
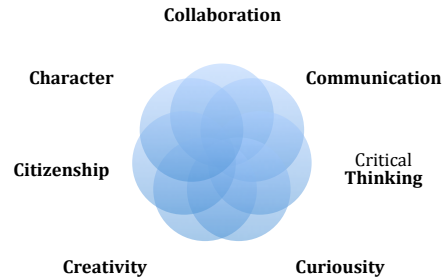


| Content Area  | Grade Third   |
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| <b>Language Arts</b><br> | <b>R14: The Seven Cs of Learning</b><br> |
| Unit Titles   | Length of Unit  |
| • <i>Advancing Reading and Writing to a New Level</i>   | 4-5 weeks   |
| • <i>Studying Characters and Persuading Others</i>  | 4-5 weeks   |
| • <i>Exploring Nonfiction Reading and Writing</i>   | 4-5 weeks   |
| • <i>Mysteries &amp; Fairy Tales: Reading and Writing Narratives</i>                                      | 4-5 weeks   |
| • <i>Getting to Know Others and Ourselves and Poetry</i>  | 4-5 weeks   |
| • <i>Social Problems Expressed in Reading and Writing</i>   | 4-5 weeks   |
| • <i>Reading, Researching, and Writing in Social Studies</i>  | 4-5 weeks   |



| Strands                       | Third Grade Level Expectations  |
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| <b>Reading</b>                | <ul style="list-style-type: none"> <li>• Readers refer directly to the text in support of their responses.</li> <li>• Readers determine central messages, lessons, or morals in stories and cite supportive detail.</li> <li>• Readers describe characters in a story using traits, motivations, and/or feelings.</li> <li>• Readers explain how key details support the main idea of an informational text.</li> <li>• Readers use informational text features to locate information about a given topic.</li> <li>• Readers read and comprehend texts in the grades 3-4 text complexity range with scaffolding as needed at the high end of the range.</li> </ul> |
| <b>Writing</b>                | <ul style="list-style-type: none"> <li>• Writers write elaborated narrative, information, and opinion pieces on a wide range of topics.</li> <li>• Writers revise writing using a process.</li> <li>• Writers use conventional spelling for grade-appropriate words.</li> </ul>   |
| <b>Speaking and Listening</b> | <ul style="list-style-type: none"> <li>• Participate in collaborative conversations with diverse partners about grade 3 topics and texts with peers and adults in small and larger groups.</li> <li>• Speakers participate in collaborative conversations by building on others' ideas.</li> <li>• Speakers make brief oral reports that demonstrate understanding of a topic.</li> </ul>   |
| <b>Language and Research</b>  | <ul style="list-style-type: none"> <li>• Learners use the conventions of English grammar and use appropriate capitalization and punctuation.</li> <li>• Learners determine the meaning of unknown words.</li> <li>• Writers use a process to record information from their reading for sharing with others.</li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from an array of strategies.</li> </ul>  |

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| <b>Unit Title</b> | <b><u>Advancing Reading and Writing to a New Level</u></b><br><b>Reading:</b> <i>Building a Reading Life</i> <b>Writing:</b> <i>Crafting True Stories</i> | <b>Length of Unit</b> | 4-5 weeks |
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| <b>Inquiry Questions</b><br>(Engaging- Debatable): | <ul style="list-style-type: none"> <li>• How can I use personal goals to increase volume and stamina?</li> <li>• How can I converse with a partner to deepen my understanding?</li> <li>• How can I raise the level of my narrative writing?</li> <li>• What makes stories worth reading and writing?</li> </ul>   |
| <b>Unit Strands and Standards</b>                  | Checking for Understanding, Conversations About Books With Classmates and In Notebooks, Creating Goals, Learning From Mentor Texts<br><u>Reading:</u> RF.3.3, RF.3.4, RL.3.2<br><u>Writing:</u> W.3.3, W.3.5<br><u>Speaking and Listening:</u> SL.3.1, SL.3.2, SL.3.3<br><u>Language:</u> L.3.1, L.3.2, L.3.3, L.3.4   |
| <b>Concepts</b>                                    | <u>Reading:</u> Phonics & Word Analysis, Fluency, Retelling, Summarizing<br><u>Writing:</u> Narrative Writing, Sequence of Ideas, Dialogue, Temporal Words/Phrases, Revision, Feedback<br><u>Speaking and Listening:</u> Converse with a Partner/Book Club, Determine important ideas from a Read Aloud, Ask and Answer Questions of a Speaker<br><u>Language:</u> Writing Conventions, Language Conventions, Vocabulary   |
| <b>Key Vocabulary</b>                              | Personal Reading Goals, Routines, Reading Logs, Partnerships, 'Just Right' Books, Building a Reading Life, Reading Life Portfolios, Jottings, Envisioning, Text Evidence, Predicting, Character's Internal Feelings, Read Yourself 'Awake', Book Buzz, Figurative Language, Retelling/Rethinking, Personal Narratives, Writers' Notebook, Writers' Goals, Narrative Writing Checklist, Strategies, Stamina, Volume, Storyteller's Voice, Show Don't Tell, Leads, Flash Drafts, Heart of the Story, Paragraphing, Drafting, Conventions |

