

## Unit 3: Exploring The Land And Sea

<b>Unit #:</b>	APSDO-00014625	<b>Duration:</b>	6.0 Week(s)	<b>Date(s):</b>	
----------------	----------------	------------------	-------------	-----------------	--

**Team:**  
 Donna Nestler-Rusack (Author), Virginia Conn, Carrie Dybinski, Christopher Grgach, Peter Higgins, Barbara Ruocco, Elena Zambetti, Kevin Caselli, Lori Henderson, Melinda Krusz, Rene Kuhrt, Deborah Zacchio, Ashley Lacasse, Emily Ogalin, Ann McCarthy

**Grades:**  
 3

**Subjects:**  
 English Language Arts

### Unit Focus

In this unit, students will continue to grow as active readers by using text and illustrations to improve visualization and comprehend text. They will make inferences to construct meaning beyond what is not explicitly stated in the text. In this unit we will complete an author study comparing and contrasting the themes, settings, and plots of multiple stories written by the same author. Students will also compare and contrast the most important points and key details presented in two texts on the same topic. In writing students will state an opinion and persuade an audience. These literary skills will enhance student learning as they explore the land and coast of our state. Students will gain an understanding of how geography had an impact on the development of Connecticut and continues to impact the lifestyles of the people of Connecticut today. The primary instructional materials for this unit include: *Harcourt Trophies, 'A'*

### Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p><b>Common Core</b>  <i>English Language Arts: 3</i></p> <ul style="list-style-type: none"> <li>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></li> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>CCSS.ELA-LITERACY.L.3.1</i></li> <li>Write opinion pieces on topics or texts, supporting a point of view with reasons.</li> </ul>	<p><b>T1</b> (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><b>T2</b> (T20) Student Lens: Active readers think critically about what they read.</p> <p><b>T3</b> (T2) Teacher lens: Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks.</p> <p><b>T4</b> (T21) Student lens: Powerful writers think critically about what they write.</p> <p><b>T5</b></p> <p>Thematic: Students will be able to explore how geography shapes people and how our choices affect the natural world.</p>	
	Meaning	
	Understandings	Essential Questions

*CCSS.ELA-LITERACY.W.3.1*

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *CCSS.ELA-LITERACY.L.3.2*
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. *CCSS.ELA-LITERACY.SL.3.2*
- 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). *CCSS.ELA-LITERACY.L.3.4.B*
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. *CCSS.ELA-LITERACY.L.3.3*
- 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. *CCSS.ELA-LITERACY.SL.3.4*
- 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.) *CCSS.ELA-LITERACY.W.3.4*
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). *CCSS.ELA-LITERACY.L.3.6*
- Distinguish their own point of view from

**U1** (U103) Readers support their conclusions (inferences and interpretations) by citing appropriate evidence within the text.

**U2** (U106) Critical readers (reflect on and) question the text, consider different perspectives, and look for author bias.

**U3** (U106) Critical readers (reflect on and) question the text, consider different perspectives, and look for author bias.

**U4** (U202) Readers recognize that authors do not always say things directly or literally; sometimes they convey their ideas indirectly (e.g., metaphor, satire, irony, connotation).

**U5** (U203) By comparing texts, readers often gain greater insight into those texts.

**U6** (U205) Authors and speakers make deliberate language, narrative, structure, and style choices to convey their meaning.

**U7** (U200) Effective readers use appropriate strategies (as needed) to construct meaning from texts.

**U8** (U201) Identifying the genre of a text, and how the purpose, point of view, and organizational structure helps readers analyze and comprehend the text.

**U9** (U302) Readers make meaning through close reading of the text(s) and personal connections to the topic.

**U10** (U304) By comparing texts, readers often gain greater insight into those texts.

**U11** (U703) To be effective, written and spoken text (arguments, explanatory, narrative) must be supported with sound evidence, sufficient detail, and/or valid reasoning.

**U12** (U801) Clear and focused questions help researchers find desired information and refine the topic/thesis statement.

**U13** (U600) Audience and purpose influence the structure, language, and style

**Q1** (Q103) What is my purpose for reading? (K-12) How does it influence how I read? (3-12)

**Q2** (Q104) How does what I read (e.g., genre, text structure, story elements) influence how I should read? (2-12)

**Q3** (Q105) What is the text really about (theme, main idea)? (K-12)

**Q4** (Q106) What do I need to know to retell/summarize this text? (K-12)

**Q5** (Q207) What connections/insights can I gain by comparing two or more texts? (K-12)

**Q6** (Q203) What do I notice about the look of this text (e.g., text features, text structure)? How does this help me get ready to read? (K-12)

**Q7** (Q204) How do authors make specific language, narrative, structure, and/or style choices to communicate their ideas? How does that affect my reading? (K-12)

**Q8** (Q206) How do I make and support conclusions/interpretations/inferences/opinions? (K-12)

**Q9** (Q207) What connections/insights can I gain by comparing two or more texts? (K-12)

**Q10** (Q305) What does a close (careful) reading require? (K-12)

**Q11** (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)

**Q12** (Q603) Why do I think this? (K-1) How do I support my ideas when writing in this particular genre? (2-12)

**Q13**

Thematic: Â How are people affected by where they live? Â What impact do people have on the environment?

<p>that of the narrator or those of the characters. <i>CCSS.ELA-LITERACY.RL.3.6</i></p> <ul style="list-style-type: none"> <li>• 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). <i>CCSS.ELA-LITERACY.RL.3.7</i></li> <li>• Compare and contrast the most important points and key details presented in two texts on the same topic. <i>CCSS.ELA-LITERACY.RI.3.9</i></li> <li>• 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). <i>CCSS.ELA-LITERACY.RL.3.9</i></li> </ul>	<p>to achieve a goal effectively.</p> <p><b>U14</b> (U800) Effective researchers select among the multiple sources of information based upon their purpose, task, and audience.</p> <p><b>U15</b></p> <p>Thematic: The natural resources and location significantly affect the lives and opportunities of its inhabitants.</p>	
<b>Acquisition of Knowledge and Skill</b>		
<b>Knowledge</b>	<b>Skills</b>	
	<p><b>S1</b></p> <p>Use visualization to comprehend text</p> <p><b>S2</b></p> <p>Infer to construct meaning beyond what is not literally or explicitly stated in the text</p> <p><b>S3</b></p> <p>Use information gained from illustrations and words from a text to demonstrate understanding of the text</p> <p><b>S4</b></p> <p>Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters</p> <p><b>S5</b></p> <p>Compare and contrast the most important points and key details presented in two texts on the same topic</p> <p><b>S6</b></p> <p>State an opinion and persuade a</p>	

		<p>reader/audience</p> <p><b>S7</b></p> <p>Draw a distinction between the narrator's point of view and the reader's</p> <p><b>S8</b></p> <p>Gain an understanding of how the geography had an impact on the development of Connecticut and the lifestyle of the people</p> <p><b>S9</b></p> <p>Comprehension strategies: making Inferences, visualizing</p> <p><b>S10</b></p> <p>Respond to text in writing citing specific evidence with support</p> <p><b>S11</b></p> <p>Employ conventions of the English language</p>
--	--	---