# TOMS RIVER REGIONAL SCHOOLS
## ENGLISH LANGUAGE ARTS CURRICULUM

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<td><strong>Grade Level:</strong></td>
<td>Third</td>
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**Date Created:** July 22, 2014  
**Board Approved On:** September 16, 2014
**Unit 1 Overview**

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<th>Content Area:</th>
<th>Language Arts Literacy</th>
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<tr>
<td><strong>Unit Title:</strong></td>
<td>Launching Reading Workshop &amp; Introduction to Fiction</td>
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<td><strong>Target Course/Grade Level:</strong></td>
<td>Grade 3</td>
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<td><strong>Unit Summary:</strong></td>
<td>Launching Reading Workshop &amp; Introduction to Fiction</td>
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<td>• Workshop routines and procedures; Just-right books; Level students</td>
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<td></td>
<td>• Exploring elements of fiction (character, plot, etc.) with read-aloud My Father’s Dragon</td>
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<td>• Fables/Folktales/Myths; moral and author’s purpose</td>
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<tr>
<td><strong>Unit Rationale Big Idea Questions:</strong></td>
<td>What is reading workshop? What is fiction? How does reading enrich my life? How can I become a better reader?</td>
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### Learning Targets

**Standards**


**Content Statements**

**Reading:** All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

**Writing:** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Speaking:** All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Listening:** All students will listen actively to information from a variety of sources in a variety of situations.

**Viewing and Media Literacy:** All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

### Number Common Core Standards for Mastery

- 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 3.6 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).
- RF 3.4 Read with sufficient accuracy and fluency to support comprehension.
- RI 3.8 Describe the logical connection between particular sentences and paragraphs in a text. (Examples: comparison, cause and effect, first, second, third in a sequence.)
- 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.
- 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.
- 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 3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L 3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L 3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- 8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**College and Career Readiness**: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see [http://www.corestandards.org/the-standards/english-language-arts-standards](http://www.corestandards.org/the-standards/english-language-arts-standards)

**Primary Interdisciplinary Connections**: Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

**21st Century Themes:**

9.1 **Life and Career Skills**: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 **Personal Financial Literacy**: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 **Career Awareness, Exploration, and Preparation**: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 **Career and Technical Education**: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.) [https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx)
### Unit Essential Questions
- How does understanding a text’s structure help me better understand the meaning?
- How does fluency affect comprehension?
- How do readers construct meaning from text?
- Why is it important that I talk about my reading?
- Why do I want to become a better reader?
- Why are fables, myths, and legends important?

### Unit Enduring Understandings
*Students will understand that...*
- Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.
- Fluent readers group words quickly to help them gain meaning from what they read.
- Good readers compare, infer, synthesize, and make connections (text to media, text to world, text to self) to make texts personally relevant and useful.
- Reading is a skill, and I can practice and work hard to become a better reader.
- Reading starts important discussions.
- Not everyone reads at the same pace and reads the same pace – and that’s okay.
- It’s important for me to enjoy what I’m reading.

### Unit Objectives:
*Students will know...*
- Reading Workshop Routines
- Story Elements (character, setting, plot, problem/solution, and theme/moral)
- Reading Strategies (previewing, predicting, inferring, summarizing, connecting, etc.)
- How to choose “just-right” books (5 finger method, etc.)
- Fables/Myths/Legends, their purposes culturally, and their value today
- Character traits
- Identify the main idea of a text and recount key details.
- Provide an explanation of how key details support the main idea
- Personification
- Identify and know the meaning of the most common grade-level prefixes and suffixes
- Read grade appropriate irregularly spelled words
- How to work cooperatively in groups
- How to correctly use common spelling rules

*Students will be able to...*
- Listen for a variety of purposes
- Choose “just-right” books
- Apply reading strategies (ongoing)
- Identify story elements
- Retell a story in order listing the most important events
- Make and confirm predictions
- Determine what characters are like based on what they say and do
- Identify Author’s Purpose
- Read grade-level text with purpose and understanding
- Use context to confirm or self-correct word recognition and understanding, reading as necessary
- Determine meanings of unknown words using Context Clues
- Use syllable patterns to decode multisyllabic words
- Use new vocabulary learned from literature in classroom experience
- Answer open-ended questions

The following reading strategies should be developed continuously throughout the year:
- Reread for clarification
- Marking Text
- Questioning
- Visualizing
- Making Inferences
• Self-Monitoring
• Skim & Scan
• Seeking meaning of unknown vocabulary
• Make and revise predictions
• Building Fluency
• Make connections: text to media, text to self, text to world
• Comparing/Contrasting
• Summarizing
• Identifying main idea and supporting details
• Previewing
• Answering Open-Ended Questions.

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<th>Evidence of Learning</th>
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<td>• Observations</td>
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Summative Assessment

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading Piece (DRA2)
- District Benchmark and Interim Assessment
- Performance Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

ELL:
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Equipment needed:
- Computer with Internet access and projection capabilities
- Student Computers
- Whiteboards
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals
- Sticky Notes
- Graphic Organizers
- Chart paper, chart stand and Pocket Chart
- Daily 5, Schoolwide Fundamentals, and/or Lucy Caulkins Units of Study Materials
  - Management Board/ chimes
  - Read to Self: Leveled Readers
  - Read to Someone: Leveled Readers
  - Word Work: magnetic letters, Wikki Stix, whiteboards, stamps, etc
  - Listening: tradebooks, CDs, CD player, headphones
Teacher Notes:
1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

Possible Resources:
• My Father’s Dragon
• Aesop’s Fables, Frog & Toad, Anansi tales, Lon Po Po, The Legend of Sleepy Hollow, Grimm’s Complete Fairytales, D’Aulaire’s Book of Greek Myths and Book of Norse Myths, Rainbow Crow, and other genre pieces
• Units of Study Reading (mini-lesson ideas)
• Schoolwide Fundamentals Launching and Fiction Unit Read Alouds and Shared Texts (and mini-lesson ideas)
• The Daily Five (structure/stations)
• Scholastic Reading Series (secondary resource), Scholastic Magazines (Storyworks)
Other Resources:
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx
http://www.corestandards.org/the-standards/mathematics
http://www.commoncore.org

Teacher Resources:
- http://www.mauryk12.org/titleone/Guided%20Reading-Lexile%20Conversion%20Table.pdf (guided reading level/lexile conversion chart)
- http://www.scholastic.com/teachers/teaching-ideas/beth-newingham (3rd grade video examples of reading workshop, workshop assessments, and other resources)
- http://classroom.booksource.com/ (digital classroom library organizer)
- www.readinga-z.com
- http://teacher.depaul.edu/Fiction_Readings.htm (one page reading passages and questions)
- http://www.mytestbook.com/Grade3_Reading_Grammar_worksheets_test.html (use online)
- www.thinkfinity.org
- www.readwritethink.org
- http://www.cde.state.co.us/edassest/documents/csap/rubrics/Kid-Friendly4-PtRubricStudents_Eng.pdf
- Computer Based Programs (i.e., Mobymax, Study Island, Learnia, KidBiz)
- www.internet4classrooms.com
- www.enchantedlearning.com
- www.hill.troy.k12.mi.us/staff/bnewingham/myweb3
- www.thirdgrade.okalosaschools.wikispaces.net (Reading Resources)
- www.superteacherworksheets.com
Content Area: Language Arts Literacy

Unit Title: Introduction to Nonfiction

Target Course/Grade Level: Grade 3

Unit Summary: Introduction to Nonfiction
- Elements of Nonfiction (sidebars, glossary, etc.)
- Exposure to a variety of nonfiction texts
- Practicing reading strategies and answering open-ended questions

Unit Rationale Big Idea Questions:
What is nonfiction? How does understanding the elements of nonfiction enhance my comprehension? Why is nonfiction important to me?

Learning Targets

Standards
RL 3.1, RL 3.4, RI 3.1, RI 3.3, RI 3.5, RI 3.8, RF 3.4, W3.8, W3.10, SL 3.2, SL 3.6, L 3.3, L 3.4, 9.1, 8.1

Content Statements
Reading: All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
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Listening: All students will listen actively to information from a variety of sources in a variety of situations.
Viewing and Media Literacy: All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Number Common Core Standards for Mastery
RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RF 3.4 Read with sufficient accuracy and fluency to support comprehension.
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 and effect.
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 3.8 Describe the logical connection between particular sentences and paragraphs in a text. (Examples: comparison, cause and effect, first, second, third in a sequence.)
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.
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 3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L 3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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9.1 **Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 **Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 **Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 **Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the [Career Clusters Table.](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx))
### Unit Essential Questions
- Why do we read nonfiction texts?
- Why is it important to read a variety of nonfiction texts?
- Why do nonfiction readers use strategies when reading?
- How do nonfiction texts teach us about the world?
- How can I become a more informed reader?
- How do text features help us understand a nonfiction text?

### Unit Enduring Understandings
*Students will understand that...*
- Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.
- Nonfiction encompasses many different types of texts (articles, text books, recipes, brochures, and websites).
- Nonfiction readers use strategies to locate information, find answers, and deepen their understanding.
- Students will spend a great deal of time in their lives reading nonfiction.
- I read nonfiction texts to become more informed about the world and how it works.

### Unit Objectives:
*Students will know...*
- Differences between Fiction and Nonfiction
- Purposes for different types of Nonfiction Writing
- Nonfiction Text Features (sidebar, glossary, subheading, etc.)
- How to discuss reading in groups, with partners, and with teacher
- How reading strategies apply to Nonfiction and improve comprehension

*Students will be able to...*
- Listen for a variety of purposes
- Identify nonfiction text features
- Identify Nonfiction selections and their text structure
- Read factual material more slowly and carefully than fiction
- Summarize the most important details from a nonfiction text
- Distinguish Main Idea and supporting details in Expository text
- Make inferences about texts, using text ideas, prior knowledge, and experience
- Identify Author’s Purpose
- Determine meanings of unknown words using Context Clues
- Infer word meaning from taught roots, prefixes, and suffixes
- Use syllable patterns to decode multisyllabic words
- Use knowledge of word relationships to determine or clarify word meanings
- Use new vocabulary learned from texts in classroom experience
- Answer open-ended questions

*The following reading strategies should be developed continuously throughout the year:*
- Reread for clarification
- Marking Text
- Questioning
- Visualizing
- Making Inferences
- Self-Monitoring
- Skim & Scan
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Building Fluency
- Make connections: text to media, text to self, text to world
- Comparing/Contrasting
• Summarizing
• Identifying main idea and supporting details
• Previewing
• Use RASO to answer Open-Ended Questions.
### Evidence of Learning

#### Formative Assessment
- Open Ended Questions
- Weekly Tests
- Writer’s Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Literature Circles
- Observations
- Rubrics
- Cooperative Learning Groups
- Teacher Conferences
- Teacher Observation
- Journals/Writer’s Notebook
- Portfolio
- Anecdotal Notes
- Peer/Self Assessments
- Whiteboard Assessments
- Think-Pair-Share
- Constructive Quizzes
- Monthly Timed Writing Task

#### Summative Assessment
- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading Piece (DRA2)
- District Benchmark and Interim Assessment
- Performance Assessments

#### Modifications (ELLs, Special Education, Gifted and Talented)

**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

#### Equipment needed:
- Computer with Internet access and projection capabilities
- Student Computers
- Whiteboards
• Audio Materials (CDs, CD players)
• Print Materials
• Manipulatives
• Journals
• Sticky Notes
• Graphic Organizers
• Chart paper, chart stand and Pocket Chart
• Daily 5, Schoolwide Fundamentals, and/or Lucy Caulkins Units of Study Materials
  - Management Board/ chimes
  - Read to Self: Leveled Readers
  - Read to Someone: Leveled Readers
  - Word Work: magnetic letters, Wikki Stix, whiteboards, stamps, etc
  - Listening: tradebooks, CDs, CD player, headphones

Teacher Notes:
Teachers should utilize Scott Foresman Science and Social Studies Textbook main selections and supplement with teacher-selected non-fiction books/genres.

