

UNIT 2

Course: Language Arts/Science/SEL	Grade Level: 3rd Grade
Unit Title: How does the environment affect organisms?	Length of Unit: Until the end of the first trimester - Approximately 5 weeks
<p>Unit Summary: Students are expected to develop an understanding of the similarities and differences of organisms' life cycles. An understanding that organisms have different inherited traits, and that the environment can also affect the traits that an organism develops, is acquired by students at this level. In addition, students are able to construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Students will draw from a variety of reading strategies to read a wide range of texts in order to demonstrate an understanding of how an author develops the central message using key details and characters. Students will use the writing process to write a well-sequenced narrative piece that uses effective technique and descriptive details.</p> <p>SEL Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to identify different emotions and the intensity of these emotions and be aware of verbal and physical cues that indicate how others may feel in order to work effectively with others--especially those who are different.</p>	
Stage 1- Desired Results	
<p>STANDARDS</p> <p>Priority: Science: 3-LS4-3: Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p> <p>Language Arts: RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral</p>	<p>Transfer</p> <p><i>Students will be able to independently use their learning to...</i></p> <p>TG1: Construct an argument with evidence that an organism's survival is dependent on the particular habitat in which they live.</p> <p>TG2: Read a wide range of texts and draw on key details to demonstrate an understanding of a text's main idea, central message, lesson, or moral, and explain how a character's traits and motivations, or the organizational techniques within a text, contribute to or develop plot or an idea.</p> <p>TG3: Write a well-sequenced narrative about a real or imagined experience that incorporates effective technique, dialogue, and descriptive details.</p>

and explain how it is conveyed through key details in the text.	Meaning	
<p>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <p>RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>C. Use temporal words and phrases to signal event order.</p> <p>D. Provide a sense of closure.</p>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>EU1: For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. <i>(Cause and effect relationships are routinely identified and used to explain change.)</i></p> <p>EU2: Good readers use key details in an informational text to identify the main topic; using the details in a literary text, readers will determine and explain the message, lesson or moral and explain how it is supported.</p> <p>EU3: Characters' actions add to a story's plot and move along the sequence of events toward the ending.</p> <p>EU4: Authors of informational text use language and keywords that identify time, sequence, or cause and effect.</p> <p>EU5: Effective writers are always collecting ideas for writing from many places and personal experiences; they also use mentor texts for inspiration and to study the author's craft.</p> <p>EU6: Revising our writing teaches us to be better writers and improves our reading and</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <p>EQ1: How can an environment affect an organism's survival?</p> <p>EQ2: How do the details in a text support the main idea/central message/ theme? (RL/RI.2)</p> <p>EQ3: How does a character impact a text? (RL.3)</p> <p>EQ4: How does language in informational texts signal particular kinds of relationships? (RI.3)</p> <p>EQ5: How can my life (the world around me) inspire my writing? (W.3)</p> <p>EQ6: Why do writers revise? (W.3)</p>

<p>SEL: Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</p> <p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p> <p>Supporting: Science: 3-LS1-1: Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction and death.</p> <p>3-LS4-2: Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p> <p>Language Arts: RL.3.5: 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.</p>	<p>analytical skills; without revision, our writing may be confusing, difficult or impossible for readers to understand.</p> <p>EU7: Being aware of our own emotions and taking other people’s perspectives and feelings into account encourages effective and meaningful relationships.</p>	<p>EQ7: How can I work effectively with others? <i>How can I work effectively with people who are different from me?</i></p>
<p style="text-align: center;">Acquisition</p>		
	<p><i>Students will know...</i></p> <p>K1: Academic Vocabulary</p> <p>Science K2: Reasons why some kinds of organisms within the same species survive well, some survive less well, and some cannot survive at all</p> <p>Language Arts/Digital Literacy K3: Reading strategies</p> <p>K4: The elements and structure of narrative writing</p> <p>K5: The writing process</p> <p>SEL K6: Verbal and physical cues that indicate how others might feel.</p>	<p>Year-Long English/Spanish “I can” statements</p> <p><i>Students will be skilled at...</i></p> <p>Science S1: I can use evidence (i.e. observations, patterns) to construct an argument.</p> <p>Language Arts/Digital Literacy S2: I can recount key details from a text. (RI/RI.2)</p> <p>S3: I can describe the traits, feelings, and motivations of characters. (RL.3)</p> <p>S4: I can explain how characters’ actions add to the plot and move along the sequence of events toward the ending. (RL.3)</p> <p>S5: I can describe the relationship between a series of events, ideas, concepts, or steps in an informational text. <i>I can explain how an author uses language and key words to</i></p>

<p>RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI.3.6: Distinguish their own point of view from that of the author of a text.</p> <p>W.3.6 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.</p>		<p><i>identify time, sequence, or cause/effect in an informational text.</i> (RI.3)</p> <p>S6: I can distinguish my own point of view from that of the author or narrator of a text. (RL.6)</p> <p>S7: I can identify the main idea of a text. (RI.2)</p> <p>S8: I can convey real or imagined experiences and events through narratives.</p> <ul style="list-style-type: none">• I can define specific characteristics of narrative text such as: it tells a story, has characters, builds in a sequential order using the elements of plot (introduction, rising action, climax, falling action, and resolution).• I can use a character's thoughts, words, feelings, and actions to show how events happen and how characters respond to events.• I can add dialogue, description, and thoughts and feelings of the characters to bring the story and its characters alive.• I can sequence (put in order) the events in my story so that one event leads to the next.• I can show changes in time by using temporal words and phrases (e.g., before, during, after).• I can write a conclusion that provides a sense of closure (ties up all the
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		<p>loose ends and leaves the reader satisfied). (W.3)</p> <p>S9: I can link text to personal experiences to better understand text and develop background knowledge. (Info/Dig Lit Goal 2)</p> <p>S10: I can suggest search terms for use in online searching. (Info/Dig Lit Goal 3)</p> <p>S11: I can begin to use text features to navigate my information source. (Info/Dig Lit Goal 3)</p> <p>SEL</p> <p>S12: I can identify a variety of emotions and the range of intensity of these emotions.</p> <p>S13: I can identify verbal and physical cues that indicate how others may feel.</p> <p>S14: I can (with prompting and support) demonstrate how to work effectively with people who are different from me.</p>