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| <b>Unit Title</b> | <u>Advancing Reading and Writing to a New Level</u><br>Reading: <i>Building a Reading Life</i> Writing: <i>Crafting True Stories</i> | <b>Length of Unit</b> | 4-5 weeks |
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| <b>Critical Content:</b><br><b>My students will know that...</b>  | <b>Key Skills:</b><br><b>My students will be able to...</b>  |
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| <ul style="list-style-type: none"> <li>• readers are in charge of their reading lives.</li> <li>• readers check on their understanding and use strategies when the text becomes confusing.</li> <li>• readers have meaningful conversations about text.</li> <li>• readers have strategies to retell a text.</li> <li>• writers use notebooks to as a tool for collecting ideas and practicing writers' craft.</li> <li>• writers create more powerful stories by using mentor texts as a model.</li> <li>• writers use revision and editing to improve their stories. (i.e. subject verb agreement, adjective forms, adverbs and adverb phrases linking and helping verbs).</li> </ul> | <ul style="list-style-type: none"> <li>• make meaningful reading goals.</li> <li>• self-monitor their reading.</li> <li>• share evidence from text to support their ideas.</li> <li>• use Writer's Notebooks effectively.</li> <li>• notice and use ideas from mentor texts.</li> <li>• revise and edit their writing (capitalization, punctuation, subject verb agreement, spelling consciousness).</li> <li>• break words into syllables and read and write them.</li> <li>• recognize and use letters that represent all sounds related to various consonants and consonant clusters.</li> <li>• use technology to plan, draft and publish writing.</li> <li>• use flexibly, word solving skills learned in Grade Two.</li> </ul> |

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| <b>Assessments:</b>       | Writing: Daily Writing Samples, End-of-Unit Published Piece (Rubric)<br>Reading: Anecdotal Notes, End-of-Unit Assessment, Reading Screener  |
| <b>Teacher Resources:</b> | <ul style="list-style-type: none"> <li>❖ <i>Unit Implementation Guide</i></li> <li>❖ <i>Units of Study in Argument, Information, and Narrative Writing</i> by TC Reading and Writing Project (used throughout the year)</li> <li>❖ <i>Mastering the Mechanics</i> by Hoyt, L. &amp; Therriault, T. (<i>used throughout the year</i>)</li> </ul> |



