

**Middletown Public Schools
Unit Planning Organizer**

Subject	Language Arts	Grade/Course	3
Unit Title	Author’s Craft-Examining Language in Fiction Text	Duration	6 weeks

Common Core Standards

Big Idea	Authors will often carefully choose the words they write in order to make their readers feel a certain way, make their writing sound a certain way, or create an images in their readers’ minds.
Essential Question	How do authors draw the attention of their readers?

Overarching Standards

Reading
CC.3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CC.3.RI.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*.
CC.3.RL.10 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.
CC.3.RI.10 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.

Speaking and Listening
CC.3.SL.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*.
CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Foundational Skills
CC.3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
CC.3.RF.4 Read with sufficient accuracy and fluency to support comprehension.

Writing
CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CC.3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
CC.3.W.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.

Language

CC.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Priority and Supporting Common Core State Standards

Bold Standards are Priority

Reading

CC.3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CC.3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

CC.3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CC.3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Speaking and Listening

CC.3.SL.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.

CC.3.SL.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.

Language

CC.3.L.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

Foundational Skills

CC.3.R.F.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Writing

CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CC.3.W.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CC.3.W.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.3.W.3c Use temporal words and phrases to signal event order.

CC.3.W.3d Provide a sense closure.

Language

CC.3.L.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CC.3.L.1c Use abstract nouns (e.g. childhood)

CC.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.3.L.3a Choose words and phrases for effect.

CC.3.L.4b 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*).

CC.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

CC.3.L.5b Identify real-life connections between words and their use (e.g., describe people who are *friendly or helpful*).

CC.3.L.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

Standard	Concepts <i>What Students Need to Know</i>	Skills <i>What Students Need to Be Able to Do</i>
CC.3.RI.1	<ul style="list-style-type: none"> ▪ Ask and answer ▪ Referring 	<ul style="list-style-type: none"> ▪ Questions to demonstrate understanding of a text ▪ Explicitly to the text as the basis for the answers
CC.3.RL.4	<ul style="list-style-type: none"> ▪ The meaning of words and phrases as they are used in a text ▪ Literal from nonliteral language 	<ul style="list-style-type: none"> ▪ Determine ▪ Distinguishing
CC.3.RL.5	<ul style="list-style-type: none"> ▪ To parts of stories, dramas, and poems when writing or speaking about a text ▪ Terms such as chapter, scene, and stanza ▪ How each successive part builds on earlier sections 	<ul style="list-style-type: none"> ▪ Refer ▪ Using ▪ Describe
CC.3.RL.7	<ul style="list-style-type: none"> ▪ How specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) 	<ul style="list-style-type: none"> ▪ Explain
CC.3.RL.9	<ul style="list-style-type: none"> ▪ The themes, settings, and plots of stories written by the same author about the same or similar characters 	<ul style="list-style-type: none"> ▪ Compare and contrast
CC.3.W.3	<ul style="list-style-type: none"> ▪ Narratives to develop real or imagined experiences or events ▪ Effective technique, descriptive details, and clear event sequences 	<ul style="list-style-type: none"> ▪ Write ▪ Using
CC.3.W.3a	<ul style="list-style-type: none"> ▪ A situation ▪ A narrator and/or character ▪ An event sequence that unfolds naturally 	<ul style="list-style-type: none"> ▪ Establish ▪ Introduce ▪ Organize
CC.3.W.3b	<ul style="list-style-type: none"> ▪ Dialogue and descriptions of actions, thoughts, and feelings ▪ Experiences and events or show the response of characters to situations 	<ul style="list-style-type: none"> ▪ Use ▪ Develop
CC.3.W.3c	<ul style="list-style-type: none"> ▪ Temporal words and phrases to signal event order 	<ul style="list-style-type: none"> ▪ Use
CC.3.W.3d	<ul style="list-style-type: none"> ▪ A sense of closure 	<ul style="list-style-type: none"> ▪ Provide

Learning Progressions

The standards below represent prior knowledge and enrichment opportunities for standards in this unit.

Standard	Prerequisite Skills	Accelerate Learning
CC.3.RI.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CC.3.RL.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
CC.3.RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
CC.3.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
CC.3.RL.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
CC.3.W.3	Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

Suggested Materials	
Text	Media

Unit Assessments	
Performance Task	
Common Formative Assessment	