

# English Language Arts

## **Grade 3**



## Curriculum

Lower Township Elementary Schools

Adopted by Board of Education August 29, 2017

<b>Content Area:</b>	<b>English Language Arts</b>	<b>Grade Level: 3</b>	<b>Timeline: 33 days</b>
<b>Unit One</b>	<b>Unit Title: Good Citizens</b>		
<b>Anchor Standard (ELA)</b>			
<u>Reading</u>			
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*			
10. Read and comprehend complex literary and informational texts independently and proficiently.			
<u>Language</u>			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
<u>Writing</u>			
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
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 tasks, purposes, and audiences.

### Speaking and Listening

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Overview/Rationale**

Students will read fiction and nonfiction texts in a variety of domains including community, civics, physical science and recreation/travel. They will identify story structure, summarize, and analyze illustrations. They will draw conclusions, infer/predict, and consider author's word choice. In addition, they will understand characters and analyze/evaluate a story's message. They will determine cause/effect, visualize and discriminate between literal and nonliteral language.

### **Read-aloud:**

- Listen to fluent reading.
- Answer questions about a text, citing evidence from the text.
- Recount details of a story.
- Determine main idea and supporting details of a text read aloud
- Elaborate on explanations with details

### **Vocabulary:**

- Acquire and use general academic words and phrases.
- Identify real-life connections between words and their use.
- Distinguish shade of meaning among related words.
- Use a dictionary to determine or clarify the meaning of words and phrases.
- Use glossaries and print and digital dictionaries to determine or clarify words meanings and related information.
- Use known base words as clues to determining meanings of unfamiliar words.

### **Comprehension:**

- Identify elements of a story's structure.
- Explain how a character's actions contribute to story's sequence of events.
- Recount the story's most important events.
- Explain how illustrations contribute to the words.
- Use text evidence to draw conclusions to infer what characters are like.
- Use conclusions to infer what characters are like.
- Predict a text's evidence and cite examples from the text to confirm predictions
- Describe characters and explain how their actions contribute to a sequence of events.
- Determine the message of a story and explain how the details convey the message.
- Read independently from a just right book.

- Compare and contrast main characters in a story
- Describe cause and effect relationships in texts.
- Identify words that can signal cause and effect connections.
- Use descriptions to visualize while reading.
- Use context to determine whether the literal or nonliteral meaning of a word or phrase is appropriate.

### Phonics/Vocabulary/Vocabulary Strategies/Spelling

1. Short vowel sounds with a, e, i, o, u followed by a consonant
2. Words with VCCV pattern
3. Long vowels a, e, i, o, u
4. VCe spelling patterns (Magic e rule)
5. Long a and Long e patterns (ay, ea, ai, ee)
6. Long o patterns (oa, o, ow)
7. Long I patterns (I, ie, ight)
8. Multiple meaning words
9. Compound Words
10. Antonyms
11. Base Words and Endings –s, -es, -ed, -ing
12. Prefix mis-
13. **Review** of short and long vowel patterns

### Grammar

1. Subject, predicate, capitalization and punctuation
2. Statements, questions, commands, exclamations
3. Compound sentences, conjunctions, run-ons
4. Common and proper nouns
5. Plural nouns by adding –s and –es, commas
6. **Review** of sentences, common and proper nouns, plurals

### **Standard(s)**

RL.3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2-Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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.

RL.3.7-Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create a mood, emphasize aspects of a character or setting).

RL.3.10- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the end of the grades 2-3 text complexity band independently and proficiently.

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.

RI.3.7- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.10- 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.

RF.3.3- Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- c. Decode multisyllabic words.
- d. Read grade-appropriate irregularly spelled words.

RF.3.4- Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL.3.1 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.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

SL.3.2- 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.

SL.3.3- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.6- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

L.3.2- Demonstrate command of the conventions of standard English capitalization, punctuations, and spelling when writing.

- a. Capitalize appropriate words in titles.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (*e.g., sitting, smiled, cries, happiness*).
- f. Use spelling patterns and generalizations (*e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts*) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect.
- b. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (*e.g., company, companion*).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5- Demonstrate the understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (*e.g., take steps*).
- b. Identify real-life connections between words and their use (*e.g., describe people who are friendly or helpful*).

L.3.6- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (*e.g., After dinner that night we went looking for them.*)

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3c Use temporal words and phrases to signal event order.

W.3.3d Provide a sense of closure.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

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.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 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.

### **Technology Standards and Resources**

#### **Standards:**

- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**Resources:** Interactive Whiteboards, Laptops, Think Central, Grammar Snap Videos, Brainpop, Newsela

#### **Career Awareness Exploration and Preparation Standards:**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

<b>In this unit plan the following 21<sup>st</sup> Century Career Ready Practices are addressed:</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>X</b>
Model integrity, ethical leadership and effective management.	<b>X</b>
Plan education and career paths aligned to personal goals.	<b>X</b>
Use technology to enhance productivity.	<b>X</b>
Work productively in teams while using cultural global competence.	<b>X</b>

**Essential Question(s)**

- **What are the traits of a hero?**
- **What are the parts of a story?**
- **What helps you make decisions about a character?**
- **What clues in a story tell you about the characters?**
- **How can two bridges be alike and different?**
- **What causes someone to be called a hero?**
- **What makes a narrative personal?**
- **When would we use a personal narrative based upon an imaginative experience?**

**Enduring Understandings**

- **Effective readers use a variety of strategies to make sense of key ideas and details presented in text.**
- **To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse format.**

**Student Learning Targets/Objectives**

**Read-aloud:**



- Listen to fluent reading.
- Answer questions about a text, citing evidence from the text.
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**Vocabulary:**

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**Comprehension:**

- Identify elements of a story's structure.
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- Use descriptions to visualize while reading.
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**Assessments**

**Summative (Reading)**

- Day 5 Lesson Tests
- Unit 1 Benchmark Test *Reading Component*

**Formative (Reading)**

- Running Records
- Progress Monitoring
- Classwork/Homework
- Exit Slips
- Open ended questions using CASES format

**Summative (Language Arts/Writing/Spelling)**

- Grammar Tests: Unit 1 Mid-unit Grammar and Unit 1 Grammar Test
- Writing Assessments: On Demand Writing and Performance Assessment
- Spelling Quizzes: Weekly Spelling
- Monthly Writing Pieces

**Formative (Language Arts/Writing/Spelling)**

- Classwork, Homework
- Writing Conferences
- Progress Monitoring

*Teaching and Learning Actions*

<p><i>Instructional Strategies</i></p>	<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>- Sorting and classifying words</li> <li>- Breaking down the task</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Peer Tutoring</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling - Teachers demonstrates, student uses models to problem solve</li> <li>- Centers             <ul style="list-style-type: none"> <li>Concrete Experiences</li> </ul> </li> <li>- Goal Setting</li> <li>- Pencil &amp; Paper Skills</li> <li>- Graphic Organizers</li> <li>- Make Predictions</li> <li>- Writing Explanations</li> <li>- Scaffolding</li> <li>- Graphic Organizers</li> </ul>
<p>Primary Interdisciplinary Connections</p>	<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• Communities</li> <li>• Maps</li> <li>• Charts</li> </ul> <p><b>Math</b></p>

	<ul style="list-style-type: none"> <li>• Graphing</li> </ul>
Opportunities for Differentiation	<ul style="list-style-type: none"> <li>• Strategic Intervention Tiers II and III: Write-In Reader, Reading Tool Kit</li> <li>• Curious about Words</li> <li>• Leveled Readers (Struggling, On-Level, Advanced and ELL)</li> <li>• Vocabulary Strategies (Struggling, On-Level and Advanced)</li> <li>• Small Group Differentiation (Vocabulary Reader, Comprehension, Phonics and Fluency)</li> </ul>
Activities and Pacing	<p><b>Language Arts: 120 minutes</b> to include:</p> <ul style="list-style-type: none"> <li>○ Whole Group and Small Group (45 minutes), Writer’s Workshop (45 minutes) and Spelling (30 minutes)</li> </ul>
Resources	<p><b>Journeys, Houghton Mifflin Harcourt, 2014, edition 3.1</b></p> <p><b>Stories for Unit 1</b></p> <p>A Fine, Fine School</p> <p>One-Room Schoolhouses</p> <p>The Trial of Cardigan Jones</p> <p>You Be the Jury</p> <p>Destiny’s Gift</p> <p>Kids Making a Difference</p> <p>Pop’s Bridge</p> <p>Bridges</p> <p>Roberto Clemente: Pride of the Pittsburg Pirates</p> <p>Baseball Poems</p> <p>A New Team of Heroes (Reading Adventures Magazine p. 48-55)</p> <p>C-H-A-M-P-I-O-N (Reading Adventures Magazine p. 56-57)</p> <p>Poem: Defender (Reading Adventures Magazine p. 58)</p> <p>Poem: Spellbound (Reading Adventures Magazine p. 59)</p> <p><b>Benchmark Assessment System 2, 2nd Edition</b></p> <p><i>For Grades 3-8, Levels L-Z</i></p>

By: Irene Fountas, Lesley University, Gay Su Pinnell  
The Ohio State University, 2013

**Units of Study in Opinion, Information, and Narrative Writing**

*For Grades 3*

By: Lucy Calkins with colleagues from the Reading and Writing Project  
Firsthand HEINEMANN, 2013

**Additional Resources:**

- Text: Journey's Lessons 1-5
- Journey's Leveled Readers
- Assessment Books
- Blackline Masters
- Vocabulary Cards
- Work Stations
- [www.thinkfinity.com](http://www.thinkfinity.com)
- [www.writinga-z.com](http://www.writinga-z.com)
- [www.superteachers.com](http://www.superteachers.com)
- [www.spelling.city.com](http://www.spelling.city.com)
- [www.readwritethink.com](http://www.readwritethink.com)
- [www.acheivethecore.org](http://www.acheivethecore.org)

Suggested Time Frame:

Unit 1- 33 days

<b>Content Area:</b> ELA Writing	<b>Grade:</b> 3
<b>Unit 1:</b> Personal Narrative	<b>Time:</b> 8 weeks
<b>Anchor Standard (ELA)</b>	
<b>Writing Standards</b>	
<b>Text Types and Purposes:</b>	
<u>CCSS.ELA-LITERACY.CCRA.W.1</u>	
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	
<u>CCSS.ELA-LITERACY.CCRA.W.2</u>	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
<u>CCSS.ELA-LITERACY.CCRA.W.3</u>	
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	
<b>Production and Distribution of Writing:</b>	
<u>CCSS.ELA-LITERACY.CCRA.W.4</u>	
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<u>CCSS.ELA-LITERACY.CCRA.W.5</u>	
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
<u>CCSS.ELA-LITERACY.CCRA.W.6</u>	
Use technology, including the Internet, to produce and publish writing and to interact and	

collaborate with others.

### Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing:

CCSS.ELA-LITERACY.CCRA.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 tasks, purposes, and audiences.

### Overview/Rationale

Students will make discoveries about what third-grade writing looks like by examining actual examples of writer's notebooks, and set writing goals for themselves. They will learn to generate personal narrative entries, and reflect on their work, and ways to improve. Students shift from using a writing folder (second grade) to a writer's notebook. Students will learn to reread their entries, select a seed idea, and then develop that seed idea by story-telling over and over. They will learn to draft quickly, and engage in large scale revision. In the last bend of this unit students will have the opportunity to transfer what they have learned in a new piece of writing. Going through the writing process more than once, quickly, provides the repeated practice writers need to become more fluent.

