIRED RESULTS
### Context and relevance for student learning

| Standards | Transfer |
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| 1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.<br>CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words.<br>Identify and know the meaning of the most common prefixes and derivational suffixes.<br>Decode words with common Latin suffixes.<br>Decode multisyllable words.<br>Read grade appropriate irregularly spelled words.<br>CC.1.1.3.E Read with accuracy and fluency to support comprehension.<br>Read on-level text with purpose and understanding.<br>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.<br>Use context to confirm or self correct word recognition and understanding, rereading as necessary.<br>**1.2 Reading Informational Text** Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, | *Students will be able to independently use their learning to...*<br>❑   read, write, and communicate. |

## Meaning

| UNDERSTANDINGS<br>*Students will understand that...*<br>❑   proficient reading requires word level skills (decoding), an understanding of text structure, and the ability to analyze the author's craft.<br>❑   proficient writing requires word level skills (encoding) and an understanding of text structure. | ESSENTIAL QUESTIONS<br>*Students will keep considering...*<br>❑   Why is it important to be kind to others?<br>❑   What makes a good story?<br>❑   What makes some memories special? |
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## Acquisition

| *Students will know...* | *Students will be skilled at...*<br>❑   I can decode words. |
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and making connections among ideas and between texts with a focus on textual evidence.

CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.

E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.

E03.B-K.1.1.1 Answer questions to demonstrate understanding of
a text, referring explicitly to the text as the basis for the answers.

CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

E03.B-K.1.1.3 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.1.2.3.D Explain the point of view of the author.

E03.B-C.2.1.1 Explain the point of view from which a text is written.

CC.1.2.3.E Use text features and search tools to locate and interpret information.

E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.

CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal

- ❏ Types of literature: Poems, Dramas, Stories, Fables, Folktales, Myths
- ❏ Central Message / Lesson / Moral
- ❏ Key Details
- ❏ Characters: Traits, Motivations, Feelings
- ❏ Text Features
- ❏ Theme
- ❏ Setting
- ❏ Plots
- ❏ Author- Point of view
- ❏ Affix
- ❏ Root Word
- ❏ Nouns
- ❏ Pronouns
- ❏ Verbs
- ❏ Adjectives
- ❏ Adverbs
- ❏ Plural Nouns
- ❏ Abstract Nouns
- ❏ Comparative Nouns
- ❏ Superlative Adjectives
- ❏ Dialogue - Quotation Marks
- ❏ Possessives
- ❏ Suffixes
- ❏ Base Words
- ❏ Spelling Patterns
- ❏ Word Families
- ❏ Syllable Patterns
- ❏ Ending Rules

- ❏ I can decode multisyllable words.
- ❏ I can read with accuracy and fluency to support comprehension.
- ❏ I can read on-level text with purpose and understanding.
- ❏ I can use context to confirm or self correct word recognition and understanding, rereading as necessary.
- ❏ I can determine the main idea of a text
- ❏ I can recount the key details and explain how they support the main idea.
- ❏ I can answer questions to demonstrate understanding of a text,
- ❏ I can refer explicitly to the text as the basis for answers.
- ❏ I can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text,
- ❏ I can use language that pertains to time, sequence, and cause/effect in descriptions
- ❏ I can explain the point of view from which a text is written.
- ❏ I can use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.
- ❏ I can determine or clarify the meaning of unknown and

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| from nonliteral meaning as well as shades of meaning among related words.<br>E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>a. Use context as a clue to the meaning of a word or phrase.<br>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).<br>c. Determine the meaning of general academic and domain-specific words and phrases used in a text.<br>d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).<br>E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.    "<br>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).<br>Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).<br>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.<br>E03.B-C.3.1.3 Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).<br>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.<br>E03.B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific | ❑ Word Parts | multiple-meaning words and phrases.<br>❑ I can use context as a clue to the meaning of a word or phrase.<br>❑ I can 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).<br>❑ I can determine the meaning of general academic and domain-specific words and phrases used in a text.<br>❑ I can use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).<br>❑ I can demonstrate understanding of word relationships and nuances in word meanings.<br>❑ I can distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).<br>❑ I can use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).<br>❑ I can describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).<br>❑ I can compare and contrast the most important points and key |

points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.

E03.B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topic.

