

A Feast of Words on a Planet Called Earth and Beyond

In this fifth six-week unit of third grade, students read stories, poems, and informational text full of rich language, a "feast of words."

Essential Question:
 What makes a word or phrase the "right" word or phrase?

Reading Standards for Literature	Resources, Materials , Activities & Assessments
<p>Craft and Structure RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>Resources: Document camera</p>
Reading Standards for Informational Text	
<p>Key Ideas and Details RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. Craft and Structure RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. Integration of Knowledge and Ideas RI.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).</p>	<p>Resources: internet; Readers Theater; Smart Board; Guided Readers Materials: Journals; Fluency poems (for each level); Readers Theater Activities: Look up information and record in journals to use in report; Orally read poems to class; Readers Theater Production; Oreo Cookie Moon Phases; Cook popcorn to go with popcorn poems; Make solar system mobil</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>b. Decode words with common Latin suffixes.</i> 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>Assessment: Rubric: Solar mobil; Readers Theater: Rubric; Poem: Rubric; Multiple choice/open response questions</p>

<p><i>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</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>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; Promethean Board</p> <p>Materials: Science books; Internet/computers; graphic organizers</p> <p>Activities: Research paper; Create model of a planet</p> <p>Assessment: Multiple choice/open response; Rubric for report and planet model; journals</p>
<p>Speaking and Listening Standards</p>	

<p>Comprehension and Collaboration</p> <p>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.</p> <p><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><i>b. Follow agreed-upon rules for discussions.</i></p> <p><i>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</i></p> <p><i>d. Explain their own ideas and understanding in light of the discussion.</i></p> <p>SL.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.</p>	<p>Resources: Smart Board; internet; Guided Readers</p> <p>Materials: Journal notes; Ruby Payne skills; Literacy passages</p> <p>Activities: Smart Board; modeling-skills sheet; modeling-Read and Do with Guided Readers</p> <p>Assessment: Multiple choice/open response; teacher observation</p>
<p>Language Standards</p>	
<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>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>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>Resources: Document Camera; Smart Board; Power point</p> <p>Materials: Journals; Power point; Sentence strips</p> <p>Activities: Model using document camera; Smart Board; Work with partner to create simple, compound, and complex sentences</p> <p>Assessment: Presentation Rubric Multiple choice</p>

<p><i>a. Use sentence-level context as a clue to the meaning of a word or phrase.</i></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>L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><i>a. Distinguish the literal and non literal meanings of words and phrases in context (e.g., take steps).</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>Required Independent Reading Texts:</p>	
<p>Authentic Assessments:</p>	