### Standard(s)

Session	Writing Standards	Reading Standards	Speaking & Listening	Language Standards
1	W.3.5, <b>W.3.8, W.3.10</b>	RL.3.5, RL3.1	<b>SL.3.1</b> .a,b,c,d	L.3.6
2	<b>W.3.3.a,b</b> , W.3.4, W.3.5,	RL.3.5	<b>SL.3.1</b> .a,b,c,d	L.3.6, L.3.1
3	<b>W.3.3.a, b,c,d</b> , W.3.4,	RL.3.5	SL.3.1	L.3.6
4	<b>W.3.3.a,b,c</b> , <b>W.3.4</b> , W.3.8, W.3.5,	RL.3.5, RL.3.2, RL.3.1., RFS.3.4, RL.4.2	SL.3.1	L.3.3.a,b, L3.6, L.3.1, L.4.3.a

5	<b>W.3.3.a,b,c</b> , W.3.4, W.3.5	RL.3.1, RL.3.3, RL.3.4	SL.3.1, SL.3.6	L.3.1.i, L.3.3.a,b, L.3.6
6	<b>W.3.3.a,b,c</b> , W.3.4, W.3.5	RFS.3.3	SL.3.1	L.3.2.e,f,g, L.3.1i, L.3.6
7	<b>W.3.10</b> , W.3.3.a,b,c,d, W.3.4, <b>W.3.5</b> , W.3.8,	RL.3.4, RL.3.5, RL.3.7	SL.3.6, SL.3.4, SL.3.6, SL.4.4	<b>L.3.3.a,b</b> , L.3.6, L.3.1
8	<b>W.3.3.a</b> , W.3.4, <b>W.3.10</b> ,	RL.3.1, RL.3.3, RFS.3.4	SL.3.1, SL.3.4, SL.4.4	L.3.6, L.3.1
9	<b>W.3.3.b,c</b> , <b>W.3.5</b> , <b>W.4.3.d</b>	RL.3.4, RL.3.5, RL.3.7,	SL.3.1.c,d	L.3.3, L.3.5.a,b,c
10	W.3.3.a,b,c, W.3.4, <b>W.3.5</b> ,	RL.3.3, RL.4.3	SL.3.6	L.3.3.a,b, L.3.1
11	W.3.3.a,b,c,d, <b>W.3.4</b> , <b>W.3.5</b> , W.3.10, W.4.2.a,	RL.3.3	SL.3.1.a,b,c,d	<b>L.3.2.c</b>
12	W.3.3.a,b,c, <b>W.3.5</b> , W.3.10, W.3.4, W.4.4	RL.3.3	SL.3.6, SL.3.3	L.3.1, L.3.2, L.3.3
13	<b>W.3.5</b> , W.3.3.b, W.4.3.b,	RL.3.5	SL.3.1, SL.3.6	L.3.2.c,e,f, L.3.3.a,b
14	<b>W.3.3.a,b,c</b> , <b>W.3.4</b> , W.3.8, W.3.10, W.3.5,	RL.3.5, RL.4.6	SL.3.1	L.3.2.c,e,f, <b>L.3.3.a,b</b> , L.3.6
15	W.3.3.a,b,c, <b>W.3.5</b> , W.3.10,	RL.3.5	SL.3.6	<b>L.3.3.a,b</b>
16	<b>W.3.5</b> , <b>W.3.3b</b> , <b>W.4.3.b,d</b>	RL.3.5	SL.3.6	<b>L.3.2.c,e,f,g</b> , <b>L.3.3.a,b</b> ,
17	<b>W.3.3.a,b,c</b> , <b>W.3.5</b> , W.3.10	RL.3.1, RFS.3.4	<b>SL.3.1.a,b,c,d</b> , <b>SL.3.6</b>	L.3.2.c, <b>L.3.3.a,b</b> , <b>L.3.1</b> ,
18	<b>W.3.3.d</b> , W.3.4, W.3.10,	RL.3.3, RL.3.4	SL.3.1.a,b,c,d, SL.3.6	L.3.1.,e,f, <b>L.3.3.a,b</b>
19	<b>W.3.5</b> , W.3.10, W.3.4, W.4.4	RL.3.1	SL.3.1.a,b,c,d, SL.3.6	<b>L.3.1.b,d,e,i</b> ,
20	W.3.4, <b>W.3.5</b>	RL.3.1, RL.3.3	SL.3.1.a,b,c,d, SL.3.6,	L.3.6, L.3.1

### Essential Question(s)

- Why is it important to use a writer’s notebook?
- How can we generate ideas for stories?
- How can become storytellers?
- How can we bring our stories to new levels, and write with clarity and purpose?

### Enduring Understandings

- Narrative writers draw on a repertoire of strategies when they are writing stories
- Narrative writers start a new piece right away once they are finished
- Narrative writers revise as they write, and revision happens throughout the writing process
- We can learn from mentor authors and emulate their craft moves in our writing

**In this unit plan the following 21<sup>st</sup> Century Career Ready Practices are addressed:**

Act as a responsible and contributing citizen and employee.

**X**

Apply appropriate academic and technical skills

**X**

Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

### Student Learning Targets/Objectives

TSW write narratives that include details, use temporal words, and provide a sense of closure.

TSW introduce a narrator, and/or characters; organize an event sequence that unfolds naturally.

TSW explain how characters' actions contribute to the sequence of events.

TSW use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events, or show the response of characters to situations.

### Assessments

#### Formative

- On Demand #2
- Published Narrative Piece
- Weekly Classwork Grade

#### Summative

- On Demand #1
- Conferences
- Active Engagement

### *Teaching and Learning Actions*

<i>Instructional</i>	<b><u>Instructional Strategies</u></b>
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<p><i>Strategies/Differentiation</i></p>	<ul style="list-style-type: none"> <li>- Breaking down the task</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Writing Partnerships</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling - Teachers demonstrates, student uses models to problem solve</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Make Predictions</li> <li>- Writing Explanations</li> <li>- Multistep</li> <li>- Graphic Organizers</li> </ul>
<p><i>Activities: 45 minutes of Writer's Workshop</i></p>	<ul style="list-style-type: none"> <li>- Skill Based Groups</li> <li>- Think Aloud</li> <li>- Mini-lessons</li> <li>- Portfolios</li> <li>- Shared Writing</li> <li>- Interactive Writing</li> <li>- Independent Writing</li> <li>- Writer's Workshop</li> <li>- Conferencing</li> <li>- Graphic Organizers</li> </ul>
<p>Resources</p>	<p>Trade Books/Mentor Texts</p>
<p><b><u>Reference Material and/or Teacher Resources</u></b>  <i>Units of Study in Narrative, Information and Opinion Writing</i>  <i>Resource CD</i>  <a href="http://Readingandwritingproject.org">Readingandwritingproject.org</a></p>	
<p>Suggested Time Frame:</p>	<p>8 weeks</p>

<b>Content Area:</b>	<b>English Language Arts</b>	<b>Grade Level: 3</b>	<b>Timeline: 30 days</b>
<b>Unit Two</b>	<b>Unit Title: Express Yourself</b>		
<b>Anchor Standard (ELA)</b>			
<u>Reading</u>			
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*			
10. Read and comprehend complex literary and informational texts independently and proficiently.			
<u>Language</u>			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
<u>Writing</u>			
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new			

approach.

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 tasks, purposes, and audiences.

### Speaking and Listening

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,

building on others' ideas and expressing their own clearly and persuasively.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when

indicated or appropriate.

### **Overview/Rationale**

Students will read nonfiction and fictional texts, including folktales, in a variety of domains including sports, animals, visual arts, traditions, performing arts and inventions. They will determine cause/effect relationships and the sequence of events in a text. They will monitor and clarify as they read, visualize, question and analyze/evaluate a text. In addition, they will identify text and graphic features.

#### **Read-aloud:**

- Listen to fluent reading.
- Answer questions about a text, citing evidence from the text.
- Recount details of a story.

#### **Vocabulary:**

- Acquire and use general academic words and phrases.
- Identify real life connections between words and their use.
- Use context sentences and reference sources to determine and clarify the meanings of words and phrases.
- Identify and use synonyms.
- Distinguish shades of meaning among synonym pairs and related words.
- Identify the features of reference sources that help determine and clarify the meanings of words and phrases.
- Use glossaries and print and digital dictionaries to determine and clarify the meanings of words and phrases.
- Use sentence level context as a clue to the meanings of words and phrases.

#### **Comprehension:**

- Identify sequential connections among sentences and paragraphs.
- Recognize time order words that signal a series of events.
- Ask and answer questions while reading to demonstrate understanding.
- Read and comprehend informational text.
- Use text to locate information in an informational text.
- Use information from graphic features to demonstrate understanding.
- Analyze and evaluate the content of an informational text.
- Draw conclusions about the events and characters in a story.

- Use conclusions to predict and infer the message of a story.
- Use story details to draw conclusions.
- Determine the literal and nonliteral meanings of words and phrases in a text.
- Identify events that cause other events to happen in a story.
- Demonstrate understanding through monitoring and clarifying story events.
- Explain how aspects of a text's illustrations create mood.
- Identify main ideas and details in a biography.
- Use main idea and details to summarize a text.
- Determine the main idea and details in a biography.
- Explain how details support the main idea in a biography.
- Use signal words to identify the sequence of historical events.
- Use context clues to confirm and self-correct when reading unfamiliar words.

#### Phonics/Vocabulary/Vocabulary Strategies/Spelling

1. Words with VCV Pattern
2. More words with short and long vowels
3. Words with three letter clusters (thr, scr, str, spr)
4. Silent Letters kn, wr
5. Unexpected consonant spellings (tch, wr, kn)
6. Vowel diphthongs, (ow, ou)
7. Vowel sound like in "talk" (al, o aw)
8. Suffixes -er, -or
9. Synonyms
10. Multiple meaning words
11. Dictionary/Glossary Entry
14. Categorize and Classify
15. **Review** of short and long vowels, three letter clusters, unexpected consonant spellings, town/talk sounds.

#### Grammar

1. Verbs: action, state of being, compound predicates
2. Verbs: past, present and future tense
3. Using commas in a series and addresses
4. Nouns: abstract; Review of capitals and commas
5. Pronouns and antecedents
6. Subjects and Predicates
7. **Review** of verbs, tenses, commas, abstract nouns, pronouns and antecedents.

**Standard(s)**

RL.3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2-Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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.

RL.3.4-Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.

RL.3.7-Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create a mood, emphasize aspects of a character or setting).

RL.3.10- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the end of the grades 2-3 text complexity band independently and proficiently.

RI.3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2-Determine the main idea of a text; recount the keys details and explain how they support the main idea.

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.

RI.3.4-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6- Distinguish their own point of view from that of the author of a text.

RI.3.7- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to

demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9-Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10- 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.

RF.3.3- Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllabic words.
- d. Read grade-appropriate irregularly spelled words.

RF.3.4- Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary..

SL.3.1 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.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

SL.3.2- 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.