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.
### Possible Resources:
- Chimpanzees, Waiting for Ice, Butterfly is Patient, Animal Tongues, Look to the North: A Wolf Pup Diary, Why Leaves Change, Colors, Maple Syrup, A New Hope for Beauty, The Chimpanzee’s Future, Great White Sharks, Chimpanzees and Humans, and other science texts
- Thanksgiving on Thursday & Pilgrims Research Guide-Magic Tree House, “You Wouldn’t Want To...” series, Mayflower Treasure Hunt-AtoZ Mystery, Buffalo Before Breakfast, Squanto, and other seasonal and holiday selections
- Tonight on the Titanic & Research Guide-Magic Tree House, Titanic Interactive History Adventure, Sinking of the Titanic, Titanic Lost and Found, Usborn Titanic, National Geographic for Kids, can be used with Danger—Iceberg! and other historical texts
- The Daily 5, Lucy Calkins’ Units of Study, and/or Schoolwide Fundamentals management systems are used to facilitate independent reading activities such as Read to Self, Read to Someone, Work on Writing, Listen to Reading, and Word Work.
- Schoolwide Fundamentals Nonfiction Unit (mini-lesson ideas, organizers, shared and read-aloud texts)
- Scholastic Reading Series (secondary), Scholastic magazines (Scholastic News, Super Science, Time for Kids, National Geographic Kids

### Other Resources:
- [https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx)
- [https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx)
- [http://www.commoncore.org](http://www.commoncore.org)

### Teacher Resources:
- For Problem Based Learning resources, visit [bie.org](http://bie.org)
- [www.readinga-z.com](http://www.readinga-z.com)
- [http://teacher.depaul.edu/Fiction_Readings.htm](http://teacher.depaul.edu/Fiction_Readings.htm) (one page reading passages and questions)
- [http://www.mytestbook.com/Grade3_Reading_Grammar_worksheets_test.html](http://www.mytestbook.com/Grade3_Reading_Grammar_worksheets_test.html) (use online)
- [http://http://www.thinkfinity.org](http://www.thinkfinity.org)
- [http://http://www.readwritethink.org](http://www.readwritethink.org)
- [http://http://www.cde.state.co.us/edeassess/documents/csap/rubrics/Kid-Friendly4- PtRubricStudents_Eng.pdf](http://www.cde.state.co.us/edeassess/documents/csap/rubrics/Kid-Friendly4- PtRubricStudents_Eng.pdf)
- Computer Based Programs (i.e., Mobymax, Study Island, Learnia, KidBiz)
- www.internet4classrooms.com
- www.enchantedlearning.com
- www.hill.troy.k12.mi.us/staff/bnewingham/myweb3
- www.thirdgrade.okaloosaschools.wikispaces.net (Reading Resources)
- www.superteacherworksheets.com
## Unit 3 Overview

**Content Area:** Language Arts Literacy  
**Unit Title:** Poetry  
**Target Course/Grade Level:** Grade 3

### Unit Summary: Poetry
- Elements of Poetry (figurative language, white space, line breaks, etc.)
- Reading a variety of poetry
- Open-Ended responses to poetry

### Unit Rationale Big Idea Questions:
What is poetry? How does figurative language improve writing? How can I improve my fluency? How do I respond to poetry?

### Learning Targets

**Standards**
- RL 3.1, RL 3.4, RL 3.6, RL 3.10, RF 3.4, W3.10, SL 3.1, SL 3.5, L 3.4, L 3.5, 9.1

**Content Statements**

**Reading:** All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

**Writing:** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Speaking:** All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Listening:** All students will listen actively to information from a variety of sources in a variety of situations.

**Viewing and Media Literacy:** All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

### Number Common Core Standards for Mastery

- 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 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL 3.6 Distinguish their own point of view from that of the narrator or those of the characters.
- RL 3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- RF 3.4 Read with sufficient accuracy and fluency to support comprehension.
- 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.
- 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.
- 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.
- L 3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies
- L. 3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see [http://www.corestandards.org/the-standards/english-language-arts-standards](http://www.corestandards.org/the-standards/english-language-arts-standards)
Primary Interdisciplinary Connections:
Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: http://www.corestandards.org/assets/CCSSI_ELA%2020Standards.pdf

21st Century Themes:
9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.)
https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx
**Unit Essential Questions**
- How do poets express so much while writing so little?
- Why is language and word choice important in poetry?
- How are form and conventions of poetry different from other types of writing?
- Where do we see poetry in our everyday lives?
- How is poetry read differently than other types of writing?

**Unit Enduring Understandings**
*Students will understand that...*
- Poetry awakens reader’s senses to the extraordinary things in their everyday world.
- The short nature of poetry invites rereading and deeper reading.
- Poets have a purpose they express using well-chosen words and details.
- Sound, rhythm, and expression can help readers interpret the meaning of a poem.
- Poets use a variety of elements such as illustrations, rhythm, line breaks, and word choice to convey their message.

**Unit Objectives:**
*Students will know...*
- Differences between Poetry and other genres
- Purpose of poetry
- Figurative Language (personification, metaphor, simile, idiom, etc.)
- Poetry Features (white space, line breaks, etc.)
- How to discuss poetry in groups, with partners, and with teacher
- How reading strategies apply to poetry and improve comprehension

*Students will be able to...*
- Listen for a variety of purposes
- Identify poetry text features
- Identify poetry text structure
- Determine the meaning of words and phrases as they are used in a text.
- Analyze poems for a variety of literary elements including elements of structure, figurative language, and other crafting techniques.
- Identify big ideas and themes within and across poems.
- Distinguish literal from nonliteral language in Grade 3 text.
- Interpret a variety of poems and make connections.
- Read poems orally with rhythm and expression.
- Answer open-ended questions

*The following reading strategies should be developed continuously throughout the year:*
- Reread for clarification
- Marking Text
- Questioning
- Visualizing
- Making Inferences
- Self-Monitoring
- Skim & Scan
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Building Fluency
- Make connections: text to media, text to self, text to world
- Comparing/Contrasting
- Summarizing
- Identifying main idea and supporting details
• Previewing
• Answer Open-Ended Questions.
### Evidence of Learning

#### Formative Assessment
- Open Ended Questions
- Weekly Tests
- Writer’s Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Literature Circles
- Observations

#### Summative Assessment
- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading Piece (DRA2)
- District Benchmark and Interim Assessment
- Performance Assessments

#### Modifications (ELLs, Special Education, Gifted and Talented)
**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

#### Equipment needed:
- Computer with Internet access and projection capabilities
- Student Computers
- Whiteboards
• Audio Materials (CDs, CD players)
• Print Materials
• Manipulatives
• Journals
• Sticky Notes
• Graphic Organizers
• Chart paper, chart stand and Pocket Chart
• Daily 5, Schoolwide Fundamentals, and/or Lucy Caulkins Units of Study Materials
  - Management Board/chimes
  - Read to Self: Leveled Readers
  - Read to Someone: Leveled Readers
  - Word Work: magnetic letters, Wikki Stix, whiteboards, stamps, etc
  - Listening: tradebooks, CDs, CD player, headphones

**Teacher Notes:**
1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.
Possible Resources:
- poetryfoundation.org/children
- Reading Fundamentals Poetry Unit (mini-lessons, Shared and Mentor Texts)
- Works by Jack Prelutsky (ex. Swamps of Sleethe), Shel Silverstein (Where the Sidewalk Ends), and Amy VanDerwater (Forest Has a Song)
- Scholastic Series (secondary), Scholastic magazines (Storyworks)

Other Resources:
- https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx
- https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx
- http://www.commoncore.org

Teacher Resources:
- www.readinga-z.com
- http://teacher.depaul.edu/Fiction_Readings.htm (one page reading passages and questions)
- http://www.mytestbook.com/Grade3_Reading_Grammar_worksheets_test.html (use online)
- www.writingfix.com
- www.thinkfinity.org
- www.readwritethink.org
- http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4-PiRubricStudents_Eng.pdf
- Computer Based Programs (i.e., Mobymax, Study Island, Learnia, KidBiz)
- www.internet4classrooms.com
- www.enchantedlearning.com
- www.hill.trtv.k12.mi.us/staff/bnewingham/myweb3
- www.thirdgrade.okaloosaschools.wikispaces.net (Reading Resources)
- www.superteacherworksheets.com
## Unit 4 Overview

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<tr>
<th>Content Area:</th>
<th>Language Arts Literacy</th>
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<tr>
<td>Unit Title:</td>
<td>Analyzing Nonfiction Texts</td>
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<tr>
<td>Target Course/Grade Level:</td>
<td>Grade 3</td>
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</tbody>
</table>

### Unit Summary: Analyzing Nonfiction Texts
- Comparing and contrasting nonfiction texts building on Unit 2 strategies; research practice
- Fact/Opinion; Identifying important information, main idea and supporting details
- Open-Ended responses, emphasizing text-based evidence

### Unit Rationale Big Idea Questions:
How do we compare nonfiction? How does understanding the elements of nonfiction enhance my comprehension? How do I research a topic using multiple sources?

### Learning Targets

#### Standards

| RL 3.1, RL 3.4, RI 3.1, RI 3.3, RI 3.5, RI 3.8, RF 3.4, W3.8, W3.10, SL 3.2, SL 3.6, L 3.3, L 3.4, 9.1, 8.1 |

#### Content Statements

**Reading:** All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

**Writing:** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Speaking:** All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Listening:** All students will listen actively to information from a variety of sources in a variety of situations.

**Viewing and Media Literacy:** All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

### Number Common Core Standards for Mastery

- **RL 3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RF 3.4** Read with sufficient accuracy and fluency to support comprehension.
- **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 and effect.
- **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 3.8** Describe the logical connection between particular sentences and paragraphs in a text. (Examples: comparison, cause and effect, first, second, third in a sequence.)
- **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.
- **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 3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **L 3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L 3.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- **9.1** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see [http://www.corestandards.org/the-standards/english-language-arts-standards](http://www.corestandards.org/the-standards/english-language-arts-standards).

**Primary Interdisciplinary Connections:**
Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

**21st Century Themes:**
9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.) [https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx)
## Unit Essential Questions
- Why do we read nonfiction texts?
- Why is it important to read a variety of nonfiction texts?
- Why do nonfiction readers use strategies when reading?
- How do nonfiction texts teach us about the world?
- How can I become a more informed reader?
- How do text features help us understand a nonfiction text?

## Unit Enduring Understandings
*Students will understand that...*
- I read nonfiction texts to become more informed about the world and how it works.
- Nonfiction encompasses many different types of texts (articles, text books, recipes, brochures, and websites).
- It is essential for me to read a variety of nonfiction texts.
- Nonfiction readers use strategies to locate information, find answers, and deepen their understanding.
- Students will spend a great deal of time in their lives reading nonfiction.

## Unit Objectives:
*Students will know...*
- Differences between Fiction and Nonfiction
- Purposes for different types of Nonfiction Writing
- Nonfiction Text Features (sidebar, glossary, subheading, etc.)
- How to discuss reading in groups, with partners, and with teacher
- How reading strategies apply to Nonfiction and improve comprehension

*Students will be able to...*
- Listen for a variety of purposes
- Identify nonfiction text features
- Identify Nonfiction selections and their text structure
- Read factual material more slowly and carefully than fiction
- Summarize the most important details from a nonfiction text
- Distinguish Main Idea and supporting details in Expository text
- Make inferences about texts, using text ideas, prior knowledge, and experience
- Identify Author’s Purpose
- Determine meanings of unknown words using Context Clues
- Infer word meaning from taught roots, prefixes, and suffixes
- Use syllable patterns to decode multisyllabic words
- Use knowledge of word relationships to determine or clarify word meanings
- Use new vocabulary learned from texts in classroom experience
- Answer open-ended questions

*The following reading strategies should be developed continuously throughout the year:*
- Reread for clarification
- Marking Text
- Questioning
- Visualizing
- Making Inferences
- Self-Monitoring
- Skim & Scan
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Building Fluency
- Make connections: text to media, text to self, text to world
- Comparing/Contrasting
- Summarizing
- Identifying main idea and supporting details
• Previewing
• Answer Open-Ended Questions.
### Evidence of Learning

#### Formative Assessment
- Open Ended Questions
- Weekly Tests
- Writer’s Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Literature Circles
- Observations
- Rubrics
- Cooperative Learning Groups
- Teacher Conferences
- Teacher Observation
- Journals/Writer’s Notebook
- Portfolio
- Anecdotal Notes
- Peer/Self Assessments
- Whiteboard Assessments
- Think-Pair-Share
- Constructive Quizzes
- Monthly Timed Writing Task

#### Summative Assessment
- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading Piece (DRA2)
- District Benchmark and Interim Assessment
- Performance Assessments

### Modifications (ELLs, Special Education, Gifted and Talented)

**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
**Equipment needed:**
- Computer with Internet access and projection capabilities
- Student Computers
- Whiteboards
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals
- Sticky Notes
- Graphic Organizers
- Chart paper, chart stand and Pocket Chart
- Daily 5, Schoolwide Fundamentals, and/or Lucy Caulkins Units of Study Materials
  - Management Board/chimes
  - Read to Self: Leveled Readers
  - Read to Someone: Leveled Readers
  - Word Work: magnetic letters, Wikki Stix, whiteboards, stamps, etc
  - Listening: tradebooks, CDs, CD player, headphones

**Teacher Notes:**
Teachers should utilize Scott Foresman and social studies textbook selections, then supplement with teacher-selected non-fiction books/genres.