CC.1.2.3.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                            "
a. Use context as a clue to the meaning of a word or phrase.
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).
c. Determine the meaning of general academic and domain-specific words and phrases used in a text.
d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

details presented in two texts on the same topic.
- ❑ I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- ❑ I can recount poems, dramas, or stories (fables, folktales, and myths from diverse cultures)
- ❑ I can determine the central message, lesson, or moral.
- ❑ I can explain how a message is conveyed through key details in the text (fables, folktales, and myths from diverse cultures)
- ❑ I can ask and answer questions to demonstrate understanding of a text
- ❑ I can refer explicitly to the text as the basis for the answers.
- ❑ I can describe characters in a story (e.g., their traits, motivations, feelings)
- ❑ I can explain how a character's actions contribute to the sequence of events.
- ❑ I can explain the point of view from which a story is narrated, including the difference between first and third-person narrations.
- ❑ I can refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza

| CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. 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). c. Determine the meaning of general academic and domain-specific words and phrases used in a text. d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). CC.1.2.3.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. **1.3 Reading Literature** Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence." CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. E03.A-K.1.1.2 Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral | | ❑ I can describe how each successive part of a text (story, poem, etc) builds upon earlier sections. ❑ I can compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. ❑ I can write narratives to develop real or imagined experiences or events. ❑ I can orient the reader by establishing a situation ❑ I can introduce a narrator and/or characters. ❑ I can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. ❑ I can organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. ❑ I can choose words and phrases for effect. ❑ I can demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
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and explain how it is conveyed through key details in the text.

CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses.

E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.

E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

CC.1.3.3.D Explain the point of view of the author.

E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third-person narrations.

CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.

CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
a. Use context as a clue to the meaning of a word or phrase.
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g.,

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| agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).<br>c. Determine the meaning of general academic and domain-specific words and phrases used in a text.<br>d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).<br>E03.A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.<br>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).<br>b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).<br>CC.1.3.3.G 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).<br>CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.<br>(For EPSD purposes, this includes text by different authors, as well)<br>E03.A-C.3.1.1 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). (For EPSD purposes, this includes text by different authors, as well)<br>CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br>E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases | | |

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| based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>a. Use context as a clue to the meaning of a word or phrase.<br>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).<br>c. Determine the meaning of general academic and domain-specific words and phrases used in a text.<br>d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).<br>CC.1.3.3.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.<br>E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>a. Use context as a clue to the meaning of a word or phrase.<br>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).<br>c. Determine the meaning of general academic and domain-specific words and phrases used in a text.<br>d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).<br>E03.A-V.4.1.2 Demonstrate understanding of word | | |

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| relationships and nuances in word meanings.<br>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).<br>b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).<br>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.<br>**1.4 Writing** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.<br>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.<br>CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.<br>CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.<br>CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.<br>CC.1.4.3.Q Choose words and phrases for effect.<br>CC.1.4.3.R Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | | |

**Course Name**  3rd Grade ELA

**Unit Title**  Unit 2

# STAGE 1 | DESIRED RESULTS
Context and relevance for student learning

| Standards | Transfer |
|---|---|
| 1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. | *Students will be able to independently use their learning to...*<br>❏  read, write, and communicate. |

| Standards | Meaning | |
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| CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words.<br>Identify and know the meaning of the most common prefixes and derivational suffixes.<br>Decode words with common Latin suffixes.<br>Decode multisyllable words.<br>Read grade appropriate irregularly spelled words.<br>CC.1.1.3.E Read with accuracy and fluency to support comprehension.<br>Read on-level text with purpose and understanding.<br>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.<br>Use context to confirm or self correct word recognition and understanding, rereading as necessary.<br>**1.2 Reading Informational Text** Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, | UNDERSTANDINGS<br>*Students will understand that...*<br>❏  proficient reading requires word level skills (decoding), an understanding of text structure, and the ability to analyze the author's craft.<br>❏  proficient writing requires word level skills (encoding) and an understanding of text structure. | ESSENTIAL QUESTIONS<br>*Students will keep considering...*<br>❏  What is the writer's reason for writing?<br>❏  Why is it important to demonstrate determination when faced with challenges?<br>❏  How does an author or illustrator make decisions to interest readers? |

| Acquisition | |
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| *Students will know...* | *Students will be skilled at...*<br>❏  I can decode words. |

and making connections among ideas and between texts with a focus on textual evidence.

CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.

E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.

E03.B-K.1.1.1 Answer questions to demonstrate understanding of
a text, referring explicitly to the text as the basis for the answers.

CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

E03.B-K.1.1.3 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.1.2.3.D Explain the point of view of the author.

E03.B-C.2.1.1 Explain the point of view from which a text is written.

CC.1.2.3.E Use text features and search tools to locate and interpret information.

E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.

CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal

- ❏ Types of literature: Poems, Dramas, Stories, Fables, Folktales, Myths
- ❏ Central Message / Lesson / Moral
- ❏ Key Details
- ❏ Characters: Traits, Motivations, Feelings
- ❏ Text Features
- ❏ Theme
- ❏ Setting
- ❏ Plots
- ❏ Author- Point of view
- ❏ Affix
- ❏ Root Word
- ❏ Nouns
- ❏ Pronouns
- ❏ Verbs
- ❏ Adjectives
- ❏ Adverbs
- ❏ Plural Nouns
- ❏ Abstract Nouns
- ❏ Comparative Nouns
- ❏ Superlative Adjectives
- ❏ Coordinating Conjunctions
- ❏ Subordinating Conjunctions
- ❏ Simple Sentences
- ❏ Compound Sentences
- ❏ Complex Sentences

- ❏ I can decode multisyllable words.
- ❏ I can read with accuracy and fluency to support comprehension.
- ❏ I can read on-level text with purpose and understanding.
- ❏ I can use context to confirm or self correct word recognition and understanding, rereading as necessary.
- ❏ I can determine the main idea of a text
- ❏ I can recount the key details and explain how they support the main idea.
- ❏ I can answer questions to demonstrate understanding of a text,
- ❏ I can refer explicitly to the text as the basis for answers.
- ❏ I can use language that pertains to time, sequence, and cause/effect in descriptions
- ❏ I can explain the point of view from which a text is written.
- ❏ I can use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.
- ❏ I can determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- ❏ I can use context as a clue to the meaning of a word or phrase.

from nonliteral meaning as well as shades of meaning among related words.

E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

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).

c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.     "
Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.

E03.B-C.3.1.3 Use information gained from illustrations, 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.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.

E03.B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific

- ❏ Commas - Addresses
- ❏ Dialogue - Quotation Marks
- ❏ Possessives
- ❏ Suffixes
- ❏ Base Words
- ❏ Spelling Patterns
- ❏ Word Families
- ❏ Syllable Patterns
- ❏ Ending Rules
- ❏ Word Parts

- ❏ I can 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).
- ❏ I can determine the meaning of general academic and domain-specific words and phrases used in a text.
- ❏ I can use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- ❏ I can demonstrate understanding of word relationships and nuances in word meanings.
- ❏ I can distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- ❏ I can distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).
- ❏ I can use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- ❏ I can describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- ❏ I can compare and contrast the most important points and key

points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.

E03.B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topic.

CC.1.2.3.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                    "

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

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).

c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.

a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

details presented in two texts on the same topic.

- ❑ I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- ❑ I can recount poems, dramas, or stories (fables, folktales, and myths from diverse cultures)
- ❑ I can determine the central message, lesson, or moral.
- ❑ I can explain how a message is conveyed through key details in the text (fables, folktales, and myths from diverse cultures)
- ❑ I can ask and answer questions to demonstrate understanding of a text
- ❑ I can refer explicitly to the text as the basis for the answers.
- ❑ I can describe characters in a story (e.g., their traits, motivations, feelings)
- ❑ I can explain how a character's actions contribute to the sequence of events.
- ❑ I can explain the point of view from which a story is narrated, including the difference between first and third-person narrations.
- ❑ I can refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza

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| CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br>E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>a. Use context as a clue to the meaning of a word or phrase.<br>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).<br>c. Determine the meaning of general academic and domain-specific words and phrases used in a text.<br>d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).<br>CC.1.2.3.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.<br>**1.3 Reading Literature** Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence."<br>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.<br>E03.A-K.1.1.2 Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral | | ❑ I can describe how each successive part of a text (story, poem, etc) builds upon earlier sections.<br>❑ I can compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.<br>❑ I can write narratives to develop real or imagined experiences or events.<br>❑ I can orient the reader by establishing a situation<br>❑ I can introduce a narrator and/or characters.<br>❑ I can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.<br>❑ I can organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.<br>❑ I can choose words and phrases for effect.<br>❑ I can demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |

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| and explain how it is conveyed through key details in the text.<br>CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses.<br>E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.<br>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.<br>E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.<br>CC.1.3.3.D Explain the point of view of the author.<br>E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third-person narrations.<br>CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.<br>CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.<br>E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>a. Use context as a clue to the meaning of a word or phrase.<br>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., | | |