SL.3.3-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4-Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5-Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize certain facts or details.

SL.3.6- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

c. Use abstract nouns

d. Form and use regular and irregular verbs.

e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

f. Ensure subject-verb and pronoun-antecedent agreement.

i. Produce simple, compound, and complex sentences.

L.3.2- Demonstrate command of the conventions of standard English capitalization, punctuations, and spelling when writing.

a. Capitalize appropriate words in titles.

b. Use commas in addresses.

e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.

b. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. 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*).

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5- Demonstrate the understanding of word relationships and nuances in word meanings.

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

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

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

L.3.6- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them.*)

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b Provide reasons that support the opinion.

W.3.1c Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

W.3.1d Provide a concluding statement or section.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b Develop the topic with facts, definitions, and details.

W.3.2c Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.

W.3.2d Provide a concluding statement or section.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

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.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 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.



**Technology Standards**

**Technology Standards:**

- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**Resources:** Interactive Whiteboards, Laptops, Think Central, Grammar Snap Videos, Brainpop, Newsela

<b>In this unit plan the following 21<sup>st</sup> Century Career Ready Practices are addressed:</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>X</b>
Model integrity, ethical leadership and effective management.	<b>X</b>
Plan education and career paths aligned to personal goals.	<b>X</b>
Use technology to enhance productivity.	<b>X</b>

Work productively in teams while using cultural global competence.	X
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**Career Awareness Exploration and Preparation Standards:**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Essential Question(s)**

- **What clues in the story help you figure out the sequence of events?**
- **How do pictures help tell a story?**
- **How can readers figure out the message in a story?**
- **How can inventions cause people's lives to change?**
- **Why are details important in a biography?**
- **Why do we use compare and contrast writing?**

**Enduring Understandings**

- **Effective readers use a variety of strategies to make sense of key ideas and details presented in text.**
- **To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.**

**Student Learning Targets/Objectives****Read-aloud:**

- Listen to fluent reading.
- Answer questions about a text, citing evidence from the text.
- Recount details of a story.

**Vocabulary:**

- Acquire and use general academic words and phrases.
- Identify real life connections between words and their use.
- Use context sentences and reference sources to determine and clarify the meanings of words and phrases.
- Identify and use synonyms.
- Distinguish shades of meaning among synonym pairs and related words.
- Identify the features of reference sources that help determine and clarify the meanings of words and phrases.
- Use glossaries and print and digital dictionaries to determine and clarify the meanings of words and phrases.
- Use sentence level context as a clue to the meanings of words and phrases.

**Comprehension:**

- Identify sequential connections among sentences and paragraphs.
- Recognize time order words that signal a series of events.
- Ask and answer questions while reading to demonstrate understanding.
- Read and comprehend informational text.

- Use text to locate information in an informational text.
- Use information from graphic features to demonstrate understanding.
- Analyze and evaluate the content of an informational text.
- Draw conclusions about the events and characters in a story.
- Use conclusions to predict and infer the message of a story.
- Use story details to draw conclusions.
- Determine the literal and nonliteral meanings of words and phrases in a text.
- Identify events that cause other events to happen in a story.
- Demonstrate understanding through monitoring and clarifying story events.
- Explain how aspects of a text's illustrations create mood.
- Identify main ideas and details in a biography.
- Use main idea and details to summarize a text.
- Determine the main idea and details in a biography.
- Explain how details support the main idea in a biography.
- Use signal words to identify the sequence of historical events.
- Use context clues to confirm and self-correct when reading unfamiliar words.

## Assessments

### **Summative (Reading)**

- Day 5 Lesson Tests

### **Formative (Reading)**

- Running Records
- Progress Monitoring
- Classwork/Homework
- Exit Slips
- Open ended questions (RSSE or CASES)

### **Summative (Language Arts/Writing/Spelling)**

- Tests (Grammar): Unit 2 Mid-unit Grammar and Unit 2 Grammar Test
- Assessment (Writing): On Demand Writing and Performance Assessments
- Quizzes: Weekly Spelling
- Monthly Writing Pieces

### **Formative (Language Arts/Writing/Spelling)**

- Classwork, Homework
- Writing Conferences
- Progress Monitoring

## *Teaching and Learning Actions*

*Instructional Strategies*

### **Instructional Strategies**

- Sorting and classifying words

	<ul style="list-style-type: none"> <li>- Breaking down the task</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Peer Tutoring</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling - Teachers demonstrates, student uses models to problem solve</li> <li>- Centers <ul style="list-style-type: none"> <li>Concrete Experiences</li> </ul> </li> <li>- Goal Setting</li> <li>- Pencil &amp; Paper Skills</li> <li>- Graphic Organizers</li> <li>- Make Predictions</li> <li>- Writing Explanations</li> <li>- Scaffolding</li> <li>- Graphic Organizers</li> </ul>
<p>Primary Interdisciplinary Connections</p>	<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• Historical Connections</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Inventions</li> <li>• Experiments</li> <li>• How technology changed your life?</li> </ul>
<p>Opportunities for Differentiation</p>	<ul style="list-style-type: none"> <li>• Strategic Intervention Tiers II and III: Write-In Reader, Reading Tool Kit</li> <li>• Curious about Words</li> <li>• Leveled Readers (Struggling, On-Level, Advanced and ELL)</li> <li>• Vocabulary Strategies (Struggling, On-Level and Advanced)</li> <li>• Small Group Differentiation (Vocabulary Reader, Comprehension, Phonics and Fluency)</li> </ul>
<p>Activities and Pacing</p>	<p><b>Language Arts: 120 minutes</b> to include:</p> <ul style="list-style-type: none"> <li>○ Whole Group and Small Group (45 minutes), Writer’s Workshop (45 minutes) and Spelling (30 minutes)</li> </ul>
<p>Resources</p>	<p><b>Journeys, Houghton Mifflin Harcourt, 2014, edition 3.1</b></p>

## **Stories for Unit 2**

Bat Loves the Night

A Bat is Born

What Do Illustrators Do?

Jack Draws a Beanstalk

The Harvest Birds

The Treasure

Kamishibai Man

The True Story of Kamishibai

Young Thomas Edison

Moving Pictures

The POWER of Magnets (Reading Adventures Magazine p. 20-25)

ELECTROMAGNETS and You (Reading Adventures Magazine p. 26-27)

My Blue Belt Day! (Reading Adventures Magazine p. 40-41)

Poem: Science Fair Project (Reading Adventures Magazine p.28)

Poem: magnet (Reading Adventures Magazine p.29)

## **Benchmark Assessment System 2, 2nd Edition**

*For Grades 3-8, Levels L-Z*

By: Irene Fountas, Lesley University, Gay Su Pinnell

The Ohio State University, 2013

## **Units of Study in Opinion, Information, and Narrative Writing**

*For Grades 3*

By: Lucy Calkins with colleagues from the Reading and Writing Project  
Firsthand HEINEMANN, 2013

**Additional Resources:**

- Text: Journey’s Lessons 6 – 10
- Journey’s Leveled Readers
- Assessment Books
- Blackline Masters
- Vocabulary Cards
- Work Stations
- 6 + 1 Traits Mentor Texts
- [www.thinkfinity.com](http://www.thinkfinity.com)
- [www.writinga-z.com](http://www.writinga-z.com)
- [www.superteachers.com](http://www.superteachers.com)
- [www.spelling.city.com](http://www.spelling.city.com)
- [www.readwritethink.com](http://www.readwritethink.com)
- [www.acheivethecore.org](http://www.acheivethecore.org)

Suggested Time Frame:

Unit 2 - 30 days

<b>Content Area:</b> ELA Writing	<b>Grade:</b> 3
<b>Unit 2: The Art of Information Writing</b>	<b>Time:</b> 8 weeks
<b>Anchor Standard (ELA)</b>	
<b>Writing Standards</b>	
<b>Text Types and Purposes:</b>	
<u>CCSS.ELA-LITERACY.CCRA.W.1</u> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	
<u>CCSS.ELA-LITERACY.CCRA.W.2</u> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
<u>CCSS.ELA-LITERACY.CCRA.W.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	
<b>Production and Distribution of Writing:</b>	
<u>CCSS.ELA-LITERACY.CCRA.W.4</u>	

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge:**

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing:**

CCSS.ELA-LITERACY.CCRA.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 tasks, purposes, and audiences.

### **Overview/Rationale**

Students will write texts that aim to teach others about topics on which the students have expertise, and they will write with authority for real audiences. Students will learn how powerful a table of contents can be as a tool for structuring an expository piece. In the second bend of this unit drafting and revising are emphasized, and students will learn revision strategies to lift the level of their work. In the third bend of the unit students prepare for publishing, and will learn to be aware of their audience. During the final bend there is a distinctive push towards independence and transference, and it is cross-curricular with their work in Social Studies.

### **Standard(s)**

Session	Writing Standards	Reading Standards	Speaking & Listening,	Language, Standards
1	<b>W.3.2.a,b</b> , W.3.4, W.3.5, W.3.8, W.3.10, W.4.2.a,b	RI.3.3	SL.3.1, <b>SL 3.3</b> , SL 3.4, SL.3.6	L.3.1, L.3.2, L.3.3, L.3.6
2	<b>W.3.2.a,b, W.3.4, W.3.5</b> , W.3.10, W.4.2.a,b	RI.3.2, RI.3.4, RI.3.8	SL.3.1	L.3.1, L.3.2, L.3.3, L.3.6
3	<b>W.3.2.a,b, W.3.4</b> , W.3.5, W.3.8, <b>W.3.10</b> , W.4.2.a,b	RI.3.3, RI.3.8	SL.3.1, SL.3.3, SL.3.6	L.3.1, L.3.2, L.3.3
4	<b>W.3.2</b> , W.3.4, <b>W.3.5, W.3.10</b> ,	RI.3.8	SL.3.1, SL.3.4, SL.3.6	L.3.1, L.3.2, L.3.3, L.3.6
5	<b>W.3.2.a,b, W.3.4, W.3.5</b> ,	RI.3.5, RI.3.10	SL.3.1	L.3.1, L.3.2, L.3.3
6	W.3.2.a,b,c, W.3.4, <b>W.3.5</b> , W.3.8, W.4.2.b,c	RI.3.1, RI.3.2, RI.3.10, RFS.3.4	SL.3.1, SL.3.2, SL.3.4, SL.3.6	L.3.1, L.3.2, L.3.3, L.3.4, L.3.6
7	<b>W.3.2.a,b,c</b> , W.3.4, W.3.5, W.3.7,	RI.3.3, RI.3.8, RI.3.10, RFS.3.3	SL.3.6	L.3.1, <b>L.3.2.e,f,g</b> , L.3.4.d, L.3.6
8	<b>W.3.2., W.3.5</b> , W.4.2.	RI.3.4	SL.3.1, SL.3.3, SL.3.6	, L.3.1, L.3.2, L.3.3.a, <b>L.3.6</b>
9	W.3.2, <b>W.3.5</b> , W.3.7, W.3.8,	RI.3.4, RI.3.8, RI.3.10	SL.3.1, SL.3.2	L.3.1, L.3.2, L.3.3.a, L.3.6
10	<b>W.3.2, W.3.5</b>	RI.3.1, RI.3.10	SL.3.1	L.3.1, L.3.2, L.3.3
11	<b>W.3.2.a,d</b> , W.3.5, W.3.7,	RI.3.1, RI.3.10	SL.3.1	L.3.1, L.3.2, L.3.3
12	<b>W.3.2.</b> , W.3.5, W.4.2	RI.3.1	SL.3.1, SL.3.3	L.3.1, L.3.2, L.3.3
13	<b>W.3.2, W.3.5</b>	RI.3.1, RI.3.6	SL.3.1	L.3.1.h,j, L.3.2, L.3.3, L.4.1.f
14	W.3.2, W.3.5, W.3.6, W.3.10,	RI.3.1, <b>RI.3.5, RI.3.7</b> , RI.3.10	SL.3.1	L.3.1, L.3.2, L.3.3, L.3.4.d
15	W.3.2, W.3.7, W.3.8	<b>RI.3.1</b> , RI.3.2	SL.3.1	L.3.1, L.3.2, L.3.3
16	W.3.2, <b>W.3.5</b> , W.4.2.a	<b>RI.3.8</b>	SL.3.1	L.3.1.f, L.3.2, L.3.3
17	W.3.2, W.3.4, W.3.5, W.3.8,	RI.3.2	SL.3.1	L.3.1, L.3.2, L.3.3, L.3.6
18	W.3.2, W.3.5, <b>W.3.10</b>	RI.3.1, RI.3.10	SL.3.1	L.3.1, L.3.2, L.3.3.a, L.3.6
19	<b>W.3.2, W.3.4</b>	RI.3.1, RI.3.4, RI.3.8, RI.3.10	SL.3.1., SL.3.3	L.3.1, L.3.2, L.3.3
20	<b>W.3.2, W.3.5</b>	RI.3.1	SL.3.1	L.3.1, L.3.2, L.3.3
21	W.3.2, W.3.6	RFS.3.4	<b>SL.3.1, SL.3.6</b>	L.3.1, L.3.2, L.3.3

