

Tunkhannock Area School District  
Grade 3 Language Arts Unit 5 (8 weeks) May/Jun

**Theme: Problems and Solutions**

What are the attributes of people who overcome hardships and obstacles?  
What is the relationship between creativity and problem solving?

**Common Core Standards:**

**PA LANGUAGE ARTS CORE STANDARDS**

CC.1.4.3.Q Choose words and phrases for effect.

CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.

CC.1.3.3.B Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.3.3.G 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.1.3.3.E Refer to parts of texts when writing or speaking about a text, using such terms as chapter, scene and stanza, and describe how each successive part builds upon earlier sections.

CC.1.3.3.K Read and comprehend literary fiction on grade level reading independently and proficiently.

CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.

CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.

CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.1.3.E Read with accuracy and fluency to support comprehension: (1) Read on-level text with purpose and understanding, (2) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings, (3) Use context to confirm or self-correct word recognition and understanding re-reading as necessary.

CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats including visually, quantitatively, and orally.

CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**Objectives**

**Students will**

**Critique** and compare literal and non-literal language in stories, dramas, and poems.

**Draw** conclusions and make connections using informational texts and/or illustrations.

**Differentiate** between main ideas and details.

**Use** the writing process and research skills to formulate ideas, hypothesize, and solve non-routine problems.

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Suggested Activities	Exemplar Texts	Additional Resources	Tier 3 Vocabulary	Assessments
<p><b>Fluency</b>  <a href="http://pdesas.org/module/content/resources/18591/view.ashx">http://pdesas.org/module/content/resources/18591/view.ashx</a>            (Unit Plan: Fluency through poetry)</p> <p><b>Fluency</b>  <a href="http://pdesas.org/module/content/resources/1860/view.ashx">http://pdesas.org/module/content/resources/1860/view.ashx</a>            (Demonstrates activity to improve fluency in nonfiction or persuasive writing--main ideas/details emphasized)</p> <p><b>Personification</b>  <a href="http://pdesas.org/module/content/resources/17561/view.ashx">http://pdesas.org/module/content/resources/17561/view.ashx</a>            (Unit exploring personification through famous poems)</p> <p><b>Personification</b>  <a href="http://pdesas.org/module/content/resources/17855/view.ashx">http://pdesas.org/module/content/resources/17855/view.ashx</a>            (Unit for identifying figurative language in fiction)</p> <p><b>Readers' Theater</b>  <a href="http://pdesas.org/module/content/resources/18521/view.ashx">http://pdesas.org/module/content/resources/18521/view.ashx</a>            (Unit about creating original scripts)</p> <p><b>Readers' Theater</b>  <a href="http://www.pdesas.org/module/content/resources/1964/view.ashx">http://www.pdesas.org/module/content/resources/1964/view.ashx</a>            (Compare stories to dramas)</p>	<p><b>Stories</b></p> <ul style="list-style-type: none"> <li>• MacLachlan, Patricia. <i>Sarah, Plain and Tall</i></li> </ul> <p><b>Read Aloud Stories</b></p> <ul style="list-style-type: none"> <li>• Selden, George. <i>The Cricket in Times Square</i></li> <li>• Babbitt, Natalie. <i>The Search for Delicious</i></li> </ul> <p><b>Read Aloud Poetry</b></p> <ul style="list-style-type: none"> <li>• Browning, Robert. <i>The Pied Piper of Hamelin</i></li> </ul> <p><b>Informational Text</b></p> <ul style="list-style-type: none"> <li>• Aliki. <i>A Medieval Feast</i></li> </ul>	<p><b>Houghton Mifflin Series</b></p> <ul style="list-style-type: none"> <li>• <i>Dogzilla</i></li> <li>• <i>Two Days in May</i></li> <li>• <i>Across the Wild Dark Sea</i></li> <li>• <i>Trapped by the Ice</i></li> <li>• <i>Wild Ride</i></li> <li>• <i>Poppa's New Pants</i></li> <li>• <i>Prairie School</i></li> <li>• <i>Ramona Quimby</i></li> <li>• <i>Hellen Keller</i></li> </ul> <p><b>Reader's Theater</b></p> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.raz-kids.com">www.raz-kids.com</a></li> <li>• <a href="http://www.tumblebooks.com">www.tumblebooks.com</a></li> </ul>	<p>Alliteration Chapter Compare Conflict Conclusion Contrast Difference Drama Hyperbole Irony Literal Language Main Idea Metaphor Narrator Nonliteral Language Onomatopoeia Paragraph Personification Problem Prose Satire Scene Similarity Simile Solution Supporting Detail Text feature</p>	<p><b>Formative</b></p> <p>Observation Self and Peer Assessment Student Record Keeping AR Tests Worksheets Oral Questioning Quick Writes Literary Responses Class Discussions</p> <p><b>Summative</b></p> <p>State Assessment District Benchmarks End of chapter/unit Test Graded writing samples with Rubrics Graded Oral Reports Practicing Comprehension by S. Kelley</p> <p><b>Benchmark</b></p> <p>4sight Star Dibels Aimsweb Easy Curriculum Based Measurement</p> <p><b>Diagnostic</b></p> <p>Criterion Referenced Tests Norm Referenced –IQ Test Classroom Observation</p>