1. Children will **use a variety of fix-up strategies** to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by **accessing their prior knowledge** before reading a selection. While reading, they will learn to **make connections** from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of **retelling** to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to **summarize** a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to **ask questions** before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to **visualize** the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to **infer (and predict)** information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to **discriminate what is important from what is not**. Children will be able to use this information to **determine main ideas and themes** of texts.
9. Students will stop often while reading to **synthesize** the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

**Possible Resources:**

- For Problem Based Learning resources, visit the following link for useful resources: [www.ieportal.com](http://www.ieportal.com) or [bie.org](http://bie.org)
- The Daily 5, Lucy Calkins’ Units of Study, and/or Schoolwide Fundamentals management systems are used to facilitate independent reading activities such as Read to Self, Read to Someone, Work on Writing, Listen to Reading, and Word Work.
- *Chimpanzees, Waiting for Ice, Butterfly is Patient, Animal Tongues, Look to the North: A Wolf Pup Diary, Why Leaves Change, Colors, Maple Syrup, A New Hope for Beauty, The Chimpanzee’s Future, Great White Sharks, Chimpanzees and Humans*
- *Buffalo Before Breakfast, Squanto, Native American Unit*
- *Tonight on the Titanic & Research Guide-Magic Tree House, Titanic Interactive History Adventure, Sinking of the Titanic, Titanic Lost and Found, Usborn Titanic, National Geographic for Kids,* can be used with *Danger—Iceberg!*
- Schoolwide Fundamentals Nonfiction Unit
- Daily Five
- Scholastic series (secondary); Scholastic magazines *(Scholastic News, Super Science)*; Time for Kids

**Other Resources:**

- [https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx)
- [https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx)
- [http://www.commoncore.org](http://www.commoncore.org)

**Teacher Resources:**

- [www.readinga-z.com](http://www.readinga-z.com)
- [http://teacher.depaul.edu/Fiction_Readings.htm](http://teacher.depaul.edu/Fiction_Readings.htm) (one page reading passages and questions)
- [http://www.mytestbook.com/Grade3_Reading_Grammar_worksheets_test.html](http://www.mytestbook.com/Grade3_Reading_Grammar_worksheets_test.html) (use online)
- [www.writingfix.com](http://www.writingfix.com)
- [www.thinkfinity.org](http://www.thinkfinity.org)
- [www.readwritethink.org](http://www.readwritethink.org)
- [http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4-PrRubricStudents_Eng.pdf](http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4-PrRubricStudents_Eng.pdf)
- Computer Based Programs (i.e., Mobymax, Study Island, Learnia, KidBiz)
- [www.internet4classrooms.com](http://www.internet4classrooms.com)
- www.enchantedlearning.com
- www.hill.troy.k12.mi.us/staff/bnewingham/myweb3
- www.thirdgrade.okaloosaschools.wikispaces.net  (Reading Resources)
- www.superteacherworksheets.com
Unit 5 Overview

Content Area: Language Arts Literacy

Unit Title: Historical and Realistic Fiction

Target Course/Grade Level: Grade 3

Unit Summary: Historical and Realistic Fiction
Exploring elements of historical and realistic fiction taught through a novel of teacher’s choice (see resources section below, suggested Black History Month, or social studies connection)

Unit Rationale Big Idea Questions:
What is realistic fiction? What are the story elements in the novel? What is historical fiction? What text structures are in this novel?

Learning Targets

Standards
RL 3.1, RL 3.3, RL 3.4, RL 3.6, RL 3.9, RI 3.3, RI 3.8, W3.10, SL 3.6, L 3.3, 9.1

Content Statements
Reading: All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
Writing: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
Speaking: All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
Listening: All students will listen actively to information from a variety of sources in a variety of situations.
Viewing and Media Literacy: All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Number Common Core Standards for Mastery
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 3.3 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 3.6 Distinguish their own point of view from that of the narrator or those of the characters.
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).
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 and effect.
RI 3.8 Describe the logical connection between particular sentences and paragraphs in a text. (Examples: comparison, cause and effect, first, second, third in a sequence.)
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.
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
L 3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening
9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards
Primary Interdisciplinary Connections:
Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

21st Century Themes:
9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures
9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.)
https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx
### Unit Essential Questions

- What do historical and realistic fiction stories teach us?
- How can reading historical fiction teach us about other cultures?
- How do historical fiction authors capture our imagination?
- How does history influence and inspire the world we live in today?

### Unit Enduring Understandings

*Students will understand that...*

- Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.
- Fluent readers group words quickly to help them gain meaning from what they read.
- Good readers compare, infer, synthesize, and make connections (text to media, text to world, text to self) to engage with texts personally relevant and useful.
- Reading is a skill, and I can practice and work hard to become a better reader.
- Historical fiction introduces students to a whole new world of historical figures and different eras.
- I can recognize story elements (plot, character, theme, setting, problem/resolution, and theme).
- Historical figures and ordinary people influence the world we live in today.

### Unit Objectives:

*Students will know...*

- Reading Workshop Routines
- Story Elements (character, setting, plot, problem/solution, and theme/moral)
- Reading Strategies (previewing, predicting, inferring, summarizing, connecting, etc.)
- Character traits
- Identify the main idea of a text and recount key details.
- Provide an explanation of how key details support the main idea
- Personification
- Identify and know the meaning of the most common grade-level prefixes and suffixes
- Read grade appropriate irregularly spelled words
- How to work cooperatively in groups
- How to correctly use common spelling rules

*Students will be able to...*

- Listen for a variety of purposes
- Choose “just-right” books
- Apply reading strategies (ongoing)
- Identify story elements
- Retell a story in order listing the most important events
- Make and confirm predictions
- Determine what characters are like based on what they say and do
- Identify Author’s Purpose
- Read grade-level text with purpose and understanding
- Use context to confirm or self-correct word recognition and understanding, reading as necessary
- Determine meanings of unknown words using Context Clues
- Use syllable patterns to decode multisyllabic words
- Use new vocabulary learned from literature in classroom experience
- Answer open-ended questions

*The following reading strategies should be developed continuously throughout the year:*

- Reread for clarification
- Marking Text
- Questioning
- Visualizing
- Making Inferences
• Self-Monitoring
• Skim & Scan
• Seeking meaning of unknown vocabulary
• Make and revise predictions
• Building Fluency
• Make connections: text to media, text to self, text to world
• Comparing/Contrasting
• Summarizing
• Identifying main idea and supporting details
• Previewing
• Answer Open-Ended Questions.
### Evidence of Learning

<table>
<thead>
<tr>
<th>Formative Assessment</th>
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<td>• Literature Circles</td>
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<td>• Observations</td>
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</table>

#### Modifications (ELLs, Special Education, Gifted and Talented)

**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

#### Equipment needed:
- Computer with Internet access and projection capabilities
- Student Computers
• Whiteboards
• Audio Materials (CDs, CD players)
• Print Materials
• Manipulatives
• Journals
• Sticky Notes
• Graphic Organizers
• Chart paper, chart stand and Pocket Chart
• Daily 5, Schoolwide Fundamentals, and/or Lucy Caulkins Units of Study Materials
  - Management Board/ chimes
  - Read to Self: Leveled Readers
  - Read to Someone: Leveled Readers
  - Word Work: magnetic letters, Wikki Stix, whiteboards, stamps, etc
  - Listening: tradebooks, CDs, CD player, headphones

Teacher Notes:
1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.
Possible Resources:
- *Chains*, Level Q; *MC Higgins the Great*, Level X; *Pink and Say*, Level S; *Gentle Annie*, Level R; *Bud, Not Buddy: Almost to Freedom*, Level R; *Rosa*, Level T, and other black history novels
- *Henry’s Freedom Box*, *Uncle Jed’s Barber Shop*, and other short historical fiction
- *The Daily 5*, Lucy Calkins’ Units of Study, and/or Schoolwide Fundamentals management systems are used to facilitate independent reading activities such as Read to Self, Read to Someone, Work on Writing, Listen to Reading, and Word Work.
- Schoolwide Fundamentals Nonfiction Unit
- Scholastic series (secondary); Scholastic magazines (Scholastic News, Super Science); *Time for Kids*

Other Resources:
- [https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx)
- [https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx)
- [http://www.commoncore.org](http://www.commoncore.org)

Teacher Resources:
- [www.readinga-z.com](http://www.readinga-z.com)
- [http://teacher.depaul.edu/Fiction_Readings.htm](http://teacher.depaul.edu/Fiction_Readings.htm) (one page reading passages and questions)
- [http://www.mytestbook.com/Grade3_Reading_Grammar_worksheets_test.html](http://www.mytestbook.com/Grade3_Reading_Grammar_worksheets_test.html) (use online)
- [www.writingfix.com](http://www.writingfix.com)
- [www.thinkfinity.org](http://www.thinkfinity.org)
- [www.readwritethink.org](http://www.readwritethink.org)
- [http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4_PtRubricStudents_Eng.pdf](http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4_PtRubricStudents_Eng.pdf)
- Computer Based Programs (i.e., Mobymax, Study Island, Learnia, KidBiz)
- [www.internet4classrooms.com](http://www.internet4classrooms.com)
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- [www.hill.trouy.k12.mi.us/staff/bnewingham/myweb3](http://www.hill.trouy.k12.mi.us/staff/bnewingham/myweb3)
- [www.thirdgrade.okaloosaschools.wikispaces.net](http://www.thirdgrade.okaloosaschools.wikispaces.net) (Reading Resources)
- [www.superteacherworksheets.com](http://www.superteacherworksheets.com)
# Unit 6 Overview

**Content Area:** Language Arts Literacy  
**Unit Title:** Revisiting Critical Skills and Strategies in Poetry, Fiction, and Nonfiction  
**Target Course/Grade Level:** Grade 3

**Unit Summary:** Revisiting Critical Skills and Strategies in Poetry, Fiction, and Nonfiction
- Teacher analyzes student needs regarding fiction, nonfiction, and poetry
- Use available resources to revisit and further develop skills and strategies including elements of fiction, text structure and features of nonfiction, and reading and responding to poetry
- Review genres studied thus far (fable, myth, legend, nonfiction and fiction examples, etc)

**Unit Rationale Big Idea Questions:**
What are the elements of nonfiction? What are elements of fiction? How do I respond to and analyze a poem? How do I answer an open-ended question?

## Learning Targets

### Standards


### Content Statements

**Reading:** All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

**Writing:** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Speaking:** All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Listening:** All students will listen actively to information from a variety of sources in a variety of situations.

**Viewing and Media Literacy:** All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

### Number Common Core Standards for Mastery

- **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 3.6** 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 3.9** 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).
- **RF 3.4** Read with sufficient accuracy and fluency to support comprehension.
- **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 and effect.
- **RI 3.8** Describe the logical connection between particular sentences and paragraphs in a text. (Examples: comparison, cause and effect, first, second, third in a sequence.)
- **W 3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W 3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W 3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning.
revising, and editing.

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.

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 3.6 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.

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

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

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

9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see [http://www.corestandards.org/the-standards/english-language-arts-standards](http://www.corestandards.org/the-standards/english-language-arts-standards).

**Primary Interdisciplinary Connections:**
Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

**21st Century Themes:**

9.1 **Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 **Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 **Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 **Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.) [https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx)
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<th><strong>Unit Essential Questions</strong></th>
<th><strong>Unit Enduring Understandings</strong></th>
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<tr>
<td>• How does understanding a text’s structure help me better understand the meaning?</td>
<td><strong>Students will understand that...</strong></td>
</tr>
<tr>
<td>• How can we use reading strategies to improve our comprehension?</td>
<td>• Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.</td>
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<tr>
<td>• Why is it important to read multiple choice and open-ended questions carefully?</td>
<td>• We can discover the meaning of a difficult text by using our decoding and reading strategies</td>
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<tr>
<td>• Why is it important to decode unfamiliar words?</td>
<td>• Good readers compare, infer, synthesize, and make connections (text to media, text to world, text to self) to make texts personally relevant and useful.</td>
</tr>
<tr>
<td><strong>Unit Objectives:</strong></td>
<td>• It is important for me to read each question or prompt carefully before I answer</td>
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<tr>
<td><strong>Students will know...</strong></td>
<td>• Reading starts important discussions</td>
</tr>
<tr>
<td>• Reading Workshop Routines</td>
<td>• Knowing when to use our reading strategies is the key to becoming a better reader.</td>
</tr>
<tr>
<td>• Story Elements (character, setting, plot, problem/solution, and theme/moral)</td>
<td>• Reading and Writing Workshop strategies can help me answer questions on my tests.</td>
</tr>
<tr>
<td>• Nonfiction text structures and elements</td>
<td><strong>Students will be able to...</strong></td>
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<tr>
<td>• Reading Strategies (previewing, predicting, inferring, summarizing, connecting, etc.)</td>
<td>• Listen for a variety of purposes</td>
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<td>• How to choose “just-right” books (5 finger method, etc.)</td>
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<td>• Fables/Myths/Legends, their purpose historically, and their value today</td>
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<td>• Provide an explanation of how key details support the main idea</td>
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<td>• Read grade appropriate irregularly spelled words</td>
<td>• Read grade-level text with purpose and understanding</td>
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<td>• How to work cooperatively in groups</td>
<td>• Use context to confirm or self-correct word recognition and understanding, reading as necessary</td>
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<td>• How to correctly use common spelling rules</td>
<td>• Determine meanings of unknown words using Context Clues</td>
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<td>• Apply reading strategies at appropriate times to aid comprehension: prediction, visualization, inferring, summarizing, reviewing, previewing, and connecting.</td>
<td>• Use syllable patterns to decode multisyllabic words</td>
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<td>• Respond and read poetry</td>
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- Questioning
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- Making Inferences
- Self-Monitoring
- Skim & Scan
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Building Fluency
- Make connections: text to media, text to self, text to world
- Comparing/Contrasting
- Summarizing
- Identifying main idea and supporting details
- Previewing
- Answer Open-Ended Questions.
### Evidence of Learning

#### Formative Assessment
- Open Ended Questions
- Weekly Tests
- Writer’s Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Literature Circles
- Observations
- Rubrics
- Cooperative Learning Groups
- Teacher Conferences
- Teacher Observation
- Journals/Writer’s Notebook
- Portfolio
- Anecdotal Notes
- Peer/Self Assessments
- Whiteboard Assessments
- Think-Pair-Share
- Constructive Quizzes
- Monthly Timed Writing Task

#### Summative Assessment
- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading Piece (DRA2)
- District Benchmark and Interim Assessment
- Performance Assessments

#### Modifications (ELLs, Special Education, Gifted and Talented)
**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

#### Equipment needed:
- Computer with Internet access and projection capabilities
- Student Computers
- Whiteboards
**Audio Materials (CDs, CD players)**  
**Print Materials**  
**Manipulatives**  
**Journals**  
**Sticky Notes**  
**Graphic Organizers**  
**Chart paper, chart stand and Pocket Chart**  
**Daily 5, Schoolwide Fundamentals, and/or Lucy Caulkins Units of Study Materials**  
- Management Board/chimes  
- Read to Self: Leveled Readers  
- Read to Someone: Leveled Readers  
- Word Work: magnetic letters, Wikki Stix, whiteboards, stamps, etc  
- Listening: tradebooks, CDs, CD player, headphones

**Teacher Notes:**  
Teachers should utilize Scott Foresman and social studies selections, and supplement with teacher-selected non-fiction books/genres.