### Essential Question(s)

- How can we organize information?
- How can mentor texts lift the level of our writing?
- How can a table of contents help us structure an expository piece of writing?
- Why is it important to be aware of one's audience?
- How can we transfer what we learned from a long project to a short project?

### Enduring Understandings

- Writing is a tool for synthesizing, organizing, and reflecting on, and teaching knowledge
- Information writers use organizational structures to think about a topic in different ways
- Information writers study mentor texts to develop their own writing



- Text features make it easier for readers to learn
- Information writers bring all that they know to every project

<b>In this unit plan the following 21<sup>st</sup> Century Career Ready Practices are addressed:</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>X</b>
Model integrity, ethical leadership and effective management.	<b>X</b>
Plan education and career paths aligned to personal goals.	<b>X</b>
Use technology to enhance productivity.	<b>X</b>
Work productively in teams while using cultural global competence.	<b>X</b>

**Student Learning Targets/Objectives**

**TSW plan, revise, and edit informative/explanatory texts to examine a topic and convey ideas and information clearly.**

**TSW write an introduction, logically organize their information, and include text features that help their readers.**

**TSW elaborate, in many different ways, on their topic by including facts, definitions, and other important details.**

**TSW include details such as descriptions and anecdotes in their writing.**

**TSW use linking words, and phrases to connect ideas within categories of information.**

**Assessments:**

Formative

- On Demand #2
- Published Narrative Piece
- Weekly Classwork Grade

Summative

- On Demand #1
- Conferences
- Active Engagement

*Teaching and Learning Actions*

<p><i>Instructional Strategies/Differentiation</i></p>	<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"><li>- Breaking down the task</li><li>- Providing step-by-step prompts</li><li>- Repeated practice</li><li>- Sequenced Review</li><li>- Directed Questioning and Responses</li><li>- Sequence Tasks from Easy to Difficult</li><li>- Individual/Small-Group/Whole Class Instruction</li><li>- Think Aloud</li><li>- Writing Partnerships</li><li>- Warm-Up Activities</li><li>- Meaningful Real Life Connections</li><li>- Modeling - Teachers demonstrates, student uses models to problem solve</li><li>- Centers</li><li>- Goal Setting</li><li>- Make Predictions</li><li>- Writing Explanations</li><li>- Multistep</li><li>- Graphic Organizers</li></ul>
<p><i>Activities: 45 minutes of Writer's Workshop</i></p>	<ul style="list-style-type: none"><li>- Skill Based Groups</li><li>- Think Aloud</li><li>- Mini-lessons</li><li>- Portfolios</li><li>- Shared Writing</li><li>- Interactive Writing</li><li>- Independent Writing</li><li>- Writer's Workshop</li><li>- Conferencing</li><li>- Graphic Organizers</li></ul>

Resources	Trade Books/Mentor Texts
<b><u>Reference Material and/or Teacher Resources</u></b> <i>Units of Study in Narrative, Information and Opinion Writing</i> <i>Resource CD</i> <i>Readingandwritingproject.org</i>	
Suggested Time Frame:	8 weeks

<b>Content Area:</b>	<b>English Language Arts</b>	<b>Grade Level: 3</b>	<b>Timeline: 32 days</b>
<b>Unit Three</b>	<b>Unit Title: Learning Lessons</b>		
<b>Anchor Standard (ELA)</b>			
<u>Reading</u> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

10. Read and comprehend complex literary and informational texts independently and proficiently.

#### Language

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

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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 tasks, purposes, and audiences.

#### Speaking and Listening

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Overview/Rationale**

Students will read nonfiction and fictional texts, in a variety of domains including inventions, agriculture, American Indian History, People and Animals and Cooking. They will determine theme, sequence of events and author's purpose. They will infer/predict, question, visualize, compare/contrast and analyze/evaluate a text. In addition, they will understand the characters they read about.

**Read-aloud:**

- Listen to fluent reading.
- Answer questions about a text, citing evidence from the text.
- Recount details of a story.

**Vocabulary:**

- Same as previous lessons.
- Identify idioms as phrases that cannot be understood from the literal meanings of the words themselves.
- Determine the meaning of idioms.
- Identify and use homophones and homographs.
- Locate an entry in a thesaurus and select synonyms.

**Comprehension:**

- Describe the relationship between steps in a technical procedure in a text.
- Describe the logical connection between particular sentences and paragraphs that show sequence.
- Use questioning strategies to self-monitor understanding of a text.
- Use text features to locate information.
- Determine the central message or theme of a story.
- Visualize characters, setting, and story events.
- Determine the moral of a story and identify the message as the theme.
- Distinguish among the difference of the points of view of the reader, narrator, and characters.
- Describe characters by comparing and contrasting their actions and experiences.
- Analyze and evaluate character's actions and traits using details from the text.
- Compare and contrast characters and their actions and explain how their actions contribute to the sequence of events.
- Determine a story's message and explain how it is conveyed through details in the story.
- Identify author's purpose.
- Use text details to help identify the author's purpose.
- Summarize important parts of a selection.
- Identify the author's point of view and distinguish it from your own point of view.
- Describe the traits, motivations, and feelings of characters in a story.
- Use text details to make inferences and predictions about a story.
- Describe the traits, motivations, and feelings that contribute to the sequence of story events.
- Recognize the difference between formal and informal language.
- Compare and contrast the themes, setting and plots of books in a series.
- Distinguish facts from opinions.
- Use text details to visualize what the author describes.

Phonics/Vocabulary/Vocabulary Strategies/Spelling

1. Vowel sound like in “joy” (oy, oi)
2. Homophones
3. Contractions with n’ t, ‘d, ‘ve
4. Vowel + /r/ (or, ar)
5. Vowel + /r/ like in “nurse” (ur, or, ir, er)
6. **Review** of joy sound, homophones, contractions, vowel +/r/, vowel +/r/ in nurse.
7. Words with ar, or, ore
8. Words with er, ir, ur, or
9. Suffixes –y, -ful, -ous
10. Idioms
11. Homophones/Homographs
12. Prefixes, -in, -im
13. Using a Thesaurus

### Grammar

1. Plural nouns
2. Writing quotations
3. Proper Nouns
4. Subject-verb agreement
5. Pronoun-verb agreement
6. Verb tenses-forming the past tense
7. **Review** of plural nouns, quotations, subject-verb agreement, pronoun-antecedent agreement, verb tenses.

### **Standard(s)**

RL.3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2-Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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.

RL.3.4-Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.

RL.3.7-Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create a mood, emphasize aspects of a character or setting).

RL.3.10- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the end of the grades 2-3 text complexity band independently and proficiently.

RI.3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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.

RI.3.4-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5-Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6-Distinguish their own point of view from that of the author of a text.

RI.3.7- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9-Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10- 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.

RF.3.3- Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllabic words.
- d. Read grade-appropriate irregularly spelled words.

RF.3.4- Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL.3.1 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.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

SL.3.2- 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.

SL.3.3-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4-Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5-Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize certain facts or details.

SL.3.6- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.
- i. Produce simple, compound, and complex sentences.

L.3.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.



g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.

b. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. 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*.)

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5- Demonstrate the understanding of word relationships and nuances in word meanings.

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

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

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

L.3.6- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*.)

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b Provide reasons that support the opinion.

W.3.1c Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.

W.3.1d Provide a concluding statement or section.

W.3.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3c Use temporal words and phrases to signal event order.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

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.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 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.

### Technology Standards

**Technology Standards:**

- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**Resources:** Interactive Whiteboards, Laptops, Think Central, Grammar Snap Videos, Brainpop, Newsela

<b>In this unit plan the following 21<sup>st</sup> Century Career Ready Practices are addressed:</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-eing.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>

Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

**Career Awareness Exploration and Preparation Standards:**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Essential Question(s)**

- **How do inventions help athletes?**
- **How can you tell what an author thinks about a topic?**
- **What is the difference between fact and opinion?**
- **How can characters affect the plot of a story?**
- **Explain why people might change after facing a challenge?**
- **What are homophones?**
- **Why is it important to grow food crops?**
- **Why are stories from different cultures important?**
- **What are some benefits of dogs interacting with people?**
- **Why are safety rules important?**

**Enduring Understandings**

- **Effective readers use a variety of strategies to make sense of key ideas and details presented in text.**
- **Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.**

**Student Learning Targets/Objectives**

**Read-aloud:**

- Listen to fluent reading.
- Answer questions about a text, citing evidence from the text.
- Recount details of a story.

**Vocabulary:**

- Same as previous lessons.
- Identify idioms as phrases that cannot be understood from the literal meanings of the words themselves.
- Determine the meaning of idioms.
- Identify and use homophones and homographs.
- Locate an entry in a thesaurus and select synonyms.
- Prefixes, in-, im-

**Comprehension:**

- Describe the relationship between steps in a technical procedure in a text.
- Describe the logical connection between particular sentences and paragraphs that show sequence.
- Use questioning strategies to self-monitor understanding of a text.
- Use text features to locate information.
- Determine the central message or theme of a story.
- Visualize characters, setting, and story events.
- Determine the moral of a story and identify the message as the theme.
- Distinguish among the difference of the points of view of the reader, narrator, and characters.
- Describe characters by comparing and contrasting their actions and experiences.
- Analyze and evaluate character's actions and traits using details from the text.
- Compare and contrast characters and their actions and explain how their actions contribute to the sequence of events.
- Determine a story's message and explain how it is conveyed through details in the story.
- Identify author's purpose.
- Use text details to help identify the author's purpose.
- Summarize important parts of a selection.
- Identify the author's point of view and distinguish it from your own point of view.
- Describe the traits, motivations, and feelings of characters in a story.
- Use text details to make inferences and predictions about a story.
- Describe the traits, motivations, and feelings that contribute to the sequence of story events.
- Recognize the difference between formal and informal language.
- Compare and contrast the themes, setting and plots of books in a series.
- Distinguish facts from opinions.
- Use text details to visualize what the author describes.

