

NPS Third Grade Reading Unit 2

Unit:	Comparing and Contrasting Fiction Story Elements
Estimated Timeframe:	15 Days

Overarching Standards (NPS Essential Standards Highlighted)	
Priority Standards	Supporting Standards
<p>3.R.1.A.b Develop and demonstrate reading skills in response to text by: b. drawing conclusions and support with textual evidence</p> <p>CFA Draw Conclusions and provide text evidence</p>	<p><i>No supporting standard alignment.</i></p>
<p>3.R.1.D.a, b Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading</p>	<p>3.R.1.A.d Develop and demonstrate reading skills in response to text by: d. monitoring comprehension and making corrections and adjustments when understanding breaks down</p> <p>3.RF.4.A.a Develop phonics in the reading process by: a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>
<p>3.SL.1.A.b Develop and apply effective listening skills and strategies in formal and informal settings by: b. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others</p>	<p>3.SL.1.A.a,c Develop and apply effective listening skills and strategies in formal and informal settings by: a. following classroom listening rules c. following three-step instructions, according to classroom expectations</p>

	<p>3.SL.2.A.a Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ul style="list-style-type: none"> a. demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations <p>3.SL.3.A.a-c Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</p> <ul style="list-style-type: none"> a. coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion b. responding appropriately to discussion in a variety of settings, according to classroom expectations c. expressing opinions of read-alouds and independent reading topics
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Unit Missouri Learning Standards (NPS Essential Standards Highlighted)	
Priority Standards	Supporting Standards
<p><i>No priority standard alignment.</i></p>	<p>3.R.2.A.e Read, infer, analyze, and draw conclusions to:</p> <ul style="list-style-type: none"> e. compare and contrast key elements in various types of fiction
<p>3.R.1.B.a Develop an understanding of vocabulary by:</p> <ul style="list-style-type: none"> a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words <p>CFA Prefixes and Suffixes</p>	<p>3.R.1.B.e Develop an understanding of vocabulary by:</p> <ul style="list-style-type: none"> e. determining the meaning of the new word formed when a known affix is added to a known base word <p>3.RF.3.A.a, c</p>

	Develop phonics in the reading process by: *a. decoding multisyllabic words in context, and independent of context, by applying common spelling patterns c. using the meaning of common prefixes and suffixes
3.R.1.B.b Develop an understanding of vocabulary by: b. using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words	3.R.1.B.c Develop an understanding of vocabulary by: c. using homographs and homophones 3.RF.3.A.d Develop phonics in the reading process by: d. using the meaning of homophones
3.RF.3.A.a Develop phonics in the reading process by: a. decoding multisyllabic words in context, and independent of context, by applying common spelling patterns	<i>No supporting standard alignment (in this unit).</i>

Essential Questions	Big Ideas
How does comparing and contrasting elements of a story help us understand what we read?	Comparing and contrasting stories helps a reader to think critically and make connections. Understanding how story elements stay the same or change across stories helps a reader to determine how those elements impact the meaning.
How does the setting of the story impact events in the story? How would the story be different if the setting changed?	The setting of a story affects the plot of the story.
How does the plot unfold from the beginning of the story to the end?	Plot is the sequence of events that create a story. Elements of plot include rising tension, conflict, and resolution and can be similar across stories.
Why does an author use the same plot structure and common story elements when writing fiction?	Authors use plot structures and common story elements to allow readers to understand what is happening and what the overall


	message of the story is (the meaning).
How can we use clues from the text to determine the meaning of an unknown word? CONTEXT CLUES	Meanings of words in the story can be inferred by using context clues. Adding a prefix or a suffix can change the meaning of a root word.

Instructional Resources		
District Resources	District Approved Technology Resources	Additional
<ul style="list-style-type: none"> • <i>Teaching for Deep Comprehension</i> (Dorn & Soffos) • <i>The Reading Strategies Book</i> (Serravallo) • <i>Units of Study Reading</i> (Calkins) 	<ul style="list-style-type: none"> • NPS Suggested Technology Resources 	<ul style="list-style-type: none"> • MO LEAP Block: Dragonflies • MO LEAP Block: Magnets • DESE Assessment Item Specifications • DESE Grade 3 Performance Level Descriptors

Unit Assessments
<p>A combination of formal and informal assessments will be used to seek further understanding of students as readers. These may include:</p> <ul style="list-style-type: none"> • Evaluate • Common Formative Assessments: District CFA Bank • Reading Inventory and/or DRA • Running Records • Anecdotal Notes • Teacher Observation