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.
Possible Resources:
• Any test prep resources available at your school
• Study Island, MobyMax, etc.
• Schoolwide Units

Other Resources:
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx
http://www.corestandards.org/the-standards/mathematics
http://www.corestandards.org/the-standards/science

Teacher Resources:
• www.readinga-z.com
• http://teacher.depaul.edu/Fiction_Readings.htm (one page reading passages and questions)
• http://www.mytestbook.com/Grade3_Reading_Grammar_worksheets_test.html (use online)
• http://www.topmarks.co.uk/Interactive.aspx?cat=46
• http://www.teachervision.fen.com/creative-writing/printable/54687.html
• http://www.gkbledsoe.com/articles/process/prompts.html
• www.writingfix.com
• http://it.pinellas.k12.fl.us/teachers3/murphys/writingprompts.html
• http://www.liketoread.com/reading_strategies.php
• www.thinkfinity.org
• www.readwritethink.org
• http://www.havefunteaching.com/reading-worksheets/graphic-organizers
• http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4-PrRubricStudents_Eng.pdf
• http://www.rubrics4teachers.com/languagearts.php (A long list of useful Rubrics)
• Computer Based Programs (i.e., Mobymax, Study Island, Learnia, KidBiz)
• www.internet4classrooms.com
• www.enchantedlearning.com
• www.hill.troy.k12.mi.us/staff/bnewingham/myweb3
• www.thirdgrade.okalosaschools.wikispaces.net (Reading Resources)
• www.superteacherworksheets.com
<table>
<thead>
<tr>
<th>Content Area:</th>
<th>Language Arts Literacy</th>
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<tbody>
<tr>
<td>Unit Title:</td>
<td>Biography</td>
</tr>
<tr>
<td>Target Course/Grade Level:</td>
<td>Grade 3</td>
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</tbody>
</table>

### Unit Summary: Biography
- Read Alouds (teacher’s choice, possible novels and short selections listed in resources)
- Exploring elements of biography (character, plot, etc.)
- Chronological order, historical significance, social studies/biography connections

### Unit Rationale Big Idea Questions:
What is reading workshop? What is fiction? How does reading enrich my life? How can I become a better reader?

### Learning Targets

**Standards**

### Content Statements

**Reading:** All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

**Writing:** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Speaking:** All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Listening:** All students will listen actively to information from a variety of sources in a variety of situations.

**Viewing and Media Literacy:** All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

### Number Common Core Standards for Mastery

**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 3.3** 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 3.6** 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 3.9** 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).

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

**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 and effect.

**RI 3.8** Describe the logical connection between particular sentences and paragraphs in a text. (Examples: comparison, cause and effect, first, second, third in a sequence.)

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

**W 3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**W 3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**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.
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 3.6  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
L 3.2  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L 3.3  Use knowledge of language and its conventions when writing, speaking, reading, or listening
L 3.4  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies
9.1  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
8.1  All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards

Primary Interdisciplinary Connections:
Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

21st Century Themes:
9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures
9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.)
https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx
### Unit Essential Questions
- How do biographies teach us about the past?
- How can one person make a difference?
- How can a person’s life be interesting to you?
- What might you learn about yourself by exploring someone else’s life?
- Why do we read about a person’s life?

### Unit Enduring Understandings
*Students will understand that...*
- Biographies are nonfiction texts about real people who are presently living or deceased.
- Historical figures and ordinary people influence the world we live in today.
- Biographies introduce students to a whole new world of historical figures and different eras.
- Biographies can inspire readers as they learn about people who overcome problems, faced obstacles and criticism, but preserved to succeed.
- Biographies read like a story with a beginning, middle, and end.
- Biographies often have text features such as time lines, photographs, table of contents, and chapter headings.

### Unit Objectives:
*Students will know...*
- The difference between biography and autobiography
- Biography text features share elements of fiction and nonfiction
- Story Elements (character, setting, plot, problem/solution, and theme/moral)
- Reading Strategies (previewing, predicting, inferring, summarizing, connecting, etc.)
- Character traits
- Identify the main idea of a text and recount key details.
- Provide an explanation of how key details support the main idea
- Identify and know the meaning of the most common grade-level prefixes and suffixes
- Read grade appropriate irregularly spelled words
- How to work cooperatively in groups
- How to correctly use common spelling rules

*Students will be able to...*
- Understand the characteristics of biographies.
- Recognize that biographies contain text features.
- Determine the main idea of a text.
- Recount key details and explain how they support the main idea.
- Use information gained from illustrations and the words in the text to understand informational text.
- Compare and contrast biographies to other genres.
- Answer open-ended questions

The following reading strategies should be developed continuously throughout the year:
- Reread for clarification
- Marking Text
- Questioning
- Visualizing
- Making Inferences
- Self-Monitoring
- Skim & Scan
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Building Fluency
- Make connections: text to media, text to self, text to world
- Comparing/Contrasting
- Summarizing
- Identifying main idea and supporting details
- Previewing
- Answer Open-Ended Questions
## Evidence of Learning

### Formative Assessment
- Open Ended Questions
- Weekly Tests
- Writer’s Workshop
- Class Discussion
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- Reading Responses
- Reading Log
- Exit Slips
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- Whiteboard Assessments
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- Monthly Timed Writing Task

### Summative Assessment
- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading Piece (DRA2)
- District Benchmark and Interim Assessment
- Performance Assessments

### Modifications (ELLs, Special Education, Gifted and Talented)

**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

### Equipment needed:
- Computer with Internet access and projection capabilities
- Student Computers
• Whiteboards
• Audio Materials (CDs, CD players)
• Print Materials
• Manipulatives
• Journals
• Sticky Notes
• Graphic Organizers
• Chart paper, chart stand and Pocket Chart
• Daily 5, Schoolwide Fundamentals, and/or Lucy Caulkins Units of Study Materials
  - Management Board/ chimes
  - Read to Self: Leveled Readers
  - Read to Someone: Leveled Readers
  - Word Work: magnetic letters, Wikki Stix, whiteboards, stamps, etc
  - Listening: tradebooks, CDs, CD player, headphones

Teacher Notes:
Teachers should utilize science and social studies materials where applicable.

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.
Possible Resources:
• Reading Fundamentals Launching and Nonfiction shared texts and appendixes (Balloons Over Broadway, etc.)
• My First Book of Biographies: Great Men and Women Every Child Should Know
• Materials from Black History Month, Women in History Month, President’s Day, and other memorial events.
• Scholastic series (secondary); Scholastic magazines

Other Resources:
https://www.13.state.nj.us/NJCCCS/ContentAreaTableview_SocialStudies.aspx
https://www.13.state.nj.us/NJCCCS/ContentAreaTableview_Science.aspx
http://www.corestandards.org/the-standards/mathematics
http://www.commoncore.org

Teacher Resources:
• www.readinga-z.com
• http://teacher.depaul.edu/Fiction_Readings.htm (one page reading passages and questions)
• http://www.mytestbook.com/Grade3_Reading_Grammar_worksheets_test.html (use online)
• http://www.topmarks.co.uk/Interactive.aspx?cat=46
• http://www.teachervision.fen.com/creative-writing/printable/54687.html
• http://www.gkbledsoe.com/articles/process/prompts.html
• www.writingfix.com
• http://it.pinellas.k12.fl.us/teachers3/murphvs/writingprompts.html
• http://www.liketoread.com/reading_strategies.php
• www.thinkfinity.org
• www.readwritethink.org
• http://www.havefunteaching.com/reading-worksheets/graphic-organizers
• http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4-PtRubricStudents_Eng.pdf
• http://www.rubrics4teachers.com/languagearts.php (A long list of useful Rubrics)
• Computer Based Programs (i.e., Mobymax, Study Island, Learnia, KidBiz)
• www.internet4classrooms.com
• www.enchantedlearning.com
• www.hill.troy.k12.mi.us/staff/bnewingham/myweb3
• www.thirdgrade.okalosaschools.wikispaces.net (Reading Resources)
• www.superteacherworksheets.com
## Unit 8 Overview

**Content Area:** Language Arts Literacy  
**Unit Title:** Revisiting Critical Skills and Strategies in Poetry, Fiction, and Nonfiction  
**Target Course/Grade Level:** Grade 3

### Unit Summary:
- Teacher analyzes student needs regarding fiction, nonfiction, and poetry  
- Use available resources to revisit and further develop skills and strategies including elements of fiction, text structure and features of nonfiction, and reading and responding to poetry  
- Review genres studied thus far (fable, myth, legend, nonfiction and fiction examples, etc)

### Unit Rationale Big Idea Questions:
What are the elements of nonfiction? What are elements of fiction? How do I respond to and analyze a poem? How do I answer an open-ended question?

### Learning Targets

#### Standards


#### Content Statements

**Reading:** All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

**Writing:** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Speaking:** All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Listening:** All students will listen actively to information from a variety of sources in a variety of situations.

**Viewing and Media Literacy:** All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

### Number Common Core Standards for Mastery

- **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 3.6** 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 3.9** 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).
- **RF 3.4** Read with sufficient accuracy and fluency to support comprehension.
- **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 and effect.
- **RI 3.8** Describe the logical connection between particular sentences and paragraphs in a text. (Examples: comparison, cause and effect, first, second, third in a sequence.)
- **W 3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W 3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W 3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning.
revising, and editing.
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.
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 3.6 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
L 3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L 3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening
L 3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies
9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see [http://www.corestandards.org/the-standards/english-language-arts-standards](http://www.corestandards.org/the-standards/english-language-arts-standards)

**Primary Interdisciplinary Connections:**
Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

**21st Century Themes:**
**9.1 Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures
**9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
**9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
**9.4 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.) [https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx)
### Unit Essential Questions
- How does understanding a text’s structure help me better understand the meaning?
- How can we use reading strategies to improve our comprehension?
- Why is it important to read multiple choice and open-ended questions carefully?
- Why is it important to decode unfamiliar words?

### Unit Enduring Understandings
*Students will understand that...*
- Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.
- We can discover the meaning of a difficult text by using our decoding and reading strategies.
- Good readers compare, infer, synthesize, and make connections (text to media, text to world, text to self) to make texts personally relevant and useful.
- It is important for me to read each question or prompt carefully before I answer.
- Reading starts important discussions.
- Knowing when to use our reading strategies is the key to becoming a better reader.
- Reading and Writing Workshop strategies can help me answer questions on my tests.