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| agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).<br>c. Determine the meaning of general academic and domain-specific words and phrases used in a text.<br>d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).<br>E03.A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.<br>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).<br>b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).<br>CC.1.3.3.G 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).<br>CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.<br>(For EPSD purposes, this includes text by different authors, as well)<br>E03.A-C.3.1.1 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). (For EPSD purposes, this includes text by different authors, as well)<br>CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br>E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases | | |

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| based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>a. Use context as a clue to the meaning of a word or phrase.<br>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).<br>c. Determine the meaning of general academic and domain-specific words and phrases used in a text.<br>d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).<br>CC.1.3.3.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.<br>E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>a. Use context as a clue to the meaning of a word or phrase.<br>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).<br>c. Determine the meaning of general academic and domain-specific words and phrases used in a text.<br>d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).<br>E03.A-V.4.1.2 Demonstrate understanding of word | | |

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| relationships and nuances in word meanings.<br>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).<br>b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).<br>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.<br>**1.4 Writing** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.<br>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.<br>CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.<br>CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.<br>CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.<br>CC.1.4.3.Q Choose words and phrases for effect.<br>CC.1.4.3.R Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | | |

**Course Name**  3rd Grade ELA

**Unit Title**  Unit 3

# STAGE 1 | DESIRED RESULTS
Context and relevance for student learning

| Standards | Transfer |
|---|---|
| 1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.<br>CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words.<br>Identify and know the meaning of the most common prefixes and derivational suffixes.<br>Decode words with common Latin suffixes.<br>Decode multisyllable words.<br>Read grade appropriate irregularly spelled words.<br>CC.1.1.3.E Read with accuracy and fluency to support comprehension.<br>Read on-level text with purpose and understanding.<br>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.<br>Use context to confirm or self correct word recognition and understanding, rereading as necessary.<br>**1.2 Reading Informational Text** Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, | *Students will be able to independently use their learning to…*<br>❑  read, write, and communicate. |

| | **Meaning** | |
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| | UNDERSTANDINGS<br>*Students will understand that…*<br>❑  proficient reading requires word level skills (decoding), an understanding of text structure, and the ability to analyze the author's craft.<br>❑  proficient writing requires word level skills (encoding) and an understanding of text structure. | ESSENTIAL QUESTIONS<br>*Students will keep considering…*<br>❑  What makes a good poem?<br>❑  Why are fables, folktales, and pourquoi important to people?<br>❑  What makes fractured fairy tales familiar and fun to read?<br>❑  Why do poet's write?<br>❑  How does an illustrator use art to interest readers? |

| | **Acquisition** |
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| *Students will know…* | *Students will be skilled at…*<br>❑  I can decode words. |

and making connections among ideas and between texts with a focus on textual evidence.

CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.

E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.

E03.B-K.1.1.1 Answer questions to demonstrate understanding of
a text, referring explicitly to the text as the basis for the answers.

CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

E03.B-K.1.1.3 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.1.2.3.D Explain the point of view of the author.

E03.B-C.2.1.1 Explain the point of view from which a text is written.

CC.1.2.3.E Use text features and search tools to locate and interpret information.

E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.

CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal

- ❑ Types of literature: Poems, Dramas, Stories, Fables, Folktales, Myths
- ❑ Central Message / Lesson / Moral
- ❑ Key Details
- ❑ Characters: Traits, Motivations, Feelings
- ❑ Text Features
- ❑ Theme
- ❑ Setting
- ❑ Plot
- ❑ Author- Point of view
- ❑ Affix
- ❑ Suffix
- ❑ Root Word
- ❑ Nouns
- ❑ Pronouns
- ❑ Verbs
- ❑ Adjectives
- ❑ Adverbs
- ❑ Plural Nouns
- ❑ Abstract Nouns
- ❑ Comparative Nouns
- ❑ Superlative Adjectives
- ❑ Coordinating Conjunctions
- ❑ Subordinating Conjunctions
- ❑ Simple Sentences
- ❑ Compound Sentences

- ❑ I can decode multisyllable words.
- ❑ I can read with accuracy and fluency to support comprehension.
- ❑ I can read on-level text with purpose and understanding.
- ❑ I can use context to confirm or self correct word recognition and understanding, rereading as necessary.
- ❑ I can determine the main idea of a text
- ❑ I can recount the key details and explain how they support the main idea.
- ❑ I can answer questions to demonstrate understanding of a text,
- ❑ I can refer explicitly to the text as the basis for answers.
- ❑ I can use language that pertains to time, sequence, and cause/effect in descriptions
- ❑ I can explain the point of view from which a text is written.
- ❑ I can use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.
- ❑ I can determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- ❑ I can use context as a clue to the meaning of a word or phrase.

from nonliteral meaning as well as shades of meaning among related words.