**Assessments****Summative (Reading)**

- Day 5 Lesson Tests

**Formative (Reading)**

- Mid-Year Running Record
- Progress Monitoring
- Classwork/Homework
- Exit Slips

- Open ended questions (RSSE or CASES)

**Summative (Language Arts/Writing/Spelling)**

- Tests (Grammar): Unit 3 Mid-unit Grammar and Unit 3 Grammar Test
- Assessment (Writing): On Demand Writing and Performance Assessments
- Quizzes: Weekly Spelling
- Monthly Writing Pieces

**Formative (Language Arts/Writing/Spelling)**

- Classwork, Homework
- Writing Conferences
- Progress Monitoring

*Teaching and Learning Actions*

*Instructional Strategies*

**Instructional Strategies**

- Sorting and classifying words
- Breaking down the task
- Providing step-by-step prompts
- Repeated practice
- Sequenced Review
- Directed Questioning and Responses
- Sequence Tasks from Easy to Difficult
- Individual/Small-Group/Whole Class Instruction
- Think Aloud
- Peer Tutoring
- Active Participation
- Warm-Up Activities
- Meaningful Real Life Connections
- Modeling - Teachers demonstrates, student uses models to problem solve
- Centers
  - Concrete Experiences
- Goal Setting
- Pencil & Paper Skills
- Graphic Organizers
- Make Predictions
- Writing Explanations
- Scaffolding
- Graphic Organizers

Primary Interdisciplinary

**Social Studies**

- Culture

Connections	<ul style="list-style-type: none"> <li>• Communities</li> </ul> <b>Science</b> <ul style="list-style-type: none"> <li>• Greenhouse</li> <li>• Electronics</li> </ul>
Opportunities for Differentiation	<ul style="list-style-type: none"> <li>• Strategic Intervention Tiers II and III: Write-In Reader, Reading Tool Kit</li> <li>• Curious about Words</li> <li>• Leveled Readers (Struggling, On-Level, Advanced and ELL)</li> <li>• Vocabulary Strategies (Struggling, On-Level and Advanced)</li> <li>• Small Group Differentiation (Vocabulary Reader, Comprehension, Phonics and Fluency)</li> </ul>
Activities and Pacing	<p><b>Language Arts: 120 minutes</b> to include:</p> <ul style="list-style-type: none"> <li>○ Whole Group and Small Group (45 minutes), Writer’s Workshop (45 minutes) and Spelling (30 minutes)</li> </ul>
Resources	<p><b>Journeys, Houghton Mifflin Harcourt, 2014, edition 3.1</b></p> <p><b>Stories for Unit 3</b></p> <p>Amos and Boris (Exemplar)</p> <p>Technology Wins the Game</p> <p>Science for Sports Fans</p> <p>Tops and Bottoms</p> <p>Goodness Grows in a Garden</p> <p>Yonder Mountain: A Cherokee Legend</p> <p>The Trail of Tears</p> <p>Aero and Officer Mike</p> <p>Kids and Critters</p> <p>The Extra-good Sunday</p> <p>Imagine a Recipe</p> <p>Becoming Anything He Wants to Be (Reading Adventures Magazine p. 34-39)</p>

My Blue Belt Day! (Reading Adventures Magazine p. 40-41)

Poem: I Chop, Chop, Chop (Reading Adventures Magazine p.42)

Poem: Long Jump (Reading Adventures Magazine p.43)

**Benchmark Assessment System 2, 2nd Edition**

*For Grades 3-8, Levels L-Z*

By: Irene Fountas, Lesley University, Gay Su Pinnell

The Ohio State University, 2013

**Units of Study in Opinion, Information, and Narrative Writing**

*For Grades 3*

By: Lucy Calkins with colleagues from the Reading and Writing Project  
Firsthand HEINEMANN, 2013

**Additional Resources:**

- Text: Journey’s Lessons 11 - 15
- Journey’s Leveled Readers
- Assessment Books
- Blackline Masters
- Vocabulary Cards
- Work Stations
- 6 + 1 Traits Mentor Texts
- [www.thinkfinity.com](http://www.thinkfinity.com)
- [www.writinga-z.com](http://www.writinga-z.com)
- [www.superteachers.com](http://www.superteachers.com)
- [www.spelling.city.com](http://www.spelling.city.com)
- [www.readwritethink.com](http://www.readwritethink.com)
- [www.acheivethecore.org](http://www.acheivethecore.org)

Suggested Time Frame:

Unit 3- 32 days

**Content Area:** ELA Writing

**Grade:** 3

**Unit 3: Changing the Word: Persuasive  
Speeches, Petitions, and Editorials**

**Time:** 8 weeks

## **Anchor Standard (ELA)**

### **Writing Standards**

#### **Text Types and Purposes:**

##### CCSS.ELA-LITERACY.CCRA.W.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

##### CCSS.ELA-LITERACY.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

##### CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

#### **Production and Distribution of Writing:**

##### CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

##### CCSS.ELA-LITERACY.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

##### CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **Research to Build and Present Knowledge:**

##### CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

##### CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.



CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing:

CCSS.ELA-LITERACY.CCRA.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 tasks, purposes, and audiences.

### Overview/Rationale

During the first bend of this unit students will gather and support bold and brave opinions as they write persuasive speeches. First, they will work together on a shared topic, and deliver it to the school principal. The second bend gives writers the opportunity to work for extended amount of time on one piece, taking it through the writing process. Students will gather facts and details, and work to organize the information, and develop persuasive speeches. It bend three students will transfer and apply all that they have learned about writing persuasive speeches to writing other types of opinion pieces; petitions, editorials, persuasive letters and so on. In the final bend students work in collaborative “Cause Groups” to support different causes. They will create speeches, petitions or editorial, and incorporate research into their writing.

### Standard(s)

Session	Writing Standards	Reading Standards	Speaking & Listening	Language Standards
1	<b>W.3.1a,b</b> , W.3.5, W.3.10, <b>W.4.1.b</b>		SL.3.1.b	
2	<b>W.3.1.a,b</b> , <b>W.4.1.a,b</b>		SL.3.1.b	
3	<b>W.3.1.a,b,c,d</b> , W.3.4, <b>W.3.10</b> ,	RI.3.10, RFS.3.4	SL.3.1.b	L.3.2.F
4	<b>W.3.1.a,b</b> , W.3.5, W.3.10, <b>W.4.1.b</b>		SL.3.1.b	<b>L.3.3</b>
5	<b>W.3.1.a</b> , <b>W.3.5</b> , <b>W.4.1.b</b> , W.3.5		SL.3.1.b	<b>L.3.2.e,f,g</b> , L.3.3.a
6	<b>W.3.1.a,b,c,d</b> , W.3.5, <b>W.4.1.b</b>	RI.3.10, RFS.3.4	SL.3.1.b	L.3.2.e,f,g, L.3.3a
7	<b>W.3.1.a,b</b> , W.3.7, W.3.8, <b>W.4.1.b</b>		SL.3.1.b	
8	W.3.1.b, W.3.5, W.3.8, W.4.1.b		SL.3.1.b	
9	W.3.1.b, W.3.5, W.4.1.b, W.4.3.d		SL.3.1.b	L.3.1.e, L.3.3.a, L.4.3.a
10	<b>W.3.1.a,b</b> , <b>W.3.5</b> , <b>W.4.1.b</b>		SL.3.1.b	<b>L.3.3.a</b>
11	<b>W.3.1.a,b,c</b> , W.3.10, <b>W.4.1.b,c</b>		SL.3.1.b	L.3.1
12	<b>W.3.5</b>		SL.3.1.b, <b>SL.3.2</b> , SL.3.3	<b>L.3.3.a</b> , <b>L.4.3.a</b>
13	W.3.1.a,b,c,d, W.3.4, <b>W.3.6</b> ,		SL.3.1.b.c, SL.3.4	L.3.2.e.f.g, L.4.2.a
14	<b>W.3.1.a,b,c,d</b> , W.3.4, W.3.10,	RI.3.8, RI.3.10, RFS.3.4	SL.3.1.b, SL.3.2	
15	W.3.1.a,b,c,d, W.3.4, W.3.5, W.3.10, W.4.1.a,b,c,d		SL.3.1.b,c	
16	W.3.1.a,b,c,d, <b>W.3.5</b> , W.4.1.b, W.4.7		SL.3.1	L.3.1.i, L.3.2.c
17	<b>W.3.1.a,d</b> , W.3.5, <b>W.4.1.a,d</b>		SL.3.1.b,c	
18	W.3.1.a,b,c,d, <b>W.3.5</b> , W.4.1.a,b,c,d,	RFS.3.4	SL.3.1.b,c	L.3.2.e,f,g, L.3.3a
19	W.3.1.a,b,c,d, W.4.1.a,b,c,d		SL.3.1	

20	W.3.1.a,b,c,d, <b>W.3.5</b> , W.3.6, <b>W.3.7</b> , W.3.8, W.3.10,	RFS.3.4	SL.3.1.b,c	L.3.6
21	W.3.1.a,b,c,d, <b>W.3.5</b> , W.3.6, <b>W.3.7</b>	RFS.3.4	SL.3.1.b,c	L.3.1
22	W.3.1.a,b,c,d, <b>W.3.5</b> , W.3.6, W.4.2.a	RFS.3.4	SL.3.1.b,e, SL.3.4	L.3.2.a,c,e,f,g
23	W.3.1.a,b,c,d, W.3.6,W.4.1.a,b,c,d		<b>SL.3.4, SL.4.4</b>	L.3.6

### Essential Question(s)

- How can we live more wide-awake lives, and take in all that is happening around us?
- How can we write in a way that moves others to action and new thinking?
- How can we raise the level of our persuasive writing?
- How can we chose words that sound right, and evoke emotion?
- How can we tackle a cause?
- How can writing make us live differently?

