Grade 3 - Unit 3 - Reading and Writing with Believable Characters and Problems

Unit Focus

Reading and writing are tightly woven together as teachers take students on an inquiry of the techniques that writers use to breathe life into realistic fiction. There is a focus on how authors and characters make readers think about problems and solve them. The work of inferring and interpretation will help writers develop multilayered characters who get in and out of trouble and are empathetic. A high volume of reading is the most important goal for readers as they engage with characters to get to know them well and to understand how the characters they read about are the same and different from themselves and people they know.

Teachers gather a variety of realistic fiction picture books and chapter books to meet the range of the levels of readers in grade 3 classrooms. The focus of instruction will be through the lens of the essential questions and open-ended inquiry: How do I support and prove my thinking? How do people/characters, events, and ideas develop within the text? How does what I read (e.g. text structure, story elements) influence what I think? How do my experiences influence my reading and understandings of this text? How does following the writing process help a writer craft an effective piece of writing? How do I develop and refine my idea(s)?

In writer's workshop, students will develop characters by thinking about how the character would act and react in a variety of situations and settings. They will story tell and will write long about their characters and create a variety of situations to grow and develop their characters, problems and settings while working in reading to notice how mentor authors develop characters internally and externally and hook readers into caring about the characters and story. Students use the cyclical writing process of planning, drafting, revising, and editing; they will use all they know about stories and plot mountains to use a variety of craft moves to build tension and mood in their stories. Students will work with their readers in mind to create and revise stories that will allow readers to visualize, predict, laugh, connect and gasp as they read. In this bend, you'll have a repertoire of your own drafts to use as models in whole group mini-lessons, small group conferences and strategy groups and individual teaching conferences. The use of strategy groups continues to be a powerful use of small group instruction in writing as these challenges may show up in student writing:

- Summaries instead of stories/Stories that are all action
- Stories with weak, unbelievable or missing endings
- Stories with underdeveloped characters
- Stories with simple sentence structures
- Stories lacking description
- Stories with too much description
- Stories told completely in dialogue

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer
Standards - Common Core - *English Language Arts: 3* - Reading Literature - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. *(CCSS.ELA-LITERACY.RL.3.1)*	*Students will be able to independently use their learning to...* **T1** Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers. **T2** Listen, exchange, evaluate, and build upon ideas. **T3** Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.

Stage 1: Desired Results - Key Understandings

- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. *(CCSS.ELA-LITERACY.RL.3.3)*
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. *(CCSS.ELA-LITERACY.RL.3.4)*
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2– 3 text complexity band independently and proficiently. *(CCSS.ELA-LITERACY.RL.3.10)*
- Know and apply grade-level phonics and word analysis skills in decoding words. *(CCSS.ELA-LITERACY.RF.3.3)*
- Identify and know the meaning of the most common prefixes and derivational suffixes. *(CCSS.ELA-LITERACY.RF.3.3.A)*
- Decode words with common Latin suffixes. *(CCSS.ELA-LITERACY.RF.3.3.B)*
- Decode multisyllable words. *(CCSS.ELA-LITERACY.RF.3.3.C)*
- Read grade-appropriate irregularly spelled words. *(CCSS.ELA-LITERACY.RF.3.3.D)*
- Read with sufficient accuracy and fluency to support comprehension. *(CCSS.ELA-LITERACY.RF.3.4)*
- Read grade-level text with purpose and understanding. *(CCSS.ELA-LITERACY.RF.3.4.A)*
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. *(CCSS.ELA-LITERACY.RF.3.4.B)*
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *(CCSS.ELA-LITERACY.RF.3.4.C)*
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. *(CCSS.ELA-LITERACY.W.3.3)*
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. *(CCSS.ELA-LITERACY.W.3.3.A)*
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. *(CCSS.ELA-LITERACY.W.3.3.B)*
- Use temporal words and phrases to signal event order. *(CCSS.ELA-LITERACY.W.3.3.C)*
- Provide a sense of closure. *(CCSS.ELA-LITERACY.W.3.3.D)*
- Writing
- 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 1– 3 above.) *(CCSS.ELA-LITERACY.W.3.4)*
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. *(CCSS.ELA-LITERACY.W.3.5)*

