The People, The Preamble, and the Presidents

In this fourth six-week unit of third grade, students read about the people, the Preamble (to the Constitution), and the presidents of the United States.

Essential Questions:

Why is it important to choose words carefully for government documents?

Reading Standards for Informational Text	Resources, Materials, Activities & Assessments
Key Ideas and Details	Resources: Internet, Media Specialist
RI.3.1 Ask and answer questions to demonstrate understanding of a text,	Classroom Guided Readers
referring explicitly to the text as the basis for the answers.	"Shh: We're Reading the Constitution
Craft and Structure	by Jean Fritz and Tomie de Paola
RI.3.4 Determine the meaning of general academic and domain-specific	
words and phrases in a text relevant to a grade 3 topic or subject area.	Materials: Smart board; Chart paper;
RI.3.5 Use text features and search tools (e.g., key words, sidebars,	Books: "Shh: We're Reading the
hyperlinks) to locate information relevant to a given topic efficiently.	Constitution; Guided Readers
RI.3.6 Distinguish their own point of view from that of the author of a text.	
Integration of Knowledge and Ideas	Activities: Create cause/effect chart;
RL.3.7 Explain how specific aspects of a text's illustrations contribute to	Make historical USA timeline; Reader
what is conveyed by the words in a story (e.g., create mood, emphasize	theatre: The Constitution; Presidenti
aspects of a character or setting).	report and oral presentation
RI.3.8 Describe the logical connection between particular sentences and	
paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a	Assessments: Presidential report;
sequence).	Readers theatre (Rubric); Multiple
RI.3.9 Compare and contrast the most important points and key details	choice/open response; Timeline rubri
presented in two texts on the same topic.	
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
RF.3.3 Know and apply grade-level phonics and word analysis skills in	
decoding words.	

Reading Standards: Foundational Skills	
Phonics and Word Recognition	Resource: Spelling Unit
RF.3.3 Know and apply grade-level phonics and word analysis skills in	Materials: Spelling list
decoding words.	Activities: Spelling with Smart board
	Assessment: MC; oral dictation
Writing Standards	
Text Types and Purposes	Resources: Media Specialist
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and	Materials: Presidential Books;
information clearly.	internet and computer; graphic
b. Develop the topic with facts, definitions, and details.	organizers
Production and Distribution of Writing	
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as	Activities: Writing activity on
needed by planning, revising, and editing.	documents: Take notes and write a
W.3.6 With guidance and support from adults, use technology to produce and publish	report or campaign advertisement
writing (using keyboarding skills) as well as to interact and collaborate with others.	Assessment: Report, rubric
Speaking and Listening Standards	
Comprehension and Collaboration	Resources: Readers theater "The
SL.3.1 Engage effectively in a range of collaborative discussions (one-on-	Constitution"
one, in groups, and teacher led) with diverse partners on grade 3 topics	Activity: Readers Theater
and texts, building on others' ideas and expressing their own clearly.	Assessment: Rubric
Language Standards	
Conventions of Standard English	Resources: Smart board; skills sheets;
L.3.1 Demonstrate command of the conventions of standard English	journals; dictionaries
grammar and usage when writing or speaking.	
b. Form and use regular and irregular plural nouns.	Materials: Editing activity; Sentence
c. Use abstract nouns (e.g., childhood).	strips; Pocket chart-Dry; Erase Boards and
L.3.2 Demonstrate command of the conventions of standard English	markers
capitalization, punctuation, and spelling when writing.	Activities: Word sort; Vocabulary match-
g. Consult reference materials, including beginning dictionaries, as needed	up; Dry erase board spelling; look up
to check and correct spellings.	words in dictionary; put information in
Knowledge of Language	journals
L.3.3 Use knowledge of language and its conventions when writing,	Assessment: Multiple choice, open response, Rubric

and the condition of the control of	
speaking, reading, or listening.	
Vocabulary Acquisition and Use	
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.	
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).	
d. Use glossaries or beginning dictionaries, both print and digital, to	
determine or clarify the precise meaning of key words and phrases.	
L.3.5 Demonstrate understanding of figurative language, word	
relationships, and nuances in word meanings.	
b. Identify real-life connections between words and their use (e.g., describe	
people who are friendly or helpful).	
L.3.6 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).	
went looking for them).	
Required Independent Reading Texts:	
Required macpendent neading rexts.	
Authentic Assessments:	
Authentic Assessments.	