### Unit Objectives:
*Students will know...*
- Reading Workshop Routines
- Story Elements (character, setting, plot, problem/solution, and theme/moral)
- Nonfiction text structures and elements
- Reading Strategies (previewing, predicting, inferring, summarizing, connecting, etc.)
- How to choose “just-right” books (5 finger method, etc.)
- Fables/Myths/Legends, their purpose historically, and their value today
- Character traits
- Identify the main idea of a text and recount key details.
- Provide an explanation of how key details support the main idea
- Personification
- Identify and know the meaning of the most common grade-level prefixes and suffixes
- Read grade appropriate irregularly spelled words
- How to work cooperatively in groups
- How to correctly use common spelling rules
- Apply reading strategies at appropriate times to aid comprehension: prediction, visualization, inferring, summarizing, reviewing, previewing, and connecting.
- Respond and read poetry

*Students will be able to...*
- Listen for a variety of purposes
- Choose “just-right” books
- Apply reading strategies (ongoing)
- Identify story elements
- Retell a story in order listing the most important events
- Make and confirm predictions
- Determine what characters are like based on what they say and do
- Identify Author’s Purpose
- Read grade-level text with purpose and understanding
- Use context to confirm or self-correct word recognition and understanding, reading as necessary
- Determine meanings of unknown words using Context Clues
- Use syllable patterns to decode multisyllabic words
- Use new vocabulary learned from literature in classroom experience
- Answer open-ended questions
The following reading strategies should be developed continuously throughout the year:

• Reread for clarification
• Marking Text
• Questioning
• Visualizing
• Making Inferences
• Self-Monitoring
• Skim & Scan
• Seeking meaning of unknown vocabulary
• Make and revise predictions
• Building Fluency
• Make connections: text to media, text to self, text to world
• Comparing/Contrasting
• Summarizing
• Identifying main idea and supporting details
• Previewing
• Answer Open-Ended Questions.
**Evidence of Learning**

**Formative Assessment**
- Open Ended Questions
- Weekly Tests
- Writer’s Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Literature Circles
- Observations
- Rubrics
- Cooperative Learning Groups
- Teacher Conferences
- Journals/Writer’s Notebook
- Portfolio
- Anecdotal Notes
- Peer/Self Assessments
- Whiteboard Assessments
- Think-Pair-Share
- Constructive Quizzes
- Monthly Timed Writing Task

**Summative Assessment**
- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading Piece (DRA2)
- District Benchmark and Interim Assessment
- Performance Assessments

**Modifications (ELLs, Special Education, Gifted and Talented)**

**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Equipment needed:**
- Computer with Internet access and projection capabilities
- Student Computers
- Whiteboards
• Audio Materials (CDs, CD players)
• Print Materials
• Manipulatives
• Journals
• Sticky Notes
• Graphic Organizers
• Chart paper, chart stand and Pocket Chart
• Daily 5, Schoolwide Fundamentals, and/or Lucy Caulkins Units of Study Materials
  - Management Board/ chimes
  - Read to Self: Leveled Readers
  - Read to Someone: Leveled Readers
  - Word Work: magnetic letters, Wikki Stix, whiteboards, stamps, etc
  - Listening: tradebooks, CDs, CD player, headphones

**Teacher Notes:**
Teachers should utilize Scott Foresman and social studies selections, and supplement with teacher-selected non-fiction books/genres.

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.
Possible Resources:
• Any test prep resources available at your school
• Study Island, MobyMax, etc.
• Schoolwide Units

Other Resources:
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx
https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx
http://www.corestandards.org/the-standards/mathematics
http://www.commoncore.org

Teacher Resources:
• www.readinga-z.com
• http://teacher.depaul.edu/Fiction_Readings.htm (one page reading passages and questions)
• http://www.mytestbook.com/Grade3_Reading_Grammar_worksheets_test.html (use online)
• http://www.topmarks.co.uk/Interactive.aspx?cat=46
• http://www.teachervision.fen.com/creative-writing/printable/54687.html
• http://www.gkbledsoe.com/articles/process/prompt.html
• www.writingfix.com
• http://it.pinellas.k12.fl.us/teachers3/murphys/writingprompts.html
• http://www.liketoread.com/reading_strategies.php
• www.thinkfinity.org
• www.readwritethink.org
• http://www.havefunteaching.com/reading-worksheets/graphic-organizers
• http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4-PtRubricStudents_Eng.pdf
• http://www.rubrics4teachers.com/languagearts.php (A long list of useful Rubrics)
• Computer Based Programs (i.e., Mobymax, Study Island, Learnia, KidBiz)
• www.internet4classrooms.com
• www.enchantedlearning.com
• www.hill.trov.k12.mi.us/staff/bnewingham/myweb3
• www.thirdgrade.okalookaschools.wikispaces.net (Reading Resources)
• www.superteacherworksheets.com
**Unit 9 Overview**

**Content Area:** Language Arts Literacy  
**Unit Title:** Shared Novel: Charlotte’s Web  
**Target Course/Grade Level:** Grade 3

**Unit Summary:** Shared Novel: Charlotte’s Web  
- Workshop routines and procedures; Just-right books  
- Exploring elements of fiction and fantasy (character, plot, etc.) with shared reading Charlotte’s Web

**Unit Rationale Big Idea Questions:**  
What is fiction? What are the elements of fantasy? What are the story elements? What text structures are there?

**Learning Targets**

**Standards**


**Content Statements**  
**Reading:** All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.  
**Writing:** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.  
**Speaking:** All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.  
**Listening:** All students will listen actively to information from a variety of sources in a variety of situations.  
**Viewing and Media Literacy:** All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

**Number Common Core Standards for Mastery**

- 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 3.6 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).  
- RF 3.4 Read with sufficient accuracy and fluency to support comprehension.  
- RI 3.8 Describe the logical connection between particular sentences and paragraphs in a text. (Examples: comparison, cause and effect, first, second, third in a sequence.)  
- 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.  
- 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.  
- 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 3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification  
- L 3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening  
- L 3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies  
- 8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.  
- 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills
College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see [http://www.corestandards.org/the-standards/english-language-arts-standards](http://www.corestandards.org/the-standards/english-language-arts-standards)

Primary Interdisciplinary Connections: 
Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

21st Century Themes:
9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures
9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.) [https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx)
### Unit Essential Questions
- How does understanding a text’s structure help me better understand the meaning?
- How does fluency affect comprehension?
- How do readers construct meaning from text?
- How have I grown as a reader?
- How can my reading rate affect my comprehension?
- How can rereading sections of text improve my comprehension?
- Why are fantasy important?

### Unit Enduring Understandings
*Students will understand that...*
- Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.
- Fluent readers group words quickly to help them gain meaning from what they read.
- Good readers compare, infer, synthesize, and make connections (text to media, text to world, text to self) to make texts personally relevant and useful.
- Reading is a skill, and I can practice and work hard to become a better reader.
- Reading starts important discussions.
- I can recognize story elements (plot, character, theme, setting, problem/resolution, and theme).
- It’s important for me to enjoy what I’m reading.

### Unit Objectives:
*Students will know...*
- Reading Workshop Routines
- Story Elements (character, setting, plot, problem/solution, and theme/moral)
- Reading Strategies (previewing, predicting, inferring, summarizing, connecting, etc.)
- How to choose “just-right” books (5 finger method, etc.)
- Fantasy/Fables/Myths/Legends, their purpose historically, and their value today
- Character traits
- Identify the main idea of a text and recount key details.
- Provide an explanation of how key details support the main idea
- Personification
- Identify and know the meaning of the most common grade-level prefixes and suffixes
- Read grade appropriate irregularly spelled words
- How to work cooperatively in groups
- How to correctly use common spelling rules

*Students will be able to...*
- Listen for a variety of purposes
- Choose “just-right” books
- Apply reading strategies (ongoing)
- Identify story elements
- Retell a story in order listing the most important events
- Make and confirm predictions
- Determine what characters are like based on what they say and do
- Identify Author’s Purpose
- Read grade-level text with purpose and understanding
- Use context to confirm or self-correct word recognition and understanding, reading as necessary
- Determine meanings of unknown words using Context Clues
- Use syllable patterns to decode multisyllabic words
- Use new vocabulary learned from literature in classroom experience
- Answer open-ended questions

*The following reading strategies should be developed continuously throughout the year:*
- Reread for clarification
- Marking Text
- Questioning
- Visualizing
- Making Inferences
• Self-Monitoring
• Skim & Scan
• Seeking meaning of unknown vocabulary
• Make and revise predictions
• Building Fluency
• Make connections: text to media, text to self, text to world
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## Evidence of Learning

### Formative Assessment
- Open Ended Questions
- Weekly Tests
- Writer’s Workshop
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- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading Piece (DRA2)
- District Benchmark and Interim Assessment
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### Modifications (ELLs, Special Education, Gifted and Talented)

**ELL:**
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education:**
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

### Equipment needed:
- Computer with Internet access and projection capabilities
- Student Computers
- Whiteboards
- Audio Materials (CDs, CD players)
• Print Materials
• Manipulatives
• Journals
• Sticky Notes
• Graphic Organizers
• Chart paper, chart stand and Pocket Chart
• Daily 5, Schoolwide Fundamentals, and/or Lucy Caulkins Units of Study Materials
  - Management Board/chimes
  - Read to Self: Leveled Readers
  - Read to Someone: Leveled Readers
  - Word Work: magnetic letters, Wikki Stix, whiteboards, stamps, etc
  - Listening: tradebooks, CDs, CD player, headphones

**Teacher Notes:**
Teachers should utilize Scott Foresman main selections and supplement with teacher-selected fiction books/genres

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

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8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.
Possible Resources:
- Charlotte’s Web
- The Bee Tree
- Aesop’s Fables
- The Legend of Sleepy Hollow
- Children’s Greek Myths
- Units of Study Reading
- Schoolwide Fundamentals Fiction Unit
- Daily Five
- Scholastic

Other Resources:
- https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx
- https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx
- http://www.commoncore.org

Teacher Resources:
- www.readinga-z.com
- http://teacher.depaul.edu/Fiction_Readings.htm (one page reading passages and questions)
- http://www.mytestbook.com/Grade3_Reading_Grammar_worksheets_test.html (use online)
- www.writingfix.com
- www.thinkfinity.org
- www.readwritethink.org
- http://www.cde.state.co.us/edeassess/documents/csap/rubrics/Kid-Friendly4- PtRubricStudents_Eng.pdf
- Computer Based Programs (i.e., Mobymax, Study Island, Learnia, KidBiz)
- www.internet4classrooms.com
- www.enchantedlearning.com
- www.hill.troy.k12.mi.us/staff/bnewingham/myweb3
- www.thirdgrade.okalosaschools.wikispaces.net (Reading Resources)
- www.superteacherworksheets.com
## TOMS RIVER REGIONAL SCHOOLS
### ENGLISH LANGUAGE ARTS CURRICULUM

**Content Area:** English Language Arts  
**Course Title:** ELA Writer's Workshop Writing  
**Grade Level:** 3

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Month</th>
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</thead>
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<tr>
<td>1</td>
<td>Launching the Writing Workshop Narrative/Descriptive Writing</td>
<td>September</td>
</tr>
<tr>
<td>2</td>
<td>Personal Narrative Explanatory/Expository Writing Word Choice and Voice</td>
<td>October</td>
</tr>
<tr>
<td>3</td>
<td>Essay Expository/Speculative Writing Sentence Fluency and Conventions</td>
<td>November</td>
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<td>4</td>
<td>Responding to Poetry Open Ended Responses</td>
<td>December</td>
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<td>5</td>
<td>Persuasive Writing</td>
<td>January</td>
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<td>6</td>
<td>Realistic Fiction</td>
<td>February</td>
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<td>7</td>
<td>Revisiting Critical Writing Skills and Strategies for Test Prep *Narratives, Essays, Persuasive, Open Ended</td>
<td>March</td>
</tr>
<tr>
<td>8</td>
<td>Biographies</td>
<td>April</td>
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<td>9</td>
<td>Revisiting Critical Writing Skills and Strategies for Test Prep *Narratives, Essays, Persuasive, Open Ended</td>
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</tr>
<tr>
<td>10</td>
<td>Exploring fictional genres *fantasy, adventure, science fiction</td>
<td>June</td>
</tr>
</tbody>
</table>

**Date Created:** July 22, 2014  
**Board Approved on:** September 16, 2014
<table>
<thead>
<tr>
<th><strong>Unit 1 Overview</strong></th>
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<tbody>
<tr>
<td><strong>Content Area:</strong> Language Arts Literacy</td>
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<tr>
<td><strong>Unit Title:</strong> Unit 1 Launching Writing Workshop &amp; Descriptive/Narrative Writing</td>
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<tr>
<td><strong>Target Course/Grade Level:</strong> Grade 3</td>
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<td><strong>Unit 1 Summary:</strong> Launching the Writing Workshop &amp; Descriptive/Narrative Writing</td>
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</table>

In writing, students will learn to follow the Writing Process and Workshop model, and immerse themselves in narrative writing and ideas. They will form routines for Writing Workshop, set up a portfolio and personal notebook. Several seed ideas will be added to their notebook. Students will begin applying skills and developing multiple narrative pieces.

**Teacher Notes for the Writing Workshop:**
- Create a Writing Portfolio with each third grader
- Expose students to technology and publish several stories on the computer
- Encourage children to share stories aloud by reading aloud to small group, partners, whole group, modeling to younger grades, or reading and being peer tutored by older grades.

**Small group/Conference/Mini-Lesson Topics Throughout the Year:**
- Grammar
- Paragraphing
- Figurative Language
- Transition Words
- Conclusions
- Introductions
- Character Development
- Theme Development
- Developing writing voice and personality
- Showing character’s feelings through writing

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see [http://www.corestandards.org/the-standards/english-language-arts-standards](http://www.corestandards.org/the-standards/english-language-arts-standards)

**Primary Interdisciplinary Connections:**
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**21st Century Themes:**

**9.1 Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

**9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

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**9.4 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.) [https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx)
### Learning Targets


**Content Statements**

**Reading:** All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

**Writing:** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Speaking:** All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Listening:** All students will listen actively to information from a variety of sources in a variety of situations.

