

Unit 4: Exploring People And Innovation

Unit #:	APSDO-00014626	Duration:	6.0 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 will be expected to research a topic using multiple sources, take notes and sort evidence into categories. As a culminating activity for the year, students will participate in the Connecticut Wax Museum where they will become a wax figure of a person, place or thing related to Connecticut and prepare talking points and give a dramatic presentation to showcase their learning. Students will understand the concept of innovation by learning about inventions and the traits of inventors. Students will read multiple texts on the same topic (biography and/or inventions) and then report on the topic by integrating appropriate facts and relevant details. They will have the opportunity to write an explanatory text. In this unit, students will also learn how to draw a distinction between the narrator's point of view and their own. The primary instructional materials for this unit include: *Harcourt Trophies*, *Accidents May Happen: Fifty Inventions Discovered by Mistake*, *Mistakes that Worked*, *So You Want to be an Inventor*.

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.RI.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 explore how need shapes innovation.</p>	
	Meaning	
	Understandings	Essential Questions

<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"> • Determine the main idea of a text; recount the key details and explain how they support the main idea. <i>CCSS.ELA-LITERACY.RI.3.2</i> • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <i>CCSS.ELA-LITERACY.W.3.2</i> • 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. <i>CCSS.ELA-LITERACY.RI.3.3</i> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. <i>CCSS.ELA-LITERACY.L.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> • Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. <i>CCSS.ELA-LITERACY.SL.3.5</i> • Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic 	<p>U1 (U200) Effective readers use appropriate strategies (as needed) to construct meaning from texts.</p> <p>U2 (U301) Effective readers use strategies efficiently to locate, integrate, and evaluate content from diverse sources for various purposes.</p> <p>U3 (U402) Readers make meaning through close reading of the text(s) and personal connections to the topic.</p> <p>U4 (U103) Readers support their conclusions (inferences and interpretations) by citing appropriate evidence within the text.</p> <p>U5 (U701) Writers use a recursive process (e.g. planning, drafting, revising, editing, and publishing) to hone their piece.</p> <p>U6</p> <p>Thematic: Innovation is an idea turned into a working solution that meets a need.</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 (Q302) What does this text mean to me? What connections can I make? (K-12)</p> <p>Q4 (Q207) What connections/insights can I gain by comparing two or more texts? (K-12)</p> <p>Q5 (Q305) What does a close (careful) reading require? (K-12)</p> <p>Q6 (Q704) How do I develop and revise my writing using appropriate tools and techniques? (3-12)</p> <p>Q7</p> <p>Thematic: What are the needs that led to this innovation? How did it change how people live and work?</p>
Acquisition of Knowledge and Skill		
Knowledge		Skills

efficiently. *CCSS.ELA-LITERACY.RI.3.5*

- 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 that of the author of a text. *CCSS.ELA-LITERACY.RI.3.6*
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. *CCSS.ELA-LITERACY.SL.3.6*
- Conduct short research projects that build knowledge about a topic. *CCSS.ELA-LITERACY.W.3.7*
- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). *CCSS.ELA-LITERACY.RI.3.7*
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. *CCSS.ELA-LITERACY.W.3.8*
- Compare and contrast the most important points and key details presented in two texts on the same topic. *CCSS.ELA-LITERACY.RI.3.9*
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. *CCSS.ELA-LITERACY.RI.3.10*