

Creative, Inventive, and Notable People

In this third six-week unit of third grade, students read biographies about musicians, artists, and inventors of the early twentieth century.

Essential Question

How are the words "creative" and "inventive" similar?
How are they different?

Reading Standards for Literature	Resources, Materials , Activities & Assessments
<p>Key Ideas and Details RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	
Reading Standards for Informational Text	<p>RESOURCES: Internet; Media Specialist; Classroom guided readers</p> <p>MATERIALS: Colored chart paper; Sentence strips; Journals Books: <u>Ragtime Tumpie</u> <u>The Many Lives of Benjamin Franklin</u></p> <p>ACTIVITIES: Book talk and report; Cook Chef Boyardee Mac and Cheese; Create own time line/biography; Give a biographical talk</p> <p>ASSESSMENT: Book report (rubric); Cooking rubric; Biography paper;</p>
Reading Standards: Foundational Skills	
<p>Phonics and Word Recognition RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. <i>c. Decode multi-syllable words.</i></p>	Multiple choice/Open response

<p>Fluency RF.3.4 Read with sufficient accuracy and fluency to support comprehension. <i>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</i></p>	
<p>Writing Standards</p>	
<p>Text Types and Purposes W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Production and Distribution of Writing W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Research to Build and Present Knowledge W.3.7 Conduct short research projects that build knowledge about a topic. W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Range of Writing W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>RESOURCES: Media specialist</p> <p>MATERIALS: Biography books; Internet/computers; Graphic organizers</p> <p>ACTIVITIES: Make a powerpoint; Write a persuasive essay; Take notes and write a report</p> <p>ASSESSMENT: Persuasive essay; Report; Graphic Organizer; Rubric</p>
<p>Speaking and Listening Standards</p>	
<p>Comprehension and Collaboration SL.3.1 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. <i>a. 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.</i></p> <p>Presentation of Knowledge and Ideas SL.3.4 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. SL.3.5 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.</p>	<p>RESOURCES: Smart board, Internet, Guided readers</p> <p>MATERIALS: Dress-up clothes for biography “parade”; Boom box with microphone; Chef Boyardee mac and cheese</p> <p>ACTIVITIES: Biography presentation; Oral presentation; Cooking</p> <p>ASSESSMENT: Oral presentation rubric; Cooking rubric</p>

Language Standards	
<p>Conventions of Standard English</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>h. Use coordinating and subordinating conjunctions.</i></p> <p><i>i. Produce simple, compound, and complex sentences.</i></p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>a. Capitalize appropriate words in titles.</i></p> <p>Knowledge of Language</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Vocabulary Acquisition and Use</p> <p>L.3.4 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.</p> <p><i>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).</i></p> <p><i>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</i></p> <p>L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><i>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</i></p> <p><i>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</i></p>	<p>RESOURCES: Internet; Document camera</p> <p>MATERIALS: Editing activity; Sentence strips; Sentence pocket chart; Dry erase markers</p> <p>ACTIVITIES: Editing; Affix/suffix and word cards to make new word</p> <p>ASSESSMENT: Multiple choice/ Open response; Presentation; Rubric</p>
Required Independent Reading Texts:	

Authentic Assessments:	