

Unit 1: Preparing To Explore

Unit #:	APSDO-00014622	Duration:	8.0 Week(s)	Date(s):	
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Team:
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Grades:
 3

Subjects:
 English Language Arts

Unit Focus

In this unit, students begin the year by establishing a strong classroom community to lay the foundation for a year of exploration. They will strengthen good reading habits by learning how to choose a just right book and will begin to understand that effective readers use a variety of strategies to maintain meaning. The reading comprehension focus for this unit is on questioning and making and confirming predictions based on text evidence. Also, students will begin to describe characters using traits. They will recount stories using narrative elements and will use the writing process to produce narrative text. These literacy skills will support students as they begin exploring the state of Connecticut and our focus on who they are as residents of Hartford County. The primary instructional materials for this unit include: *Harcourt Trophies, Me on the Map, Over in a River, Follow the Water from Brook to Ocean, Connecticut, N is for Nutmeg, Where the River Begins, Explore Ponds and Rivers, Paddle to the Sea, and Pond and River.*

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer
<p>Common Core <i>English Language Arts: 3</i></p> <ul style="list-style-type: none"> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <i>CCSS.ELA-LITERACY.RL.3.1</i> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>CCSS.ELA-LITERACY.L.3.1</i> Demonstrate command of the 	<p>T1 (T1) Teacher Lens: Students will be able to comprehend and engage with a variety of texts in order to become independent, critical thinkers.</p> <p>T2 (T20) Student Lens: Active readers think critically about what they read.</p> <p>T3 (T2) Teacher lens: Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks.</p> <p>T4 (T21) Student lens: Powerful writers think critically about what they write.</p> <p>T5</p> <p>Thematic: Students will be able to understand how events of the past shape Connecticut today.</p>
	Meaning

<p>conventions of standard English capitalization, punctuation, and spelling when writing. <i>CCSS.ELA-LITERACY.L.3.2</i></p> <ul style="list-style-type: none"> • Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. <i>CCSS.ELA-LITERACY.RL.3.2</i> • Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <i>CCSS.ELA-LITERACY.RL.3.3</i> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. <i>CCSS.ELA-LITERACY.L.3.3</i> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>CCSS.ELA-LITERACY.W.3.3</i> • Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. <i>CCSS.ELA-LITERACY.SL.3.4</i> • With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 13 above.) <i>CCSS.ELA-LITERACY.W.3.4</i> • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <i>CCSS.ELA-LITERACY.W.3.5</i> • Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words 	Understandings	Essential Questions
	<p>U1 (U200) Effective readers use appropriate strategies (as needed) to construct meaning from texts.</p> <p>U2 (U103) Readers support their conclusions (inferences and interpretations) by citing appropriate evidence within the text.</p> <p>U3 (U302) Readers make meaning through close reading of the text(s) and personal connections to the topic.</p> <p>U4 (U700) Audience and purpose influence the structure, language, and style to achieve a goal effectively.</p> <p>U5 (U701) Writers use a recursive process (e.g. planning, drafting, revising, editing, and publishing) to hone their piece.</p> <p>U6 (U602) Writers and speakers develop, express, and clarify their thinking in order to communicate effectively.</p> <p>U7</p> <p>Thematic: Exploration of a place through reading, viewing and questioning leads to new understandings.</p> <p>U8</p> <p>Thematic: Where people live affect how they live?</p>	<p>Q1 (Q200) What do active readers do? (K-12)</p> <p>Q2 (Q201) What are my strategies for reading this text? How do I know if they are working? (K-12)</p> <p>Q3 (Q305) What does a close (careful) reading require? (K-12)</p> <p>Q4 (Q602) How do I make my writing easy to understand? (K-2) How do I make my writing interesting, engaging, and effective given my audience and purpose? (3-12)</p> <p>Q5 (Q703) How can other people help me with my writing? (K-2) How can I get and use feedback to improve my writing? (3-12)</p> <p>Q6 (Q704) How do I develop and revise my writing using appropriate tools and techniques? (3-12)</p> <p>Q7 (Q705) How do I know when I am done? (K-12) What do I need to consider before submitting or publishing a piece for an audience? (2-12)</p> <p>Q8</p> <p>Thematic: What does it mean to explore?</p> <p>Q9</p> <p>Thematic: How are people affected by where they live?</p>
	Acquisition of Knowledge and Skill	
Knowledge	Skills	
	<p>S1</p> <p>Choose a just right book</p> <p>S2</p> <p>Describe character using traits</p> <p>S3</p>	

<p>and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). <i>CCSS.ELA-LITERACY.L.3.6</i></p>		<p>Make and confirm predictions based on text evidence</p> <p>S4</p> <p>Recount story using narrative elements</p> <p>S5</p> <p>Produce text using the writing process</p> <p>S6</p> <p>Identify where Avon/Connecticut is located: geographical neighbors, Hartford County</p> <p>S7</p> <p>Identify land features (topography) of Connecticut beginning with Hartford County: river valleys, shoreline, mountains, farmland</p> <p>S8</p> <p>Understand readers use strategies to maintain meaning (self-questioning, visualizing, monitoring their understanding, predicting, making inferences, making connections)</p> <p>S9</p> <p>Begin to respond to text in writing citing specific evidence with teacher guidance</p> <p>S10</p> <p>Use their communication skills to work in a small group to complete a task</p> <p>S11</p> <p>Employ conventions of the English language</p>
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