### Enduring Understandings

- Our voices have power, and well-supported opinions can, and do change the world
- Opinion writers consider audience and structure in their writing
- Opinion writers support their topics by listing reasons
- We can make a difference, locally and globally
- Working to make a difference is not easy, and you have to keep trying to create change

<b>In this unit plan the following 21<sup>st</sup> Century Career Ready Practices are addressed:</b>		
Act as a responsible and contributing citizen and employee.		<b>X</b>
Apply appropriate academic and technical skills		<b>X</b>
Attend to personal health and financial well-being.		<b>X</b>
Communicate clearly and effectively and with reason.		<b>X</b>
Consider the environmental, social and economic impacts of decisions		<b>X</b>
Demonstrate creativity and innovation.		<b>X</b>
Employ valid and reliable research strategies.		<b>X</b>

Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

### Student Learning Targets/Objectives

**TSW write a structured text that contain a claim, reasons, and examples.**

**TSW work for an extended time on one persuasive speech, and take it through the writing process.**

**TSW categorize evidence that they collect, and decide which pieces of evidence belong in their speech.**

**TSW transfer what they have learned writing persuasive speeches into other types of opinion writing; petitions, editorials, persuasive letters etc...**

### Assessments

#### Formative

- On Demand #2
- Published Narrative Piece
- Weekly Classwork Grade

#### Summative

- On Demand #1
- Conferences
- Active Engagement

### *Teaching and Learning Actions*

<i>Instructional Strategies/Differentiation</i>	<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>- Breaking down the task</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Writing Partnerships</li> </ul>
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	<ul style="list-style-type: none"> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling - Teachers demonstrates, student uses models to problem solve</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Make Predictions</li> <li>- Writing Explanations</li> <li>- Multistep</li> <li>- Graphic Organizers</li> </ul>
<i>Activities: 45 minutes of Writer's Workshop</i>	<ul style="list-style-type: none"> <li>- Skill Based Groups</li> <li>- Think Aloud</li> <li>- Mini-lessons</li> <li>- Portfolios</li> <li>- Shared Writing</li> <li>- Interactive Writing</li> <li>- Independent Writing</li> <li>- Writer's Workshop</li> <li>- Conferencing</li> <li>- Graphic Organizers</li> </ul>
Resources	Trade Books/Mentor Texts
<p><b><u>Reference Material and/or Teacher Resources</u></b>  <i>Units of Study in Narrative, Information and Opinion Writing</i>  <i>Resource CD</i>  <a href="http://Readingandwritingproject.org">Readingandwritingproject.org</a></p>	
Suggested Time Frame:	8 weeks

<b>Content Area:</b>	<b>English Language Arts</b>	<b>Grade Level: 3</b>	<b>Timeline: 33 days</b>
<b>Unit Four</b>	<b>Unit Title: Extreme Nature</b>		
<b>Anchor Standard (ELA)</b>			
<p><u>Reading</u></p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>			

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

10. Read and comprehend complex literary and informational texts independently and proficiently.

#### Language

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

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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 tasks, purposes, and audiences.

#### Speaking and Listening

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Overview/Rationale**

Students will read nonfiction and fictional texts, including a myth in the format of a play, in a variety of domains including conservation, fossils, trees, climate and social relationships. They will identify story structure and main idea/details. They will draw conclusions, summarize, visualize, and ask questions. In addition, they will monitor and clarify, infer and predict, and draw conclusions.

**Read-aloud:**

- Same as previous
- Use appropriate detail and elaboration when answering questions.

**Vocabulary:**

- Same as previous lessons.
- Determine the literal and nonliteral meanings of words and phrases.
- Identify and use words that include the suffix -ly.
- Identify and understand the meanings of word roots bio, graph, phon, and tele.
- Determine the meaning of words with the prefixes pre-, re-, and bi-.
- Use a dictionary to determine word meanings and pronunciations.

**Comprehension:**

- Identify and connect the characters, setting, and plot in each chapter.
- Reread or read ahead to monitor and clarify understanding.
- Explain how events in each chapter build upon events in previous chapters.
- Use text details to identify a story's theme.
- Use text evidence to draw conclusions and demonstrate understanding of a text.
- Use text evidence to visualize what the author describes.
- Use signal words as clues when drawing conclusions.
- Determine an author's point of view and distinguish it from one's own.
- Demonstrate understanding of a text by using it as a basis for responses to questions.
- Use text features to locate and understand information.
- Use graphic features to demonstrate understanding of a text.
- Ask and answer questions to check understanding of a text.
- Determine the meanings of domain-specific words by using context clues.
- Come to a discussion prepared and explain your own ideas.
- Demonstrate understanding of a text by using it as a basis for responses to questions.
- Describe how each scene of a play builds on earlier scenes.
- Recount, or summarize, the main action that occurs in each scene of the play.
- Describe how characters, setting and plot develop throughout scenes of a play.
- Use key details to determine and explain the central message, or lesson, of a myth.
- Identify the main idea and supporting details in informational text.
- Use text evidence to make inferences and predictions.
- Use context to determine the literal and nonliteral meaning of a word or phrase.

Phonics/Vocabulary/Vocabulary Strategies and Spelling

1. Vowel + /r/ in air (air, ear)
2. Words with /j/ and /s/

3. Words with /k/ and /kw/ sounds (k, ck, c, qu)
4. Words with VCCCV pattern
5. Context clues
6. Categorize and Classify
7. Dictionary/Glossary
8. Vowel sounds in spoon and wood (oo, ue, ew)
9. Compound words
10. **Review** of air/ear sound, /j/ and /s/, /k/ and /kw/, spoon and wood sound, compound words.
11. Prefixes pre-, re-, bi-

### Grammar

1. Adjectives and articles and review of plural nouns
2. Adjectives that compare
3. Using the verb be, helping verbs, review of abstract nouns
4. Irregular verbs
5. Adverbs, review of verb tense
6. **Review** of adjectives, articles, adjectives that compare, verb be, helping verbs, irregular verbs, adverbs.

### **Standard(s)**

RL.3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2-Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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.

RL.3.4-Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.

RL.3.6-Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7-Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create a mood, emphasize aspects of a character or setting).

RL.3.9-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.)

RL.3.10- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the end of the grades 2-3 text complexity band independently and proficiently.

RI.3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2-Determine the main idea of a text; recount the key details and explain how they support the main idea.

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.

RI.3.4-Determining the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5-Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6-Distinguish their own point of view from that of the author of a text.

RI.3.7- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9-Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10- 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.

RF.3.3- Know and apply grade-level phonics and word analysis skills in decoding words.

- b. Decode words with common Latin suffixes.
- c. Decode multi-syllabic words.
- d. Read grade-appropriate irregularly spelled words.

RF.3.4- Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.



c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL.3.1 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.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

d. Explain their own ideas and understanding in light of the discussion.

SL.3.2- 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.

SL.3.3-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4-Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5-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.

SL.3.6-Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

b. Form and use regular and irregular plural nouns.

c. Use abstract nouns. (e.g., childhood).

d. Form and use regular and irregular verbs.

e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

f. Ensure subject-verb and pronoun-antecedent agreement.

g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize appropriate words in titles.

c. Use commas and quotation marks in dialogue.

f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable*

*patterns, ending rules, meaningful word parts*) in writing words.

g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*.)

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5- Demonstrate the understanding of word relationships and nuances in word meanings.

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

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

L.3.6- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*.)

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3c Use temporal words and phrases to signal event order.

W.3.3d Provide a sense of closure.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 here.)

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.10 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.

**Technology Standard**

**Technology Standards:**

- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**Resources:** Interactive Whiteboards, Laptops, Think Central, Grammar Snap Videos, Brainpop, Newsela

**Career Awareness Exploration and Preparation Standards:**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Essential Question(s)**

- **Why do authors write humorous stories?**
- **How can you figure out ideas the author does not state directly?**
- **How can pictures and labels give you more information?**
- **How can one event lead to a series of adventures?**
- **Where are main ideas often found in nonfiction text?**

**Enduring Understandings**

- **Effective readers use a variety of strategies to make sense of key ideas and details presented in text.**
- **Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.**
- **To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.**

<b>In this unit plan the following 21<sup>st</sup> Century Career Ready Practices are addressed:</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>

Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

### Student Learning Targets/Objectives

#### Read-aloud:

- Same as previous
- Use appropriate detail and elaboration when answering questions.

#### Vocabulary:

- Same as previous lessons.
- Determine the literal and nonliteral meanings of words and phrases.
- Identify and use words that include the suffix -ly.
- Identify and understand the meanings of word roots bio, graph, phon, and tele.
- Determine the meaning of words with the prefixes pre-, re-, and bi-.
- Use a dictionary to determine word meanings and pronunciations.

#### Comprehension:

- Identify and connect the characters, setting, and plot in each chapter.
- Reread or read ahead to monitor and clarify understanding.
- Explain how events in each chapter build upon events in previous chapters.
- Use text details to identify a story's theme.
- Use text evidence to draw conclusions and demonstrate understanding of a text.
- Use text evidence to visualize what the author describes.
- Use signal words as clues when drawing conclusions.
- Determine an author's point of view and distinguish it from one's own.
- Demonstrate understanding of a text by using it as a basis for responses to questions.
- Use text features to locate and understand information.
- Use graphic features to demonstrate understanding of a text.
- Ask and answer questions to check understanding of a text.
- Determine the meanings of domain-specific words by using context clues.

- Come to a discussion prepared and explain your own ideas.
- Demonstrate understanding of a text by using it as a basis for responses to questions.
- Describe how each scene of a play builds on earlier scenes.
- Recount, or summarize, the main action that occurs in each scene of the play.
- Describe how characters, setting and plot develop throughout scenes of a play.
- Use key details to determine and explain the central message, or lesson, of a myth.
- Identify the main idea and supporting details in informational text.
- Use text evidence to make inferences and predictions.
- Use context to determine the literal and nonliteral meaning of a word or phrase.

## Assessments

### Summative (Reading)

- Day 5 Lesson Tests
- Tests: Unit 4 Mid-unit Cold Reads and Unit 4 Benchmark Test *Reading Component*
- AA's: Project 1- "Sugar Overload", Project 2- "Make Your Own Myth"
- Quizzes: Weeks 2 and 5: Reading Skills in Context and Comprehension combined

### Formative (Reading)

- Running records
- Progress Monitoring
- Classwork/Homework
- Exit Slips
- Open ended questions (CASES or RSSE)

### Summative (Language Arts/Writing/Spelling)

- Tests (Grammar): Unit 4 Mid-unit Grammar and Unit 4 Grammar Test
- Tests (Writing): On Demand Writing, Unit 4 Benchmark Test *Writing Component*
- Quizzes: Weekly Spelling
- Monthly Writing Pieces

### Formative (Language Arts/Writing/Spelling)

- Writing Conferences
- Classwork, Homework
- Progress Monitoring

## Teaching and Learning Actions

### *Instructional Strategies*

### **Instructional Strategies**

- Sorting and classifying words
- Breaking down the task

	<ul style="list-style-type: none"> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Peer Tutoring</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling - Teachers demonstrates, student uses models to problem solve</li> <li>- Centers <ul style="list-style-type: none"> <li>Concrete Experiences</li> </ul> </li> <li>- Goal Setting</li> <li>- Pencil &amp; Paper Skills</li> <li>- Graphic Organizers</li> <li>- Make Predictions</li> <li>- Writing Explanations</li> <li>- Scaffolding</li> <li>- Graphic Organizers</li> </ul>
Primary Interdisciplinary Connections	<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• States</li> <li>• Laws</li> <li>• Map Skills</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Illustrations</li> </ul>
Opportunities for Differentiation	<ul style="list-style-type: none"> <li>• Strategic Intervention Tiers II and III: Write-In Reader, Reading Tool Kit</li> <li>• Curious about Words</li> <li>• Leveled Readers (Struggling, On-Level, Advanced and ELL)</li> <li>• Vocabulary Strategies (Struggling, On-Level and Advanced)</li> <li>• Small Group Differentiation (Vocabulary Reader, Comprehension, Phonics and Fluency)</li> </ul>
Activities and Pacing	<p><b>Language Arts: 120 minutes</b> to include:</p> <ul style="list-style-type: none"> <li>○ Whole Group and Small Group (45 minutes), Writer’s Workshop (45 minutes) and Spelling (30 minutes)</li> </ul>
Resources	<p><b>Journeys, Houghton Mifflin Harcourt, 2014, edition 3.2</b></p> <p><b>Stories for Unit 4</b></p>

Judy Moody Saves the World

“My Smelly Pet” from Judy Moody

The Albertosaurus Mystery: Philip Currie’s Hunt in the Badlands

Finding Fossils for Fun

A Tree is Growing

Stopping by Woods on a Snowy Evening

Two Bear Cubs

Whose Land Is It?

