



<b>Unit #: 1</b>	<b>Changes</b>
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**essential skills and content**

<b>Overview</b>	How do the changes around us make us who we are?  Time Frame – 4 weeks	
<b>Essential Questions</b>	How can I determine author’s purpose? How can I draw conclusions during and after reading text? How can I determine important information while reading? How can I make inferences while reading?	
<b>Learning Targets</b>		
<b>Content/Skills</b>	<p><b>Target Skill</b></p> <ul style="list-style-type: none"> <li>Determine Author’s Purpose+</li> <li>Draw Conclusions (RI.3.8)</li> </ul> <p><b>Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>Determine Important Information (RI.3.2)</li> <li>Make Inferences (RI.3.8)</li> </ul> <p><b>Word Study and Phonics</b></p> <ul style="list-style-type: none"> <li>Prefixes Meaning “Not” (RF.3.3a+)</li> <li>Inflected Endings (L.3.4+)</li> <li>Short Vowel Sounds (L.3.2)</li> <li>Long a Sounds (L.3.2)</li> <li>Long e sounds (L.3.2)</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Context Clues (L.3.4a)</li> <li>Synonyms (L.3.5)</li> <li>Determine Word Relationships (L.3.5)</li> </ul> <p><i>(Standard expressed as “shades of meaning”)</i></p>	<p><b>+Additional reading sources for Author’s Purpose using persuasive text.</b></p> <ul style="list-style-type: none"> <li><u>Old Henry</u> by Joan W. Blos 570L</li> <li><u>Hey Little Ant</u> by Phillip Hoose</li> <li><u>Earrings</u> by Judith Viorst 470L</li> <li><u>The Great Kapok Tree</u> by Lynn Cherry 670L</li> <li><u>I Wanna Iguana</u> by Karen Kaufman Orloff 460L</li> <li><u>Mr. Lincoln’s Whiskers</u> by K. Winnick 420L</li> </ul> <p><b>+Additional resources for Making Inferences.</b></p> <ul style="list-style-type: none"> <li><u>Suddenly</u> by Colin McNaughton 470L</li> <li><u>Heckedy Peg</u> by Audra Wood 450L</li> <li><u>Hey Al</u> by Arthur Yorinks 320L</li> <li><u>A Fine, Fine School</u> by Sharon Creech 300L</li> </ul> <p><b>+Prefixes to be introduced: -un, -im, -non, -dis, -in.</b></p> <p><b>+Inflected Endings to be introduced: -s and –es</b></p>


balanced assessment		
COMPONENT	REQUIRED	SUGGESTED
Formative Assessment	Running Records	<p><b>Weekly Assessments</b>            Note: Weekly Assessments for this unit use terms that may need to be emphasized for example:</p> <p>Week 1: “most important thing, main purpose”            Week 2: “the author uses the example to . . .”            Week 3: “climax of the story” (this is not a CCS term for 3rd grade)            Week 4: none</p>
Summative Assessment		<p>Weekly Assessments            Differentiated Unit Test</p>
District-Wide Common Assessment	MAP Placement Test	

learning experiences		
COMPONENT	REQUIRED	SUGGESTED
Suggested Resources/ Learning Experiences	LEAD 21	<p>Literature:  <u>The Keeping Quilt</u>, Patricia Polacco 920L  <u>When the Relatives Came</u>, Cynthia Rylant 940L  <u>Terrible, Horrible, No Good Very Bad Day</u>, Judith Viorst 970L</p>
Content Literacy		

<b>COMPONENT</b>	<b>REQUIRED</b>	<b>SUGGESTED</b>
<b>Technology / Media</b>	LEAD 21- Virtual Field Trips/e-tools	Differentiated Readers on-line
<b>Differentiation / Intervention</b>	Differentiated Readers Literacy Centers	

 content-specific components		
<b>COMPONENT</b>	<b>REQUIRED</b>	<b>SUGGESTED</b>
	Inquiry Process 21 <sup>st</sup> Century Skills <ul style="list-style-type: none"> <li>• Listening Skills</li> <li>• Evaluate Sources</li> <li>• Use Library Resources</li> <li>• Inquiry</li> </ul>	Presentation Ideas: <ul style="list-style-type: none"> <li>• Timelines of personal change</li> <li>• Interview an adult to identify changes over time</li> </ul>