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** Readers make inferences about a text by using text evidence to support their thinking. **U2** Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text. **U3** Identifying a text's genre, purpose, and organizational structure helps readers analyze and comprehend the text. **U4** Readers make meaning through a careful reading of the text(s) and connections to the topic. **U5** Writers use a cyclical process of planning, drafting, revising, editing, publishing, and reflecting. **U6** Writers integrate their thoughts with evidence from authors/texts (and provide proper citations).	*Students will keep considering...* **Q1** How do I support and prove my thinking? **Q2** How do people/characters, events, and ideas develop within the text? **Q3** How does what I read (e.g. text structure, story elements) influence what I think? **Q4** How do my experiences influence my reading and understandings of this text? **Q5** What is the author trying to tell me? **Q6** How does following the writing process help a writer craft an effective piece of writing? **Q7** How do I develop and refine my idea(s)? **Q8** How can I support my thoughts, findings and conclusions?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** Realistic fiction is a text consisting of imaginary yet realistic events, characters, and settings **K2** Analyzing and inferencing leads to a deeper understanding of a text and the author's purpose and message **K3** Realistic characters change and develop throughout the text **K4** Collaboration with a partner helps to reflect on and set goals **K5** Writing is a cyclical process	*Students will be skilled at...* **S1** Previewing a book to determine if it is realistic fiction and explaining why **S2** Identifying important information related to the story elements (setting, characters, problem, events, solution) while reading **S3** Summarizing a text based on the important information for each story element **S4** Making inferences to describe a character(s) and explain why they changed

Stage 1: Desired Results - Key Understandings

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. *(CCSS.ELA-LITERACY.SL.3.1)*
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. *(CCSS.ELA-LITERACY.SL.3.1.A)*
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. *(CCSS.ELA-LITERACY.SL.3.1.C)*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.3.1)*
- Ensure subject-verb and pronoun-antecedent agreement.* *(CCSS.ELA-LITERACY.L.3.1.F)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.3.2)*
- Capitalize appropriate words in titles. *(CCSS.ELA-LITERACY.L.3.2.A)*
- Use commas and quotation marks in dialogue. *(CCSS.ELA-LITERACY.L.3.2.C)*
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. *(CCSS.ELA-LITERACY.L.3.2.F)*
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. *(CCSS.ELA-LITERACY.L.3.4)*
- Use sentence-level context as a clue to the meaning of a word or phrase. *(CCSS.ELA-LITERACY.L.3.4.A)*
- 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 a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). *(CCSS.ELA-LITERACY.L.3.4.C)*
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. *(CCSS.ELA-LITERACY.L.3.5)*
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). *(CCSS.ELA-LITERACY.L.3.5.A)*
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). *(CCSS.ELA-LITERACY.L.3.5.B)*

Madison Public Schools Profile of a Graduate

K6 Realistic fiction writing includes story structure/elements (plot mountain, setting, characters, problem, events, solution), description and proper sequence
K7 Grade level foundational skills and grammar use improve writing

in the story and how this information leads to the understanding of theme/lesson
S5 Writing narratives using effective technique, descriptive details, and clear event sequences.
S6 Planning, drafting, revising, editing, publishing, and reflecting on writing
S7 Collaborating with a partner to set and reflect on goals
S8 Using grade level spelling patterns
S9
- Identifying schwa
- Reading and spelling words with a schwa in an unaccented syllable
- -et spelling at the end of words such as "jacket"
- Dictionary skills
- Open-syllable review
- y as a vowel: long /i/ and long /e/
- Schwa in open syllables with a and i
- Open-syllable exception
- Soft c: ce. ci. cy (reading)
- Soft g: ge, gi, gy (reading)
- Prefixes: con, dis, un, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, re
- Roots: dict, duct, fect, fract, ject, junct, lect, min, scrib, sist, spec, struct, tract

Stage 1: Desired Results - Key Understandings		
o Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)* o Product Creation: Effectively use a medium to communicate important information. *(POG.3.2)* o Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. *(POG.5.2)*		