**Viewing and Media Literacy:** All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

### Number Common Core Standards for Mastery

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<td>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
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<td>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).</td>
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<td>RL 3.9</td>
<td>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).</td>
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<td>RI 3.8</td>
<td>Describe the logical connection between particular sentences and paragraphs in a text. (Examples: comparison, cause and effect, first, second, third in a sequence.)</td>
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<td>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</td>
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<td>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</td>
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<td>W 3.6</td>
<td>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.</td>
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<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<td>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</td>
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Unit Objectives: Descriptive Narrative Writing

Students will know…

The Writing Process
Brainstorming
Drafting
Revising
Publishing
Editing
- How to work cooperatively in groups
- How to write about their own ideas
- How to communicate in writing

Students will know…
- Why is writing important for me?
- Why should I practice to become a better writer?
- Why do I want to become a better writer?
- How can writing help me in my life?
- How can reading help my writing?

Students will understand that…
- Writing is a skill, and I can practice and work hard to become a better writer.
- It is important for me to build stamina and write for longer periods of time.
- Writing is a work in progress – When you’re done…you’ve only just begun! Authors can be mentors to help me improve my writing.
- Small moments in my life are great stories.

Students will be able to…
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Set up a writing portfolio
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.
- Use sensory details in their writing
- Use sentence variety
- Choose words and phrases for effect
- Set up Writer’s Notebook, and add several seed ideas
- Use punctuation correctly
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
- Use dialogue effectively
## Evidence of Learning

### Formative Assessment
- Open Ended Questions
- Weekly Tests
- Writer’s Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Literature Circles
- Monthly Timed Writing Task
- Rubrics
- Cooperative Learning Groups
- Teacher Conferences
- Teacher Observation
- Journals/Writer’s Notebook
- Portfolio
- Anecdotal Notes
- Peer/Self Assessments
- Whiteboard Assessments
- Think-Pair-Share
- Constructive Quizzes

## Summative Assessment
- Monthly Timed Writing Task
- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Published Writing Piece
- District Benchmark and Interim Assessment

## Modifications (ELLs, Special Education, Gifted and Talented)
- Leveled Guided Reading Books
- Project Read
- Literacy Projects
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e. Reading Counts, Core K-12)

## Suggested / possible modifications for Gifted and Talented:
- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- do not always be explicit, allow for discover
- Computer Based Programs (i.e. Reading Counts, Core K-12)

## Equipment needed:
- Computer with Internet access and projection capabilities
- Student Computers
- Whiteboards
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals
- Sticky Notes
- Graphic Organizers
- Chart paper, chart stand and Pocket Chart
- Writer’s Notebooks

**Teacher Resources:**
- Lucy Calkins Writing Workshop
  - [http://www.trschools.com/curriculum/docs/Technology-Resources.pdf](http://www.trschools.com/curriculum/docs/Technology-Resources.pdf)
  - [https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx)
  - [https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx)
  - [http://www.commoncore.org](http://www.commoncore.org)
  - [http://www.pps.k12.or.us/departments/curriculum/2022.htm](http://www.pps.k12.or.us/departments/curriculum/2022.htm)
  - [www.thinkfinity.org](http://www.thinkfinity.org)
  - [https://sites.google.com/site/manchesterliteracy/](https://sites.google.com/site/manchesterliteracy/)
  - [www.readwritethink.org](http://www.readwritethink.org)
  - [www.exchange.smarttech.com](http://www.exchange.smarttech.com) (Free Smart Board power point lessons and resources)
  - Elmo
  - Clickers
  - [http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4-PtRubricStudents_Eng.pdf](http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4-PtRubricStudents_Eng.pdf) (Student-Friendly 4-Point Rubric)
  - Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader)
  - [www.internet4classrooms.com](http://www.internet4classrooms.com)
  - [www.brainpop.com](http://www.brainpop.com)
  - [www.enchantedlearning.com](http://www.enchantedlearning.com)
  - [www.hill.troy.k12.mi.us/staff/bnewingham/myweb3](http://www.hill.troy.k12.mi.us/staff/bnewingham/myweb3)
  - [www.thirdgrade.okaloosaschools.wikispaces.net](http://www.thirdgrade.okaloosaschools.wikispaces.net)
  - [www.journalbuddies.com](http://www.journalbuddies.com) (tons of prompts to use)
  - [www.superteacherworksheets.com](http://www.superteacherworksheets.com)
Unit 2 Overview

**Content Area:** Language Arts Literacy

**Unit 2 Title:** Personal Narrative Writing

**Target Course/Grade Level:** Grade 3

**Unit 2 Summary:** Personal Narrative Writing

A personal narrative tells the true story of something that happened to you. Children will write their own personal narrative, by choosing a story from their life to write about. It could be a special memory with someone you care about or an experience you will never forget.

**Teacher Notes for the Writing Workshop:**
- Create a Writing Portfolio with each third grader
- Expose students to technology and publish several stories on the computer
- Encourage children to share stories aloud by reading aloud to small group, partners, whole group, modeling to younger grades, or reading and being peer tutored by older grades.

**Small group/Conference/Mini-Lesson Topics Throughout the Year:**
- Grammar
- Paragraphing
- Figurative Language
- Transition Words
- Conclusions
- Introductions
- Character Development
- Theme Development
- Developing writing voice and personality
- Showing character’s feelings through writing

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see [http://www.corestandards.org/the-standards/english-language-arts-standards](http://www.corestandards.org/the-standards/english-language-arts-standards)

**Primary Interdisciplinary Connections:**
Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

**21st Century Themes:**

9.1 **Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

9.2 **Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 **Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 **Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.) [https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx)
Learning Targets


**Content Statements**

**Reading**: All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

**Writing**: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Speaking**: All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Listening**: All students will listen actively to information from a variety of sources in a variety of situations.

**Viewing and Media Literacy**: All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

**Number Common Core Standards for Mastery**

- **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 3.3** 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 3.7** 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).
- **RF 3.4** Read with sufficient accuracy and fluency to support comprehension.
- **RI 3.8** Describe the logical connection between particular sentences and paragraphs in a text. (Examples: comparison, cause and effect, first, second, third in a sequence.)
- **W 3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W 3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W 3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **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.
- **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.
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- **9.1** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving
skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
Unit Objectives: Writing Personal Narrative

**Students will know…**
- The Writing Process
- Brainstorming
- Drafting
- Revising
- Publishing
- Editing

**Purposes for different types of Writing**
- How to work cooperatively in groups
- How punctuation helps people understand what they read and write
- How to communicate in writing
- How to use writing to inform others
- How to correctly use common spelling rules

**Students will know…**
- How do writers capture the reader’s imagination?
- Why is it important to revise and edit our stories?
- Why do stories need important events?
- Why is it important to reflect on ourselves as writers?
- Why is it important to know and understand our characters?

**Students will understand that…**
- Small moments in my life are great stories.
- There should only be one two main characters that show, rather than tell their struggle(s).
- It is important for stories to have a beginning, middle, and end.
- Authors revise and edit their drafts before publishing.
- It is important for me to continue to build stamina and write for longer periods of time.

**Students will be able to…**
- Write a personal narrative based on their life experiences.
- Identify setting, characters, and plot in a story
- Retell a story in order listing the most important events
- Make and confirm predictions
- Determine what characters are like based on what they say and do
- Make inferences about texts, using text ideas, prior knowledge, and experience
- Identify Author’s Purpose
- Determine meanings of unknown words using Context Clues
- Infer word meaning from taught roots, prefixes, and suffixes
- Use syllable patterns to decode multisyllabic words
- Use knowledge of word relationships to determine or clarify word meanings
- Use new vocabulary learned from texts in classroom experience
- Develop a topic with facts, definitions, and details
- Use sentence variety
- Use dialogue effectively
- Provide a concluding statement or section
- Utilize resources to help spell words correctly
- Edit with a partner
### Evidence of Learning

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- [http://www.pps.k12.or.us/departments/curriculum/2022.htm](http://www.pps.k12.or.us/departments/curriculum/2022.htm)
- [www.thinkfinity.org](http://www.thinkfinity.org)
- [https://sites.google.com/site/manchesterliteracy/](https://sites.google.com/site/manchesterliteracy/)
- [www.readwritethink.org](http://www.readwritethink.org)
- [www.exchange.smarttech.com](http://www.exchange.smarttech.com) (Free Smart Board power point lessons and resources)
- Elmo
- Clickers
- [http://www.cde.state.co.us/cdeasses/documents/csap/rubrics/Kid-Friendly4-PtRubricStudents_Eng.pdf](http://www.cde.state.co.us/cdeasses/documents/csap/rubrics/Kid-Friendly4-PtRubricStudents_Eng.pdf) (Student-Friendly 4-Point Rubric)
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- [www.internet4classrooms.com](http://www.internet4classrooms.com)
- [www.brainpop.com](http://www.brainpop.com)
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- [www.hill.troy.k12.mi.us/staff/bnewingham/myweb3](http://www.hill.troy.k12.mi.us/staff/bnewingham/myweb3)
- [www.thirdgrade.okaloosaschools.wikispaces.net](http://www.thirdgrade.okaloosaschools.wikispaces.net)
- [www.journalbuddies.com](http://www.journalbuddies.com) (tons of prompts to use)
- [www.superteacherworksheets.com](http://www.superteacherworksheets.com)
Unit 3 Overview

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<th>Language Arts Literacy</th>
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<td>Unit 3 Title:</td>
<td>Essay (Organization)</td>
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<tr>
<td>Target Course/Grade Level:</td>
<td>Grade 3</td>
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</tbody>
</table>

Unit 3 Summary: Essay (Organization)
During this unit, students will be reading Informational texts and using their personal knowledge to become experts in topics they will then write about. Informational Texts includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics.

Teacher Notes for the Writing Workshop:
- Create a Writing Portfolio with each third grader
- Expose students to technology and publish several stories on the computer
- Encourage children to share stories aloud by reading aloud to small group, partners, whole group, modeling to younger grades, or reading and being peer tutored by older grades.

Small group/Conference/Mini-Lesson Topics Throughout the Year:
- Grammar
- Paragraphing
- Figurative Language
- Transition Words
- Conclusions
- Introductions
- Character Development
- Theme Development
- Developing writing voice and personality
- Showing character’s feelings through writing

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards

Primary Interdisciplinary Connections:
Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

21st Century Themes:
9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures
9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
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https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx
**Learning Targets**

**Content Standards:** RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.6, RL 3.7, RL 3.9, RF 3.4, W 3.3, W3.4, W3.5, W3.8, W3.10, SL 3.2, SL 3.6, L 3.1, L 3.2, L 3.3, L 3.4.9.1.8.1

**Content Statements**

**Reading:** All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

**Writing:** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Speaking:** All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Listening:** All students will listen actively to information from a variety of sources in a variety of situations.

**Viewing and Media Literacy:** All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

**Number Common Core Standards for Mastery**

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

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).

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

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 and effect.

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

W 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W 3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.

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 3.6 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.

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

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

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

9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
Unit Objectives: Writing an Essay

Students will know...
- Brainstorming
- Drafting
- Revising
- Editing
- Publishing

Purposes for different types of Writing
- How to work cooperatively in groups
- How punctuation helps people understand what they read and write
- How to communicate in writing
- How to use writing to inform others
- How to correctly use common spelling rules

Students will know...
- How do writers develop a well written product?
- How do you make your essay more powerful?
- How do authors generate ideas for essays?
- How can clear organization affect the quality of your essay?
- Why do we strive to inform others in our writing?

Students will understand that...
- Expository writing always informs the reader.
- Essayists write with a purpose of informing their readers.
- It is important to have a thesis that is a strong, clear and can be supported with reasons and facts.
- Non-narratives are held together by an idea that is developed across the whole text.
- Essays are written and organized in a different way than stories.

Authors choose topics they are interested in.

Students will be able to...
- Develop a thesis with supporting facts.
- Write well-structured paragraphs, including an introductory, body, and concluding paragraph.
- Write a conclusion that clearly reinforces the purpose
- With assistance from peers and teachers, reread, revise and edit writing.
- Identify Nonfiction selections and their text structure
- Read factual material more slowly and carefully than fictional pieces to understand the difference
- Summarize the most important details from a nonfiction text
- Use a glossary or index to locate information in a text
- Distinguish Main Idea and supporting details in Expository text
- Make inferences about texts, using text ideas, prior knowledge, and experience
- Draw conclusions from information and data gathered
- Identify Author’s Purpose
- Determine meanings of unknown words using Context Clues
- Infer word meaning from taught roots, prefixes, and suffixes
- Use syllable patterns to decode multisyllabic words
- Use knowledge of word relationships to determine or clarify word meanings
- Use new vocabulary learned from texts in classroom experience
• Provide relevant text evidence when responding to an Open Ended question
• Develop a topic with facts, definitions, and details
• Introduce a topic and group related information together; include illustrations when useful comprehension
• Draw evidence from literary or information texts to support analysis, reflection, and research
• Reference resources, including technology, to locate information
• Provide a concluding statement or section
• Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words
• Utilize resources to help spell words correctly
• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
• Edit with a partner
# Unit 4 Overview

**Content Area:** Language Arts Literacy

**Unit 4 Title:** Responding to Poetry

**Target Course/Grade Level:** Grade 3

**Unit 3 Summary:** Students will learn how to write and respond to poetry by understanding imagery, language, and rhythm.