Instructional Sequence			
Timeframe	Learning Target	Assessment	Resources (Instructional Strategies, Mentor Texts, Lesson/Activity Ideas, Questions)
Day 1	Setting How characters act in different settings		<ul style="list-style-type: none"> • What is the setting of a story? • <u>Setting isn't just where the story happens, it is the time also!</u> • Read a story and have the students record the setting in notebooks (where and when the story took place) have students ID how the character felt in each setting,
Day 2	Setting How characters act in different settings		<ul style="list-style-type: none"> • Read a story and have the students record the settings in notebooks (where and when the story took place) have students ID how the character felt in each setting,
Day 3	Comparing setting		<ul style="list-style-type: none"> • Setting brainpop • Students compare the settings of P.E and Art • Students compare and contrast the two different settings <ul style="list-style-type: none"> • Sheet • Focus- what you do in each, how you feel in each, what you see, what you hear, what you touch, so on
Day 4	Comparing setting		<ul style="list-style-type: none"> • Read The Nasreen's Secret School • Students compare and contrast the two different settings- school here and school in the story <ul style="list-style-type: none"> • Sheet • Focus- what you do in each, how you feel in each, what you see, what you hear, what you touch, so on
Day 5	Plot Beginning, middle, and end Plot mountains and all that fits in		<p>What is a plot- Anchor chart Plot Brainpop Plot Powerpoint</p>

			<p>What are the parts of a plot diagram: Exposition (establishing setting, characters, Raising actions- events Climax- where the problem happens Falling actions- events Resolution- solving problem</p>
Day 6	<p>Plot Beginning, middle, and end Plot mountains and all that fits in</p>		<p>What is a plot- Anchor chart Plot Powerpoint What are the parts of a plot diagram: Exposition (establishing setting, characters, Raising actions- events Climax- where the problem happens Falling actions- events Resolution- solving problem</p> <p>Student plot mountain</p>
Day 7	<p>Plot Beginning, middle, and end Plot mountains and all that fits in</p>		<p>Plot mapping with Pixar shorts Students map out plot of pixar shorts as a class. Whole group chart, using sticky notes to make each step</p>
Day 8	<p>Plot Beginning, middle, and end Plot mountains and all that fits in</p>		<p>Read aloud any book with a good plot</p> <ul style="list-style-type: none"> • Split kids into 5 groups, one group for each part of the plot • Then have the groups share and put their sticky note on the plot mountain anchor chart
Day 9	<p>Plot</p>	<p>Plot CFA Plot CFA Beginning, middle, and</p>	<ul style="list-style-type: none"> • Book: Harry the dirty dog • Read a story to the whole class or storyline online

		end check	<ul style="list-style-type: none"> • Students map out the beginning, middle, and end of the story. • Looking at does the beginning share the problem climax shares the peak, and end share the solution
Day 10	Comparing Plot		<ul style="list-style-type: none"> • Choose two books that are similar (pig the slob and pig fibber) and read both books. Then compare and contrast the plots of each book. They have the same character and setting, but the plot will be different in ways. <ul style="list-style-type: none"> • Sheet
Day 11	Context clues		<p style="text-align: center;">Investigating Context Clues or</p> <p style="text-align: center;"> Using Context Clues - PPT Color.pptx</p> <ul style="list-style-type: none"> • Watch Brainpop over context clues • Context clue anchor chart <p style="text-align: center;">Contact Clues Halloween Another fall context clues</p>
Day 12	Context clues		<ul style="list-style-type: none"> • Review anchor chart from day 1 • Read Aloud: Read aloud the book Baloney and have students identify the meaning of the nonsense words. <ul style="list-style-type: none"> ○ Print this out and have the students fill it out as they listen to the story <ul style="list-style-type: none"> ■ You may need to play the story a second time! • Context clues cards

Day 13	Context clues	Context Clues Page 1 and 2 ONLY	<ul style="list-style-type: none"> Read the passages to the students and have them complete the questions. <p>Extra time: for fun Quizizz</p>
Day 14	Prefix or a suffix		<p>What are root words?</p> <p>Root word PowerPoint</p> <ul style="list-style-type: none"> Task Cards <ul style="list-style-type: none"> Check using the task cards. Hand one card to each student and then identify their root word. Use as a check on root words
Day 15	Prefix or a suffix		<p>What are prefixes and suffixes?</p> <ul style="list-style-type: none"> Prefix practice Slides Suffix task cards
Day 16	Prefix or a suffix		<ul style="list-style-type: none"> Prefix/suffix worksheets <ul style="list-style-type: none"> Whichever you want to do Word shark game
Day 17	Prefix or a suffix	CFA Prefixes and Suffixes	