Life on the Ice

The Raven: An Inuit Myth

*Myths (not in Journeys)*

The Gods and Goddesses of Olympus *by Aliki, 1997* (previously received text)

A Child’s Introduction to Greek Mythology *by Heather Alexander, 2011*  
(previously received text)

Genre Workshop Fiction

Reader's Theater Folktales, Myths and Legends

**Benchmark Assessment System 2, 2nd Edition**

*For Grades 3-8, Levels L-Z*

By: Irene Fountas, Lesley University, Gay Su Pinnell  
The Ohio State University, 2013

**Units of Study in Opinion, Information, and Narrative Writing**

*For Grades 3*

By: Lucy Calkins with colleagues from the Reading and Writing Project  
Firsthand HEINEMANN, 2013

**Additional Resources:**

- The CAFÉ Book: Engaging All Students In Daily Literacy Assessment and Instruction by Gail Boushey and Joan Moser, 2009

- The DAILY Five by Gail Boushey, 2006
- The Notice and Note Signpost Strategies for Close Reading by Kylene Beers and Robert E. Probst, 2012
- Text: Journey’s Lessons 16 - 20
- Journey’s Leveled Readers
- Assessment Books
- Blackline Masters
- Vocabulary Cards
- Work Stations
- 6 + 1 Traits Mentor Texts
- [www.thinkfinity.com](http://www.thinkfinity.com)
- [www.writinga-z.com](http://www.writinga-z.com)
- [www.superteachers.com](http://www.superteachers.com)
- [www.spelling.city.com](http://www.spelling.city.com)
- [www.readwritethink.com](http://www.readwritethink.com)
- [www.acheivethecore.org](http://www.acheivethecore.org)

Suggested Time Frame:	Unit 4 - 33 days
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<b>Content Area:</b> ELA Writing	<b>Grade:</b> 3
<b>Unit 4: Once Upon a Time- Adapting and Writing Fairytales</b>	<b>Time:</b> 8 weeks
<b>Anchor Standard (ELA)</b>	
<b>Writing Standards</b>	
<b>Text Types and Purposes:</b>	
<u>CCSS.ELA-LITERACY.CCRA.W.1</u>	
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	
<u>CCSS.ELA-LITERACY.CCRA.W.2</u>	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
<u>CCSS.ELA-LITERACY.CCRA.W.3</u>	



Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### **Production and Distribution of Writing:**

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge:**

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing:**

CCSS.ELA-LITERACY.CCRA.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 tasks, purposes, and audiences.

### **Overview/Rationale**

In bend one students will adapt a fairytale that is a class favorite (i.e., “Little Red Riding Hood” or “The Three Billy Goats Gruff).” In bend two children will write their second adaptation of a fairytale, of their own choosing, and apply what they have learned in the previous bend. Students will self-assess and make goals. In the third bend students will write their own fairytale, drawing from the qualities of good stories- a character with traits and

wants who encounters trouble, and a resolution. This will help students to generate story ideas, and get to the work of drafting and revising. Students will multiple opportunities to practice key revision lessons.

**Standard(s)**

Session	Writing Standards	Reading Standards	Speaking & Listening	Language Standards
1	<b>W.3.5</b> , W.3.7, W.3.8	<b>RL.3.1, RL.3.2</b> , RL.3.3, RL.3.5, RL.3.7,	SL.3.1, <b>SL.3.4, SL.3.6</b>	L.3.1, L.3.3, L.3.6
2	<b>W.3.3a, W.3.5</b> , W.3.10, W.4.3.a	<b>RL.3.1, RL.3.2</b> , RL.3.3, RL.3.5, RL.3.10, RL.4.2	SL.3.1, SL.3.4, SL.3.6, SL.4.4	L.3.1, L.3.3, L.3.6
3	<b>W.3.3.b</b> , W.3.4, <b>W.3.5</b> , W.3.10, W.4.3.b,d	RL.3.1, RL.3.2, RL.3.3, RL.3.5	SL.3.1, SL.3.2, SL.3.4, SL.3.6	L.3.1, L.3.3, L.3.6
4	<b>W.3.3.b,d</b> , W.3.4, <b>W.3.5, W.3.10, W.4.3.b,e</b>	RL.3.1, RL.3.2, RL.3.3, RL.3.5	SL.3.1, SL.3.4, SL.3.6	L.3.1, L.3.2, L.3.3, L.3.6
5	<b>W.3.3.a,b,c,d</b> , W.3.4, W.3.5, W.3.10,	RL.3.2, RL.3.3, RL.3.4, RL.3.6, RL.3.10	SL.3.1, SL.3.4, SL.3.6	L.3.3.a
6	<b>W.3.3.b,c,d</b> , W.3.4, W.3.5, <b>W.3.10</b> ,	RL.3.1, RL.3.2	SL.3.1a, SL.3.2	L.3.1, L.3.2, L.3.3, L.3.4, L.3.5a, L.3.6
7	<b>W.3.3</b> , W.3.4, W.3.5, W.3.10, W.4.3, W.4.4	RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.6	SL.3.1, SL.3.4, SL.3.6	L.3.1, L.3.2, <b>L.3.3a, L.4.3.a</b>
8	W.3.3, W.3.4, W.3.5, <b>W.3.10</b> ,	RL.3.3, RL.3.5	SL.3.1, SL.3.6	L.3.1, L.3.2, <b>L.3.3a</b> , L.3.6,
9	W.3.3, W.3.4, <b>W.3.5</b> , W.3.10,	RL.3.2	SL.3.1, SL.3.6	L.3.1, L.3.2, L.3.3, L.4.3
10	<b>W.3.3.b,d</b> , W.3.4, W.3.5, W.3.10,	RL.3.2, <b>RL.3.4</b>	SL.3.1, SL.3.6	L.3.1, L.3.2, <b>L.3.2c, L.3.3, L.4.3</b>
11	<b>W.3.3.b</b> , W.3.5, <b>W.4.3.b,d</b>	RL.3.4	SL.3.1, SL.3.6	L.3.1.i, L.3.2f, <b>L.3.5</b> , L.3.6,
12	W.3.3.b, <b>W.3.5, W.4.3.b</b>	RL.3.1, RFS.3.4	SL.3.1, SL.3.6	<b>L.3.1.h,j</b> , L.3.2, <b>L.4.1.f</b>
13	<b>W.3.3</b> , W.3.5, W.3.10, W.4.3	RL.3.1, RL.3.3	SL.3.1	L.3.1, L.3.2
14	<b>W.3.3</b> , W.3.4, W.3.5, W.3.10	RL.3.3	SL.3.1	L.3.1, L.3.2
15	<b>W.3.3.b</b> , W.3.4, <b>W.3.5, W.4.3.b</b>	RL.3.1, RL.3.2, RFS.3.4,	SL.3.1, SL.3.4, SL.3.6	L.3.2.c
16	W.3.3.b, <b>W.3.5</b> , W.3.10,	RL.3.1, RL.3.3	SL.3.1	<b>L.3.1.i</b> , L.3.2.c, L.3.3a, L.3.5,
17	W.3.3.a,d, <b>W.3.5</b> , W.3.10,	RL.3.1, RL.3.2, RL.3.3	SL.3.1	L.3.3.a, L.4.3
18	<b>W.3.3.b</b> , W.3.4, <b>W.3.5</b> ,	RFS.3.4	SL.3.1, SL.3.4, SL.3.6	<b>L.3.1.a, L.3.2</b> , L.3.3a, L.4.1.f,
19	<b>W.3.5</b>	RL.3.2	SL.3.1	<b>L.3.1.e</b> , L.3.1, L.3.2
20	W.3.6	RFS.3.4	SL.3.1, <b>SL.3.4, SL.3.6, SL.4.4</b>	L.3.6

**Essential Question(s)**

- **How can we bring characters to life?**
- **How can classic fairytales help us write our own stories?**
- **How can storytelling help us write fairytales?**
- **How can we use language to make our stories into fairytales?**

**Enduring Understandings**

- **Writers can create their own fairytales by adapting classic ones**
- **Writers of fairytales use figurative language and paint a picture in their readers' minds**
- **Original fairytales use the elements of strong narratives: specific characters, motivations, troubles and resolutions.**

<b>In this unit plan the following 21<sup>st</sup> Century Career Ready Practices are addressed:</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>X</b>
Model integrity, ethical leadership and effective management.	<b>X</b>
Plan education and career paths aligned to personal goals.	<b>X</b>
Use technology to enhance productivity.	<b>X</b>
Work productively in teams while using cultural global competence.	<b>X</b>

### **Student Learning Targets/Objectives**

TSW adapt a well-known fairytale by changing elements in the story.

TSW write an original fairytale using the elements of strong narratives: specific characters, motivations, troubles and resolutions.

TSW self-assess and set goals.

TSW engage in large scale revision.

### **Assessments**

Formative

- On Demand #2
- Published Narrative Piece
- Weekly Classwork Grade

Summative

- On Demand #1
- Conferences
- Active Engagement

*Teaching and Learning Actions*

*Instructional Strategies/Differentiation*

**Instructional Strategies**

- Breaking down the task
- Providing step-by-step prompts
- Repeated practice
- Sequenced Review
- Directed Questioning and Responses
- Sequence Tasks from Easy to Difficult
- Individual/Small-Group/Whole Class Instruction
- Think Aloud
- Writing Partnerships
- Warm-Up Activities
- Meaningful Real Life Connections
- Modeling - Teachers demonstrates, student uses models to problem solve
- Centers
- Goal Setting
- Make Predictions
- Writing Explanations
- Multistep
- Graphic Organizers

*Activities: 45 minutes of Writer's Workshop*

- Skill Based Groups
- Think Aloud
- Mini-lessons
- Portfolios
- Shared Writing
- Interactive Writing
- Independent Writing
- Writer's Workshop
- Conferencing
- Graphic Organizers

Resources

Trade Books/Mentor Texts

**Reference Material and/or Teacher Resources**

*Units of Study in Narrative, Information and Opinion Writing  
Resource CD  
Readingandwritingproject.org*

Suggested Time Frame: 8 weeks

<b>Content Area:</b>	<b>English Language Arts</b>	<b>Grade Level: 3</b>	<b>Timeline: 30 days</b>
<b>Unit Five</b>	<b>Unit Title: Going Places</b>		
<b>Anchor Standard (ELA)</b>			
<u>Reading</u> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and			

figurative meanings, and analyze how specific word choices shape meaning or tone.

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

10. Read and comprehend complex literary and informational texts independently and proficiently.

### Language

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

3. Apply knowledge of language to understand how language functions in different contexts, to make effective

choices for meaning or style, and to comprehend more fully when reading or listening.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for

reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in

gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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 tasks, purposes, and audiences.

### Speaking and Listening

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## **Overview/Rationale**

Students will read nonfiction and fictional texts in a variety of domains including pioneer life, animal migration, sending messages, volcanoes and mountains. They will identify sequence of events, author's purpose, text and graphic features and story structure. They will monitor and clarify, visualize, and question. In addition, they will infer and predict.

**Read-aloud:**

- Same as previous lessons.
- Determine the main idea and supporting details of a selection read aloud.

**Vocabulary:**

- Same as previous lessons.
- Identify and use the prefix non- and use the meaning of the prefix non- to determine the meanings of new words.
- Identify the root in a word and use to determine the meaning of the word.
- Identify and use the suffixes –er, and –est.
- Distinguish shades of meaning among related words that describe degrees of certainty.
- Choose a correct word to describe a degree of certainty.
- Complete and understand analogies.

**Comprehension:**

- Describe the characters, setting, and plot of a story.
- Determine how the actions of characters can affect the sequence of events within a story and the story structure.
- Demonstrate understanding through monitoring and clarifying story events.
- Distinguish own point of view from the narrator's or character's point of view.
- Compare and contrast important ideas and details in an informational text.
- Use text details to visualize information.
- Discuss the effect of an author's choice of word and phrases on a text.
- Describe how characters' actions determine the sequence of events.
- Analyze parts of the story and how parts build on earlier sections.
- Identify sequence of events.
- Recognize the difference between the conventions of spoken and written English.
- Read orally at an appropriate rate.
- Determine the author's purpose.
- Ask and answer questions about the text before, during, and after reading.
- Analyze how illustrations help create the story's mood.
- Read and comprehend literature.
- Use text features to locate information and graphic features to demonstrate understanding.
- Infer what information is important to the author of an informational text.
- Predict what will be learned from an informational text.
- Determine the main idea.
- Identify supporting ideas and explain how they support the main idea.
- Read and comprehend informational text.

Word Study/Spelling

1. Words with –ed, -ing
2. Changing the final y to i (ies, ied)
3. Words with the suffixes –ful, -ly, -er, -ous, -y
4. Words with the prefixes re-, un-, pre-, bi-
5. Words with the suffixes –less, -ness, -able
6. **Review** of words with –ed, -ing, final y to i, -ful, -ly, -er, re-, un-, -less, -ness.
7. Analogies

### Grammar

1. Adverbs that compare
2. Making comparisons
3. Possessive nouns and pronouns
4. Complex sentences
5. More, most, -er, -est, Review complex sentences
6. **Review** of adverbs, comparisons, possessive nouns and pronouns, complex sentences, more, most, -er, -est.
7. Abbreviations

### **Standard(s)**

RL.3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2-Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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.)

RL.3.4-Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.

RL.3.6-Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7-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.)

RL.3.10- By the end of the year, read and comprehend literature, including stories, dramas, and poetry,



at the end of the grades 2-3 text complexity band independently and proficiently.

RI.3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2-Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.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.

RI.3.4-Determining the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5-Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8-Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9-Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10- 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.

RF.3.3- Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multi-syllabic words.

RF.3.4- Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL.3.1-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.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that

preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.)

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

SL.3.2-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.

SL.3.3-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4-Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5-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.

SL.3.6-Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

d. Form and use regular and irregular verbs.

g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

h. Use coordinating and subordinating conjunctions.

i. Produce simple, compound, and complex sentences.

L.3.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

d. Form and use possessives.

e. Use conventional spelling for high-frequency and other studied words for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.

b. Recognize and observe differences between the conventions of spoken and written standard

English.

L.3.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. 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*.)
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*.)
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5- Demonstrate the understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

L.3.6- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*.)

W.3.1- Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b Provide reasons that support the opinion.

W.3.1c Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.

W.3.1d Provide a concluding statement or section.

W.3.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b Develop the topic with facts, definitions, and details.

W.3.2c Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.

W.3.2d Provide a concluding statement or section.

W.3.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event

sequence that unfolds naturally.

W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3c Use temporal words and phrases to signal event order.

W.3.3d Provide a sense of closure.

W.3.4- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

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.

W.3.7- Conduct short research projects that build knowledge about a topic.

W.3.8- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10- 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.

### **Technology Standard**

#### **Technology Standards:**

- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**Resources:** Interactive Whiteboards, Laptops, Think Central, Grammar Snap Videos, Brainpop, Newsela

<b>In this unit plan the following 21<sup>st</sup> Century Career Ready Practices are addressed:</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>X</b>
Model integrity, ethical leadership and effective management.	<b>X</b>
Plan education and career paths aligned to personal goals.	<b>X</b>
Use technology to enhance productivity.	<b>X</b>
Work productively in teams while using cultural global competence.	<b>X</b>

**Career Awareness Exploration and Preparation Standards:**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Essential Question(s)**

- **What might the problem be in a story about ants?**
- **How are animals' lives alike and different?**
- **What happens if you tell story events out of order?**
- **Why might a writer tell a story about a faraway place?**
- **How are headings, maps, and diagrams helpful to readers?**

**Enduring Understandings**

- **Effective readers use a variety of strategies to make sense of key ideas and details presented in text.**
- **Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain**

**insight and strengthen understanding.**

- **To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.**

### **Student Learning Targets/Objectives**

#### **Read-aloud:**

- Same as previous lessons.
- Determine the main idea and supporting details of a selection read aloud.

#### **Vocabulary:**

- Same as previous lessons.
- Identify and use the prefix non- and use the meaning of the prefix non- to determine the meanings of new

words.

- Identify the root in a word and use to determine the meaning of the word.
- Identify and use the suffixes –er, and –est.
- Distinguish shades of meaning among related words that describe degrees of certainty.
- Choose a correct word to describe a degree of certainty.
- Complete and understand analogies.

#### **Comprehension:**

- Describe the characters, setting, and plot of a story.
- Determine how the actions of characters can affect the sequence of events within a story and the

structure.

- Demonstrate understanding through monitoring and clarifying story events.
- Distinguish own point of view from the narrator's or character's point of view.
- Compare and contrast important ideas and details in an informational text.
- Use text details to visualize information.
- Discuss the effect of an author's choice of word and phrases on a text.
- Describe how characters' actions determine the sequence of events.
- Analyze parts of the story and how parts build on earlier sections.
- Identify sequence of events.
- Recognize the difference between the conventions of spoken and written English.
- Read orally at an appropriate rate.
- Determine the author's purpose.
- Ask and answer questions about the text before, during, and after reading.
- Analyze how illustrations help create the story's mood.
- Read and comprehend literature.
- Use text features to locate information and graphic features to demonstrate understanding.
- Infer what information is important to the author of an informational text.
- Predict what will be learned from an informational text.
- Determine the main idea.
- Identify supporting ideas and explain how they support the main idea.
- Read and comprehend informational text.

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**Assessments**

**Summative (Reading)**

- Day 5 Lesson Tests
- Summative/Benchmark Unit Assessments

**Formative (Reading)**

- Running Records
- Progress Monitoring
- Classwork/Homework
- Exit Slips
- Open ended questions (RSSE or CASES)

**Summative Language Arts/Writing/Spelling Formative**

- Grammar Tests: Unit 5 Mid-unit Grammar and Unit 5 Grammar Test
- Writing Assessments: On Demand Writing and Performance Assessment
- Quizzes: Weekly Spelling
- Monthly Writing Pieces

**Language Arts/Writing/Spelling**

- Classwork, Homework
- Writing Conferences

Progress Monitoring

*Teaching and Learning Actions*

*Instructional Strategies*

**Instructional Strategies**

- Sorting and classifying words
- Breaking down the task
- Providing step-by-step prompts
- Repeated practice
- Sequenced Review
- Directed Questioning and Responses
- Sequence Tasks from Easy to Difficult
- Individual/Small-Group/Whole Class Instruction
- Think Aloud
- Peer Tutoring
- Active Participation
- Warm-Up Activities
- Meaningful Real Life Connections

	<ul style="list-style-type: none"> <li>- Modeling - Teachers demonstrates, student uses models to problem solve</li> <li>- Centers <ul style="list-style-type: none"> <li>Concrete Experiences</li> </ul> </li> <li>- Goal Setting</li> <li>- Pencil &amp; Paper Skills</li> <li>- Graphic Organizers</li> <li>- Make Predictions</li> <li>- Writing Explanations</li> <li>- Scaffolding</li> <li>- Graphic Organizers</li> </ul>
<p>Activities and Pacing</p>	<p><b>Language Arts: 120 minutes</b> to include:</p> <ul style="list-style-type: none"> <li>o Whole Group and Small Group (45 minutes), Writer’s Workshop (45 minutes) and Spelling (30 minutes)</li> </ul>
<p>Resources</p>	<p><b>Journeys, Houghton Mifflin Harcourt, 2014, edition 3.2</b></p> <p><b>Stories for Unit 5</b></p> <p>Boy, Were We Wrong About Dinosaurs (Exemplar)</p> <p>Sarah, Plain and Tall</p> <p>Wagons of the Old West</p> <p>The Journey: Stories of Migration</p> <p>The Grasshopper and the Ant</p> <p>The Journey of Oliver K. Woodman</p> <p>Moving the U.S. Mail</p> <p>Dog-of-the Sea-Waves</p> <p>The Land Volcanoes Built</p> <p>Mountains: Surviving on Mt. Everest</p> <p>The Big Cleanup</p> <p>Paca and the Bettle (Reading Adventures Magazine p.4-5)</p> <p>The Foot Race Across America (Reading Adventures Magazine p.6-13)</p> <p>Poem: Fast Track (Reading Adventures Magazine p.14)</p>



Poem: Ode to My Shoes (Reading Adventures Magazine p.15)

**Benchmark Assessment System 2, 2nd Edition**

*For Grades 3-8, Levels L-Z*

By: Irene Fountas, Lesley University, Gay Su Pinnell

The Ohio State University, 2013

**Units of Study in Opinion, Information, and Narrative Writing**

*For Grades 3*

By: Lucy Calkins with colleagues from the Reading and Writing Project  
Firsthand HEINEMANN, 2013

**Additional Resources:**

- The CAFÉ Book: Engaging All Students In Daily Literacy Assessment and Instruction by Gail Boushey and Joan Moser, 2009
- The DAILY Five by Gail Boushey, 2006
- The Notice and Note Signpost Strategies for Close Reading by Kylene Beers and Robert E. Probst, 2012
- Text: Journey's Lessons 21 - 25
- Journey's Leveled Readers
- Assessment Books
- Blackline Masters
- Vocabulary Cards
- Work Stations
- 6 + 1 Traits Mentor Texts
- [www.thinkfinity.com](http://www.thinkfinity.com)
- [www.writinga-z.com](http://www.writinga-z.com)
- [www.superteachers.com](http://www.superteachers.com)
- [www.spelling.city.com](http://www.spelling.city.com)
- [www.readwritethink.com](http://www.readwritethink.com)

[www.acheivethecore.org](http://www.acheivethecore.org)

Suggested Time Frame:

Unit 5- 30 days