**Teacher Notes for the Writing Workshop:**
- Create a Writing Portfolio with each third grader
- Expose students to technology and publish several stories on the computer
- Encourage children to share stories aloud by reading aloud to small group, partners, whole group, modeling to younger grades, or reading and being peer tutored by older grades.

**Small group/Conference/Mini-Lesson Topics Throughout the Year:**
- Grammar
- Paragraphing
- Figurative Language
- Transition Words
- Conclusions
- Introductions
- Character Development
- Theme Development
- Developing writing voice and personality
- Showing character’s feelings through writing

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see [http://www.corestandards.org/the-standards/english-language-arts-standards](http://www.corestandards.org/the-standards/english-language-arts-standards).

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**21st Century Themes:**
9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures
9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
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<th>Learning Targets</th>
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**Content Statements**

**Reading**: All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

**Writing**: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Speaking**: All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Listening**: All students will listen actively to information from a variety of sources in a variety of situations.

**Viewing and Media Literacy**: All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

**Number Common Core Standards for Mastery**

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

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).

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

W 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W 3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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 3.10 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.

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 3.6 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.

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

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

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

9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
Unit Objectives: Writing and Responding to Poetry

Students will know...
- Why is language and word choice important in poetry?
- How can we express our feelings and emotions in poetry?
- How can poetry establish a mood?
- How can poetry create images in the readers mind?
- Why does poetry spark feelings?

Students will understand that...
- Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text
- Fluent readers group words quickly to help them gain meaning from what they read.
- Words powerfully affect meaning.
- Poetry allows writers to express their deepest feelings and emotions.
- All poetry has a purpose such as establishing mood, creating an image, or evoking a feeling.

Students will be able to...
- Identify Author’s message/theme using text evidence
- Recognize an Author’s use of Figurative Language
- Determine meanings of unknown words using Context Clues
- Infer word meaning from taught roots, prefixes, and suffixes
- Use syllable patterns to decode multisyllabic words
- Use knowledge of word relationships to determine or clarify word meanings
- Identify themes within and across poems.
- Provide relevant text evidence when responding to an Open Ended question
- Use graphic organizers to assist with planning writing
- Analyze poems for a variety of literary elements including elements of structure, figurative language, and other crafting techniques
- Read and interpret a variety of poems orally with rhythm and expression.
## Evidence of Learning

### Formative Assessment
- Open Ended Questions
- Weekly Tests
- Writer’s Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Literature Circles
- Monthly Timed Writing Task
- Rubrics
- Cooperative Learning Groups
- Teacher Conferences
- Teacher Observation
- Journals/Writer’s Notebook
- Portfolio
- Anecdotal Notes
- Peer/Self Assessments
- Whiteboard Assessments
- Think-Pair-Share
- Constructive Quizzes

### Summative Assessment
- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Published Writing Piece
- District Benchmark and Interim Assessment
- Performance Assessments

### Modifications (ELLs, Special Education, Gifted and Talented)
- Leveled Guided Reading Books
- Project Read
- Literacy Projects
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e. Reading Counts, Core K-12)

### Suggested / possible modifications for Gifted and Talented:
- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating) [http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy](http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy)
- do not always be explicit, allow for discovery

### Equipment needed:
- Computer with Internet access and projection capabilities
- Student Computers
- Whiteboards
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals
- Sticky Notes
- Graphic Organizers
Chart paper, chart stand and Pocket Chart
Writer’s Notebooks

Teacher Resources:
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- https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx
- https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx
- http://www.commoncore.org
- http://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx
- http://www.thinkfinity.org
- https://sites.google.com/site/manchesterliteracy/
- www.readwritethink.org
- www.exchange.smarttech.com (Free Smart Board power point lessons and resources)
- Elmo
- Clickers
  - http://www.havefunteaching.com/reading-worksheets/graphic-organizers (A list of different graphic organizers)
- http://www.cde.state.co.us/edassest/documents/csap/rubrics/Kid-Friendly4- PtRubricStudents_Eng.pdf (Student-Friendly 4-Point Rubric)
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader)
- www.internet4classrooms.com
- www.brainpop.com
- www.enchantedlearning.com
- www.hill.troy.k12.mi.us/staff/bnewingham/myweb3
- www.thirdgrade.okaloosaschools.wikispaces.net
- www.journalbuddies.com (tons of prompts to use)
- www.superteacherworksheets.com
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<th><strong>Unit 5 Overview</strong></th>
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<td><strong>Content Area:</strong></td>
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<td><strong>Unit 5 Title:</strong></td>
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<td><strong>Target Course/Grade Level:</strong></td>
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**Unit 5 Summary:** Students will write persuasive essays about topics they feel strongly about.

**Teacher Notes for the Writing Workshop:**
- Create a Writing Portfolio with each third grader
- Expose students to technology and publish several stories on the computer
- Encourage children to share stories aloud by reading aloud to small group, partners, whole group, modeling to younger grades, or reading and being peer tutored by older grades.

**Small group/Conference/Mini-Lesson Topics Throughout the Year:**
- Grammar
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Unit Objectives: Writing Persuasive Text

Students will know...
- How does persuasive writing appeal to the reader’s emotions?
- Why is it important to explain and express your point of view?
- Why is persuasive writing powerful?
- How can we change someone’s mind?

Students will understand that...
- Persuasive writing can make someone take action or change someone’s mind.
- It is important to support your thesis with convincing reasons.
- It is important to communicate your own ideas and understanding.
- Authors revise and edit their drafts before publishing.

Students will be able to...
- Use new vocabulary learned from texts in classroom experience
- Develop strong introductions that grab readers’ attention
- Include a conclusion where the main ideas are restated
- Include similes and metaphors in their persuasive piece
- Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts
- Use dialogue effectively
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to basewords
- Write a completed persuasive essay.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Edit with a partner
### Evidence of Learning

#### Formative Assessment

- Open Ended Questions
- Weekly Tests
- Writer’s Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
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- http://www.commoncore.org
- http://www.thinkfinity.org
- https://sites.google.com/site/manchesterliteracy/
- www.readwritethink.org
- www.exchange.smarttech.com (Free Smart Board power point lessons and resources)
- Elmo
- Clickers
- http://www.havefunteaching.com/reading-worksheets/graphic-organizers (A list of different graphic organizers)
- http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4_PTRubricStudents_Eng.pdf (Student-Friendly 4-Point Rubric)
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- www.internet4classrooms.com
- www.brainpop.com
- www.enchantedlearning.com
- www.hill.troy.k12.mi.us/staff/bnewingham/myweb3
- www.thirdgrade.okaloosaschools.wikispaces.net
- www.journalbuddies.com (tons of prompts to use)
- www.superteacherworksheets.com
<table>
<thead>
<tr>
<th><strong>Unit 6 Overview</strong></th>
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<tbody>
<tr>
<td><strong>Content Area:</strong> Language Arts Literacy</td>
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<td><strong>Unit 6 Title:</strong> Realistic Fiction</td>
</tr>
<tr>
<td><strong>Target Course/Grade Level:</strong> Grade 3</td>
</tr>
<tr>
<td><strong>Unit 6 Summary:</strong> Students will create realistic fiction stories using ideas from their own lives.</td>
</tr>
</tbody>
</table>

**Teacher Notes for the Writing Workshop:**
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Unit Objectives: Writing Realistic Fiction

*Students will know...*
- How does planning make for better stories?
- Why is it important to know and understand our characters?
- What lessons can we learn from everyday life?

*Students will understand that...*
- Fiction writers experience the world through their character’s eyes.
- Realistic fiction writers develop believable characters, settings, problems, and solutions.
- Realistic fiction writers address themes and issues from everyday life.

*Students will be able to...*
- Provide a concluding statement or section
- Develop strong introductions that grab readers’ attention
- Develop author’s voice in their own writing
- Choose words and phrases for effect
- Form and use possessives
- Utilize resources to help spell words correctly
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
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- www.thinkfinity.org
- https://sites.google.com/site/mercerliteracy/
- www.readwritethink.org
- www.exchange.smarttech.com (Free Smart Board power point lessons and resources)
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<td><strong>Unit 7 Title:</strong> Revisiting Critical Skills and Strategies for Test Prep</td>
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In this unit, we will be revisiting skills previously taught that will be essential for test prep and that is the focus of this unit. In writing, students will follow the Writing Process, applying Ideas and to develop multiple narrative, persuasive, essays, and realistic fiction pieces. Students should review having a clear introduction and conclusion in all pieces. Responding to poetry will be an important component to test prep as well.

**Teacher Notes for the Writing Workshop:**
- Create a Writing Portfolio with each third grader
- Expose students to technology and publish several stories on the computer
- Encourage children to share stories aloud by reading aloud to small group, partners, whole group, modeling to younger grades, or reading and being peer tutored by older grades.

**Small group/Conference/Mini-Lesson Topics Throughout the Year:**
- Grammar
- Paragraphing
- Figurative Language
- Transition Words
- Conclusions
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- Character Development
- Theme Development
- Developing writing voice and personality
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# Learning Targets


## Content Statements

**Reading:** All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

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- **RL 3.6** Distinguish their own point of view from that of the narrator or those of the characters.
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- **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).
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- **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 and effect.
- **RI 3.8** Describe the logical connection between particular sentences and paragraphs in a text. (Examples: comparison, cause and effect, first, second, third in a sequence.)
- **W 3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W 3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W 3.5** With guidance and support from peers and adults develop and strengthen writing as needed by planning, revising, and editing.
- **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.
- **L 3.1** Demonstrate command of the conventions of standard English grammar and usage when writing.
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L 3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L 3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening
L 3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies
9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
Unit Objectives: Revisiting Critical Skills and Strategies for Test Prep

Students will know...
- Why is it important to read questions and prompts carefully?
- Why do opinions and main ideas have to be supported?
- Why should I think about my audience and purpose when I write?
- How do I prepare for a test?
- Why do we learn writing strategies?

Students will understand that...
- Opinions and conclusions must be stated clearly.
- Main ideas are supported with evidence and explanations.
- During tests, I should remain calm and focused.
- Reading and Writing Workshop strategies can help me answer questions on my tests.
- It is important for me to read each question or prompt carefully before I answer.
- I must be mindful of the time when completing writing sections.

Students will be able to...
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally; write to persuade an opinion; write an essay; respond to poetry
- Use dialogue, figurative language and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations
- Use temporal words and phrases to signal event order
- Provide a sense of closure and introduction
- Use sensory details in their writing
- Use sentence variety
- Choose words and phrases for effect
- Use punctuation correctly
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
- Use dialogue effectively
- Generate ideas to produce an organized piece of writing using workshop strategies.
- Respond accurately to a prompt or question.
- Use main ideas with supporting details.
- Demonstrate correct usage of grammar and sentence structure.
- Organize a story in a sequence that unfolds naturally.
- Plan, edit, and revise stories and essays within a provided time frame
Evidence of Learning

Formative Assessment

- Weekly Tests
- Writer’s Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Rubrics
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Open Ended Questions
- Monthly Timed Writing Task
- Cooperative Learning Groups
- Teacher Conferences
- Teacher Observation
- Journals/Writer’s Notebook
- Portfolio
- Anecdotal Notes
- Peer/Self Assessments
- Whiteboard Assessments
- Think-Pair-Share
- Constructive Quizzes

Summative Assessment

Monthly Timed Writing Task
Portfolio Assessment piece
Unit Test
Timed Writing Piece
Published Writing Piece
District Benchmark and Interim Assessment
Performance Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Leveled Guided Reading Books
- Project Read
- Literacy Projects
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e. ReadingCounts, Core K-12)
- Suggested/possible modifications for Gifted and Talented:
  Computer Based Programs (i.e. Reading Counts, Core K-12)

Suggested / possible modifications for Gifted and Talented:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy
- do not always be explicit, allow for discovery

Equipment needed:

- Computer with Internet access and projection capabilities
- Student Computers
- Whiteboards
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals
- Sticky Notes
Graphic Organizers
Chart paper, chart stand and Pocket Chart
Writer’s Notebooks

Teacher Resources:
- Lucy Calkins Writing Workshop
- https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx
- https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx
- http://www.commoncore.org
- http://www.pps.k12.or.us/departments/curriculum/2022.htm
- https://sites.google.com/site/manchesterliteracy/
- www.readwritethink.org
- www.exchange.smarttech.com (FreeSmartBoardpowerpointlessonsandresources)
- Elmo
- Clickers
  - http://www.havefun teaching.com/reading-worksheets/graphic-organizers (A list of different graphic organizers)
  - http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4-PtRubricStudents_Eng.pdf (Student-Friendly4-PointRubric)
- ComputerBasedPrograms (i.e., Study Island, Learnia, KidBiz, Accelerated Reader)
  - www.internet4classrooms.com
  - www.brainpop.com
  - www.enchantedlearning.com
  - www.hill.troy.k12.mi.us/staff/bnewingham/myweb3
  - www.thirdgrade.okaloosaschools.wikispaces.net
  - www.journalbuddies.com (tonsofpromptstouse)
  - www.superteacherworksheets.com
**Unit Overview**

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**Unit 8 Title:** Biography  

**Target Course/Grade Level:** Grade 3

**Unit 8 Summary:** Biography  
Students will interview or research a person of their choice and write a biography.

Teachers may have students read books, articles, research a person’s life on the computer. They may interview an actual person as well to write about. Teachers may consider having student’s orally present their biography to the class. Possibly suggestions may also include dress up biography, biography with a time line project, etc. to include a visual element for other students.