E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
a. Use context as a clue to the meaning of a word or phrase.
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).
c. Determine the meaning of general academic and domain-specific words and phrases used in a text.
d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.        "
Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).
CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.
E03.B-C.3.1.3 Use information gained from illustrations, 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.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.
E03.B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific

❑ Complex Sentences
❑ Commas - Addresses
❑ Dialogue - Quotation Marks
❑ Possessives
❑ Suffixes
❑ Base Words
❑ Spelling Patterns
❑ Word Families
❑ Syllable Patterns
❑ Ending Rules
❑ Word Parts

❑ I can 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).
❑ I can determine the meaning of general academic and domain-specific words and phrases used in a text.
❑ I can use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
❑ I can demonstrate understanding of word relationships and nuances in word meanings.
❑ I can distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
❑ I can distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).
❑ I can use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
❑ I can describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
❑ I can compare and contrast the most important points and key

points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.

E03.B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topic.

CC.1.2.3.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                     "
a. Use context as a clue to the meaning of a word or phrase.
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).
c. Determine the meaning of general academic and domain-specific words and phrases used in a text.
d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

details presented in two texts on the same topic.
❑ I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
❑ I can recount poems, dramas, or stories (fables, folktales, and myths from diverse cultures)
❑ I can determine the central message, lesson, or moral.
❑ I can explain how a message is conveyed through key details in the text (fables, folktales, and myths from diverse cultures)
❑ I can ask and answer questions to demonstrate understanding of a text
❑ I can refer explicitly to the text as the basis for the answers.
❑ I can describe characters in a story (e.g., their traits, motivations, feelings)
❑ I can explain how a character's actions contribute to the sequence of events.
❑ I can explain the point of view from which a story is narrated, including the difference between first and third-person narrations.
❑ I can refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza

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| CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br>E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>a. Use context as a clue to the meaning of a word or phrase.<br>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).<br>c. Determine the meaning of general academic and domain-specific words and phrases used in a text.<br>d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).<br>CC.1.2.3.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.<br>**1.3 Reading Literature** Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence."<br>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.<br>E03.A-K.1.1.2 Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral | | ❑  I can describe how each successive part of a text (story, poem, etc) builds upon earlier sections.<br>❑  I can compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.<br>❑  I can orient the reader by establishing a situation<br>❑  I can introduce a narrator and/or characters.<br>❑  I can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.<br>❑  I can organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.<br>❑  I can choose words and phrases for effect.<br>❑  I can demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |

and explain how it is conveyed through key details in the text.

CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses.

E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.

E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

CC.1.3.3.D Explain the point of view of the author.

E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third-person narrations.

CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.

CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
a. Use context as a clue to the meaning of a word or phrase.
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g.,

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| agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). <br> c. Determine the meaning of general academic and domain-specific words and phrases used in a text. <br> d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). <br> E03.A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings. <br> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). <br> b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered). <br> CC.1.3.3.G 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). <br> CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. <br> (For EPSD purposes, this includes text by different authors, as well) <br> E03.A-C.3.1.1 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). (For EPSD purposes, this includes text by different authors, as well) <br> CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. <br> E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases | | |

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| based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>a. Use context as a clue to the meaning of a word or phrase.<br>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).<br>c. Determine the meaning of general academic and domain-specific words and phrases used in a text.<br>d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).<br>CC.1.3.3.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.<br>E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>a. Use context as a clue to the meaning of a word or phrase.<br>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).<br>c. Determine the meaning of general academic and domain-specific words and phrases used in a text.<br>d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).<br>E03.A-V.4.1.2 Demonstrate understanding of word | | |

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| relationships and nuances in word meanings.<br>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).<br>b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).<br>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.<br>**1.4 Writing** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.<br>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.<br>CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.<br>CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.<br>CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.<br>CC.1.4.3.Q Choose words and phrases for effect.<br>CC.1.4.3.R Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | | |