Select a Course:	Language Arts Grade 3
Teacher:	CORE Language Arts Grade 3
Course:	Language Arts Grade 3
Year:	2016-17
Months:	- All -

August

🏠 ELA-Change (Internal vs. External)

Enduring Understandings ✖	Essential Questions ✖	Standards ✖	Knowledge & Skills ✖	Academic Language ✖
🏠 Change is both a choice and a natural progression in life. Change happens gradually over time or quickly. Our actions changes ourselves and others.	🏠 How is change necessary for growth? How do the changes we make affect the people we become? Are all changes either good or bad? 🏠 How does the author show changes in the characters? How can the use of the writing process change the quality of writing? How do linking words and phrases help you change from one idea to the next in your writing?	IL.SEL.3-5.1.A.2a - Describe a range of emotions and the situations that cause them. IL.SEL.3-5.1.A.2b - Describe and demonstrate ways to express emotions in a socially acceptable manner. IL.SEL.3-5.1.B.2b - Explain how family members, peers, school personnel, and community members can support school success and responsible behavior. IL.SEL.3-5.1.C.2a - Describe the steps in setting and working toward goal achievement. IL.SEL.3-5.2.A.2b - Describe the expressed feelings and perspectives of others. 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.3.6 - 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. RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.3 - Describe the relationship	🏠 Relate change to growth 🏠 Explain how key details support the main idea. 🏠 Understand the cause and effect relationship between action and consequences 🏠 Ask questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 🏠 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 🏠 Describe characters in a story (e.g., their traits, motivations, or feelings) 🏠 Explain how characters' actions contribute to the sequence of events 🏠 Distinguish their own point of view from	🏠 Word Level change, actions, choice, growth, character, trait, develop, personality, words, feelings, describe 🏠 Sentence Level The character has changed by... Before, the character was _____. Now the character is _____. The character showed how they felt when... Some evidence of words, feelings, or actions that the character demonstrates are... I can describe the character as... 🏠 Discourse Level narrative, paragraphs, dialogue, flashbacks

between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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

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

L.3.5b - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.3.1e - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

L.3.1f - Ensure subject-verb and pronoun-antecedent agreement.*

L.3.1g - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.1h - Use coordinating and subordinating conjunctions.

L.3.1i - Produce simple, compound, and complex sentences.

L.3.2a - Capitalize appropriate words in titles.

L.3.2b - Use commas in addresses.

L.3.2c - Use commas and quotation marks in dialogue.

L.3.2d - Form and use possessives.

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.

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

L.3.6 - Acquire and use accurately grade-appropriate conversational, general

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that of the narrator.

🏠 Distinguish their own point of view from that of the characters.

🏠 Determine the main idea of a text;

🏠 Recount the key details of a text

🏠 Write opinion pieces on topics or texts that includes:

🏠 Introducing the topic or text they are writing about

🏠 Stating an opinion

🏠 Creating an organizational structure that lists reasons.

🏠 Providing reasons that support the opinion.

🏠 Using linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

🏠 Providing a concluding statement or section.

🏠 Describe the logical connection between particular sentences and paragraphs in a text

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

🏠 Develop the topic with facts, definitions,

academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

L.3.1a - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1b - Form and use regular and irregular plural nouns.

L.3.1c - Use abstract nouns (e.g., childhood).

L.3.1d - Form and use regular and irregular verbs.

L.3.2e - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2f - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3a - Choose words and phrases for effect.*

L.3.3b - Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4a - Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4b - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

L.3.4c - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

L.3.4d - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5a - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

L.3.5c - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

SL.3.1a - Come to discussions prepared, having read or studied required material;

and details.

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

🏠 Provide a concluding statement or section.

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

🏠 Demonstrate mastery of lower case cursive writing. Demonstrate basic knowledge of upper case cursive. By the end of 3rd grade, trasnlate a five sentence paragraph written in cursive into print.

		explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.3.1b - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). SL.3.1c - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.3.1d - Explain their own ideas and understanding in light of the discussion. SL.3.6 - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.) SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. RL.3.8 - (Not applicable to literature)		

🏠 Trimester 1 Writing-Personal Narratives

Enduring Understandings ✖	Essential Questions ✖	Standards ✖	Knowledge & Skills ✖	Academic Language ✖
🏠 Writers understand the structure of a personal narrative. 🏠 Writers develop powerful leads and meaningful closings. 🏠 Writers narrow focus. 🏠 Writers build up stamina and write for longer periods of time. 🏠 Writers write several drafts.	🏠 What is writer? 🏠 How do I become a better writer? 🏠 How do I select a topic and zoom in on a small moment? 🏠 How do I brainstorm for personal narrative writing? 🏠 How do I hook my audience? 🏠 How do I include details that create a picture in the reader's mind?	W.3.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3.2a - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. W.3.2b - Develop the topic with facts, definitions, and details. W.3.2c - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2d - Provide a concluding statement or section. W.3.3a - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.3b - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show	🏠 How to vary the structural pattern,length and complexity of sentences. 🏠 How to focus writing by identifying audience, point of view, and format based on purpose. 🏠 How to include relevant details to develop plot, characters, and setting of narrative text. 🏠 How to correctly spell words used often in reading and writing using a variety of strategies.	🏠 Word Level topic sentence, lead, sequence, dialogue, sensory, editing, conclusion, introduction, main idea, beginning, middle, end, publish, revise, transition, statement, hook 🏠 Sentence Level I felt ____ when ____ happened. I think... I believe... In the past... First, In the beginning, Later, After, Following, Finally,

🏠 Writers employ a range of strategies while writing; e.g., peer conferencing, adding or deleting content, using descriptive language, writing more than one draft, thinking of audience, editing for conventions.

🏠 Writers exhibit individual style and voice to enhance the written message; e.g., in narrative text:strong verbs, figurative language, and sensory images; precision,established importance, and transitions.

🏠 Writers spell words in context using multiple strategies and resources; e.g., spelling patterns,word lists, dictionaries.

🏠 Writers proofread for capitals, punctuation, words that have been omitted, run-on sentences and conventional spelling.

🏠 How do I create a meaningful ending?

🏠 How do I edit and revise?

the response of characters to situations.

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

W.3.3d - Provide a sense of closure.

🏠 How to, with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

🏠 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

🏠 Use dialogue and description to develop experiences and events or show the responses of characters to situations.

🏠 Use concrete words and phrases and sensory details to convey experiences and events precisely.

🏠 Provide a conclusion that follows from the narrated experiences or events.

🏠 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details,and clear event sequences. (CCSS.ELA-Literacy.W.4.3)

🏠 Demonstrate mastery of lower case cursive writing. Demonstrate basic knowledge of upper case cursive. By the end of 3rd grade, trasnlate a five sentence paragraph written in cursive into print.

In conclusion,
I knew that...

🏠 DIscourse Level

narrative, dialogue, introduction, conclusion, paragraphs

🏠 Poetry

Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language
The students will understand the purpose of imagery and figurative language. They will recognize the connection between the poet's life experience and their poetry. Students will understand that poems are read for pleasure, instruction, and enlightenment.	What is the significance of patterns in poetry? How do poets use figurative language to show meaning? How do patterns help us understand poetry?	RL.3.5 - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Students will create their own poems using poetic devices and figurative language. Students will recognize and demonstrate poetic devices such as figurative language. Students will creative their own poems using patterns. Students will recognize patterns in poetry. Demonstrate mastery of lower case cursive writing. Demonstrate basic knowledge of upper case cursive. By the end of 3rd grade, trasnlate a five sentence paragraph written in cursive into print.	Word Level patterns, poetry, stanza, rhyme, repition, verse, figurative language, simile, metaphor, expression, voice, style, imagery Sentence Level The message in this poem is... In stanza _____, I noticed... The patterns in the poem... _____ is a simile/metaphor that compares... Discourse Level poetry structure, stanza, title, lines, italics, bold words, haiku, concrete poem (shape poem), diamante poem, verse poetry

September

Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language

October

Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language

November

ELA Patterns (in art vs. in life)

Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language
For thousands of years, stories have been used to explain relationships between people and our world. Characters and their actions contribute to the sequence of events of a	How do we use stories to explain the relationship between ourselves and our world? What can we learn from the messages of the	L.3.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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	Students will be able to use text evidence to support a moral they have chosen for a fable. Students will be able to identify the sequence of events in	Word Level god/goddess, moral, traditional literature, myth, legend, tall tale, moral, immortal, fable, supernatural, elements, relationships, belief, characters, sequence,

myth or fable. 🏠 Myths, folktales, and fables are related to each other and have similarities and differences.	stories to enhance our own relationships? 🏠 What is the relationship between traditional literature and the cultures that create them? 🏠 How do the actions of characters contribute to the events of a myth or fable? 🏠 What do myths or fables from across the world have in common?	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. 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. IL.SEL.3-5.2.B.2a - Identify differences among and contributions of various social and cultural groups. IL.SEL.3-5.2.C.2a - Describe approaches for making and keeping friends. L.3.1f - Ensure subject-verb and pronoun-antecedent agreement.* L.3.1g - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. L.3.1h - Use coordinating and subordinating conjunctions. L.3.1i - Produce simple, compound, and complex sentences. L.3.2a - Capitalize appropriate words in titles. L.3.2b - Use commas in addresses. L.3.2c - Use commas and quotation marks in dialogue. L.3.2d - Form and use possessives. L.3.2e - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). 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.	a moral or a myth. 🏠 Students will be able to identify a character's traits in a myth, fable, or folktale. 🏠 Demonstrate mastery of lower case cursive writing. Demonstrate basic knowledge of upper case cursive. By the end of 3rd grade, trasnlate a five sentence paragraph written in cursive into print.	folktale 🏠 Sentence Level This _____ relates to me, because... The message of the _____ is... The characters in the _____ contribute to the sequence of events by... The central message/lesson/moral is conveyed by... The message in the story relates to my life, because... The message in the story teaches me... 🏠 Discourse Level moral/lesson, explanatory, personification, hyperbole, historical events pertaining to myths

		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 word relationships and nuances in word meanings.		
		L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
		L.3.1a - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		
		L.3.1b - Form and use regular and irregular plural nouns.		
		L.3.1c - Use abstract nouns (e.g., childhood).		
		L.3.1d - Form and use regular and irregular verbs.		
		SL.3.1c - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		
		SL.3.1d - Explain their own ideas and understanding in light of the discussion.		
		SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		

🏠 Explanatory Writing

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
		W.3.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
		W.3.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
		W.3.2c - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.		
		W.3.2d - Provide a concluding statement or section.		

		W.3.3c - Use temporal words and phrases to signal event order. W.3.3d - Provide a sense of closure.		

December

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕

January

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕

February

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕

March

🏠 ELA Relationships (Positive vs. Negative)

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
🏠 Students will be able to understand that a character's actions contribute to the sequence of events Students will be able to understand that a character's traits, motivations and feelings contribute to the sequence of events	🏠 How can we identify similarities and differences in various stories by the same author? 🏠 How do life experiences influence an author's writing? 🏠 Where do authors get their ideas for writing? 🏠 How do illustrations in a book help me understand the story? 🏠 How do characters change over time through the story or stories?	RL.3.9 - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RF.3.4a - Read on-level text with purpose and understanding. RI.3.6 - Distinguish their own point of view from that of the author of a text. RI.3.9 - Compare and contrast the most important points and key details presented in two texts on the same topic. IL.SEL.3-5.1.B.2b - Explain how family members, peers, school personnel, and community members can support school success and responsible behavior. IL.SEL.3-5.2.D.2a - Describe causes and consequences of conflicts. IL.SEL.3-5.3.B.2a - Identify and apply the steps of systematic decision making. IL.SEL.3-5.3.B.2b - Generate alternative solutions and evaluate their consequences for a range of academic and social situations. RF.3.4c - Use context to confirm or self-correct word recognition and	🏠 Compare and contrast themes of stories written by the same author. 🏠 Describe the relationship between an author's background and their writing. 🏠 Identify and analyze where themes from an author's work are derived. 🏠 Utilize illustrations in order to support their understanding of a story and it's theme. 🏠 Demonstrate mastery of lower case cursive writing. Demonstrate basic knowledge of upper case cursive. By the end of 3rd grade, trasnlate a five sentence paragraph written in cursive into print.	🏠 <u>Word Level</u> sequence, plot, compare, contrast, evidence, character trait, character motivation, theme, author, illustrator, illustration, similar, different, patterns, behavior 🏠 <u>Sentence Level</u> The author's background helps me understand the story by... The character's personality developed when _____ happened. The character has changed over time by... These characters are similar/different, because... The following event affected the character, because... Patterns that exist in the text are... Patterns that I noticed are...

understanding, rereading as necessary.

L.3.1e - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

L.3.1f - Ensure subject-verb and pronoun-antecedent agreement.*

L.3.1g - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.1h - Use coordinating and subordinating conjunctions.

L.3.1i - Produce simple, compound, and complex sentences.

L.3.2a - Capitalize appropriate words in titles.

L.3.2b - Use commas in addresses.

L.3.2c - Use commas and quotation marks in dialogue.

L.3.2d - Form and use possessives.

L.3.1d - Form and use regular and irregular verbs.

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.

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

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

L.3.1a - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1b - Form and use regular and irregular plural nouns.

L.3.1c - Use abstract nouns (e.g., childhood).

Discourse Level

narrative, dialogue, paragraphs, flashbacks

		SL.3.5 - Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		
		SL.3.6 - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)		
		SL.3.1a - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		
		SL.3.1b - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		
		SL.3.1c - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		
		SL.3.1d - Explain their own ideas and understanding in light of the discussion.		
		SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		
		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).		

🏠 Opinion Writing

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
		W.3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.		
		W.3.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
		W.3.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing		

for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)

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.

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

W.3.1b - Provide reasons that support the opinion.

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

W.3.1d - Provide a concluding statement or section.

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

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

W.3.2d - Provide a concluding statement or section.

W.3.3d - Provide a sense of closure.

	Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language
April	Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language
May	Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language
June	Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language
July	Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language