**Teacher Notes for the Writing Workshop:**
- Create a Writing Portfolio with each third grader  
- Expose students to technology and publish several stories on the computer  
- Encourage children to share stories aloud by reading aloud to small group, partners, whole group, modeling to younger grades, or reading and being peer tutored by older grades.

**Small group/Conference/Mini-Lesson Topics Throughout the Year:**
- Grammar  
- Paragraphing  
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- Transition Words  
- Conclusions  
- Introductions  
- Character Development  
- Theme Development  
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- **W 3.8** Recall information from experiences or other information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **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 3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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Unit Objectives:

Writing: Personal Narrative
- The Writing Process
- Brainstorming
- Drafting
- Revising
- Publishing
- Editing

Purposes for different types of Writing
- How to work cooperatively in groups
- How punctuation helps people understand what they read and write
- How to communicate in writing
- How to use writing to inform others
- How to correctly use common spelling rules

Students will know...
- What makes a person’s life a good story?
- What can we learn by reading biographies?
- How do events shape a person’s life?
- How are people’s lives interesting?

Students will understand that...
- A biography tells the true story of another person’s life.
- Biography means “writing about life.”
- The key to writing a biography is picking a person who has lead an interesting life.
- Choosing a person you know to write about can be beneficial because they are easily accessible for interviews.
- Famous people can be easily researched using the internet or texts.
- Biographical research is like detective work- you uncover facts about your subject

Students will be able to...
- Identify Nonfiction selections and their text structure
- Read factual material more slowly and carefully than fictional pieces to understand the difference
- Summarize the most important details from a nonfiction text
- Use a glossary or index to locate information in a text
- Distinguish Main Idea and supporting details
- Develop research and writing skills
- Write a clear opening and conclusion
- Use language that indicates time and sequence
- Compose short research project
- Use facts, definitions, and details to help develop a topic within a piece of writing.
- Retell a story in order listing the most important events
- Use new vocabulary learned from texts in classroom experience
- Develop a topic with facts, definitions, and details
- Use sentence variety
- Edit with a partner
### Evidence of Learning

#### Formative Assessment
- Open Ended Questions
- Weekly Tests
- Writer’s Workshop
- Class Discussion
- Graphic Discussion
- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Literature Circles
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- Monthly Timed Writing Task
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- http://www.commonsense.org
- http://www.pps.k12.or.us/departments/curriculum/2022.htm
- www.thinkfinity.org
- https://sites.google.com/site/manchesterliteracy/
- www.readwritethink.org
- www.exchange.smarttech.com (Free SmartBoard powerpoint lessons and resources)
- Elmo
- Clickers
- http://www.havefun teaching.com/reading-worksheets/graphic-organizers (A list of different graphic organizers)
- http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4-PointRubricStudents_Eng.pdf (Student-Friendly 4-Point Rubric)
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader)
- www.internet4classrooms.com
- www.brainpop.com
- www.enchantedlearning.com
- www.hill.troy.k12.mi.us/staff/bnewingham/myweb3
- www.thirdgrade.okaloosaschools.wikispaces.net
- www.journalbuddies.com (tonsofpromptstouse)
- www.superteacherworksheets.com
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### Unit 9 Summary: Revisiting Critical Skills and Strategies for Test Prep

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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).

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

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Unit Objectives: Revisiting Critical Skills and Strategies for Test Prep

*Students will know...*
- Why is it important to read questions and prompts carefully?
- Why do opinions and main ideas have to be supported?
- Why should I think about my audience and purpose when I write?
- How do I prepare for a test?
- Why do we learn writing strategies?

*Students will understand that...*
- Opinions and conclusions must be stated clearly.
- Main ideas are supported with evidence and explanations.
- During tests, I should remain calm and focused.
- Reading and Writing Workshop strategies can help me answer questions on my tests.
- It is important for me to read each question or prompt carefully before I answer.
- I must be mindful of the time when completing writing sections.

*Students will be able to...*
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally; write to persuade an opinion; write an essay; respond to poetry
- Use dialogue, figurative language and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations
- Use temporal words and phrases to signal event order
- Provide a sense of closure and introduction
- Use sensory details in their writing
- Use sentence variety
- Choose words and phrases for effect
- Use punctuation correctly
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
- Use dialogue effectively
- Generate ideas to produce an organized piece of writing using workshop strategies.
- Respond accurately to a prompt or question.
- Use main ideas with supporting details.
- Demonstrate correct usage of grammar and sentence structure.
- Organize a story in a sequence that unfolds naturally.
- Plan, edit, and revise stories and essays within a provided time frame

Evidence of Learning

**Formative Assessment**
- Weekly Tests
- Writer’s Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Rubrics
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Open Ended Questions
- Monthly Timed Writing Task
- Cooperative Learning Groups
- Teacher Conferences
- Teacher Observation
- Journals/Writer’s Notebook
- Portfolio
- Anecdotal Notes
- Peer/Self Assessments
- Whiteboard Assessments
- Think-Pair-Share
- Constructive Quizzes
**Summative Assessment**

Monthly Timed Writing Task  
Portfolio Assessment piece  
Unit Test  
Timed Writing Piece  
Published Writing Piece  
District Benchmark and Interim Assessment  
Performance Assessments  

**Modifications (ELLs, Special Education, Gifted and Talented)**

- Leveled Guided Reading Books  
- Project Read  
- Literacy Projects  
- Differentiated Instruction/Layered Curriculum/Tiered Lessons  
- Computer Based Programs (i.e. Reading Counts, Core K-12)  

Suggested/possible modifications for *Gifted and Talented*:

- Computer Based Programs (i.e. Reading Counts, Core K-12)  

**Suggested / possible modifications for Gifted and Talented:**

- ask open-ended questions  
- encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)  
- do not always be explicit, allow for discovery  

**Equipment needed:**

- Computer with Internet access and projection capabilities  
- Student Computers  
- Whiteboards  
- Audio Materials (CDs, CD players)  
- Print Materials  
- Manipulatives  
- Journals  
- Sticky Notes  
- Graphic Organizers  
- Chart paper, chart stand and Pocket Chart  
- Writer’s Notebooks  

**Teacher Resources:**

- Lucy Calkins Writing Workshop  
- [http://www.trschools.com/curriculum/docs/Technology-Resources.pdf](http://www.trschools.com/curriculum/docs/Technology-Resources.pdf)  
- [https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx)  
- [https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx)  
- [http://www.commoncore.org](http://www.commoncore.org)  
- [http://www.pps.k12.or.us/departments/curriculum/2022.htm](http://www.pps.k12.or.us/departments/curriculum/2022.htm)  
- [https://sites.google.com/site/manchesterliteracy/](https://sites.google.com/site/manchesterliteracy/)  
- [www.readwritethink.org](http://www.readwritethink.org)  
- [www.exchange.smarttech.com](http://www.exchange.smarttech.com) (FreeSmartBoardpowerpointlessonsandresources)  
- Elmo  
- Clickers
- [http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4-PtRubricStudents_Eng.pdf](http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4-PtRubricStudents_Eng.pdf) (Student-Friendly 4-Point Rubric)
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader)
- [www.internet4classrooms.com](http://www.internet4classrooms.com)
- [www.brainpop.com](http://www.brainpop.com)
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- [www.hill.troy.k12.mi.us/staff/bnewingham/myweb3](http://www.hill.troy.k12.mi.us/staff/bnewingham/myweb3)
- [www.thirdgrade.okaloosaschools.wikispaces.net](http://www.thirdgrade.okaloosaschools.wikispaces.net)
- [www.journalbuddies.com](http://www.journalbuddies.com) (tons of promptstouse)
- [www.superteacherworksheets.com](http://www.superteacherworksheets.com)
Unit Overview

**Content Area:** Language Arts Literacy

**Unit 10 Title:** Exploring fictional genres (*fantasy, adventure, science fiction*)

**Target Course/Grade Level:** Grade 3

**Unit 10 Summary:** Exploring fictional genres (*fantasy, adventure, science fiction*)
During this unit, students will be reading Charlotte’s Web and discussing fantasy. Students will apply their knowledge of fiction and will then write a fictional piece which could be a fantasy, science fiction, adventure, etc. story. Students should use all that they have learned during the year in Writing Workshop and incorporate these skills into their writing piece.

**Teacher Notes for the Writing Workshop:**
- Create a Writing Portfolio with each third grader
- Expose students to technology and publish several stories on the computer
- Encourage children to share stories aloud by reading aloud to small group, partners, whole group, modeling to younger grades, or reading and being peer tutored by older grades.

**Small group/Conference/Mini-Lesson Topics Throughout the Year:**
- Grammar
- Paragraphing
- Figurative Language
- Transition Words
- Conclusions
- Introductions
- Character Development
- Theme Development
- Developing writing voice and personality
- Showing character’s feelings through writing

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see [http://www.corestandards.org/the-standards/english-language-arts-standards](http://www.corestandards.org/the-standards/english-language-arts-standards).

**Primary Interdisciplinary Connections:**
Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

**21st Century Themes:**
9.1 *Life and Career Skills:* All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 *Personal Financial Literacy:* All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 *Career Awareness, Exploration, and Preparation:* All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 *Career and Technical Education:* All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.) [https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx)


**Content Statements**
**Reading:** All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and
comprehension.  

**Writing:** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Speaking:** All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Listening:** All students will listen actively to information from a variety of sources in a variety of situations.

**Viewing and Media Literacy:** All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

**Number Common Core Standards for Mastery**

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

**W 3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**W 3.5** With guidance and support from peers and adults develop and strengthen writing as needed by planning, revising, and editing.

**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.

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

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

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

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

**9.1** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**8.1** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
Unit Objectives: Fiction Writing (fantasy, adventure, science fiction)

**Students will know...**
- How have I grown as a writer and how am I able to apply all I’ve learned?
- Why is it important to have well developed characters?
- How does my setting affect my story?
- Why do I need to grab my reader’s attention?
- How can I help my reader visualize my writing?

**Students will understand that...**
- Writing is a skill that I can continue to develop through practice, I will continue to apply what I’ve learned and learn new skills as well.
- Creative writing allows me to express a movie I have made in story ideas come from every day moments in my life.
- It is important for me to hook/grab my reader’s attention.
- Word choice can make my writing more vivid.
- Writing can be fun!

**Students will be able to...**
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- Use dialogue, figurative language and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations
- Use temporal words and phrases to signal event order
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- encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)  
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- do not always be explicit, allow for discovery  

#### Equipment needed:

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Teacher Resources:

- Lucy Calkins Writing Workshop
- [http://www.trschools.com/curriculum/docs/Technology-Resources.pdf](http://www.trschools.com/curriculum/docs/Technology-Resources.pdf)
- [Harcourt Animated Grammar Dictionary](http://www.teachingwithblondeambition.blogspot.com)
- Persuasive Writing Unit - The Curriculum Corner
- [https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_SocialStudies.aspx)
- [https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaTableView_Science.aspx)
- [http://www.commoncore.org](http://www.commoncore.org)
- [http://www.pps.k12.or.us/departments/curriculum/2022.htm](http://www.pps.k12.or.us/departments/curriculum/2022.htm)
- [https://sites.google.com/site/manchesterliteracy/](https://sites.google.com/site/manchesterliteracy/)
- [www.readwritethink.org](http://www.readwritethink.org)
- [www.exchange.smarttech.com](http://www.exchange.smarttech.com) (Free SmartBoard powerpoint lessons and resources)
- Elmo
- Clickers
- [http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4-PointRubricStudents_Eng.pdf](http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4-PointRubricStudents_Eng.pdf) (Student-Friendly 4-Point Rubric)
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader)
- [www.internet4classrooms.com](http://www.internet4classrooms.com)
- [www.brainpop.com](http://www.brainpop.com)
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- [www.hill.troy.k12.mi.us/staff/bnewingham/myweb3](http://www.hill.troy.k12.mi.us/staff/bnewingham/myweb3)
- [www.thirddgrade.okaloosaschools.wikispaces.net](http://www.thirddgrade.okaloosaschools.wikispaces.net)
- [www.journalbuddies.com](http://www.journalbuddies.com) (tons of promptstoues)
- [www.superteacherworksheets.com](http://www.superteacherworksheets.com)