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| <b>Unit Title</b>                                  | Studying Characters and Persuading Others<br>Reading: <i>Studying Characters Across Series</i> Writing: <i>Changing the World</i>   | <b>Length of Unit</b> | 4-5 weeks |
| <b>Inquiry Questions</b><br>(Engaging- Debatable): | <ul style="list-style-type: none"> <li>• How can I grow ideas about characters as I read across the books in a series?</li> <li>• How can I raise the level of my opinion/persuasive writing?</li> <li>• What can we learn about the world about characters we read about?</li> <li>• How do writers convince others of their point?</li> </ul>   |                       |           |
| <b>Unit Strands and Standards</b>                  | Inferring and Thinking Across a Series, Summarizing Across a Text, Comparing Characters, Making Points In Our Writing, Persuading Others<br><u>Reading:</u> RF.3.3, RF.3.4, RL.3.2, RL.3.3, RL.3.6, RL.3.9<br><u>Writing:</u> W.3.1, W.3.5<br><u>Speaking and Listening:</u> SL.3.1, SL.3.2, SL.3.3<br><u>Language:</u> L.3.1, L.3.2, L.3.3, L.3.4  |                       |           |
| <b>Concepts</b>                                    | <u>Reading:</u> Phonics & Word Analysis, Fluency, Retelling, Summarizing, Character Analysis, Point of View, Compare/Contrast<br><u>Writing:</u> Opinion/Persuasive Writing, Linking Words/Phrases, Essay Structure, Revision, Feedback<br><u>Speaking and Listening:</u> Converse with a Partner/Book Club, Determine important ideas from a Read Aloud, Ask and Answer Questions of a Speaker<br><u>Language:</u> Writing Conventions, Language Conventions, Vocabulary |                       |           |
| <b>Key Vocabulary</b>                              | Series, Inferring about Characters, Patterns, Book Clubs, Traits, Theories about Characters, Predictions, Problem/Resolution Structure, Intertextual Connections, Theme, Textual Evidence, Opinion Speeches, Convincing, Thesis, Flash Drafts, Paragraphs, Opinion Writing Checklist, Editing Strategies, Seed Ideas, Freewriting, Subtopics, Draft, Data-based, Claim  |                       |           |

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|-------------------|--|-----------------------|-----------|
| <b>Unit Title</b> | <u>Studying Characters and Persuading Others</u><br>Reading: <i>Studying Characters Across Series</i> Writing: <i>Changing the World</i> | <b>Length of Unit</b> | 4-5 weeks |
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| <b>Critical Content: My students will know that...</b>   | <b>Key Skills: My students will be able to...</b>   |
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| <ul style="list-style-type: none"> <li>• readers make inferences about characters and use them to make predictions.</li> <li>• readers use information from books within a series to make interpretations.</li> <li>• there are ways to summarize thinking across a text.</li> <li>• readers recognize universal themes in different series.</li> <li>• writers use organization and outside sources to strengthen their persuasive writing.</li> <li>• rereading helps make your writing clearer.</li> <li>• there is a process to revise and edit your writing.</li> </ul> | <ul style="list-style-type: none"> <li>• take the perspective of a character.</li> <li>• revise theories as they read multiple books within a series.</li> <li>• compare and contrast characters and themes from different series.</li> <li>• persuade others through their writing.</li> <li>• revise and edit their writing (complete sentences vs. fragments, comma in a series, reread during editing).</li> <li>• notice and use frequently appearing syllable patterns in multisyllabic words in spelling.</li> <li>• notice new and interesting words, records them and actively uses them in oral or written work .</li> <li>• express changes in ideas or opinions after reading and can justify their ideas.</li> <li>• follow and remember events and the problem in the story over a longer text to understand the ending.</li> </ul> |

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| <b>Assessments:</b>       | Writing: Daily Writing Samples, End-of-Unit Published Piece (Rubric)<br>Reading: Anecdotal Notes, End-of-Unit Assessment |
| <b>Teacher Resources:</b> | ❖ <i>Unit Implementation Guide</i>   |

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|-------------------|---|-----------------------|-----------|
| <b>Unit Title</b> | <u>Exploring Nonfiction Reading and Writing</u><br>Reading: <i>Reading to Get the Text</i> Writing: <i>The Art of Information Writing</i> | <b>Length of Unit</b> | 4-5 weeks |
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| <b>Inquiry Questions</b><br>(Engaging- Debatable): | <ul style="list-style-type: none"> <li>• How can I determine what is most important in expository nonfiction texts?</li> <li>• How can I synthesize ideas from expository nonfiction texts?</li> <li>• How can I teach others about a topic through my writing?</li> </ul>  |
| <b>Unit Strands and Standards</b>                  | <p>Determining Main Ideas in Nonfiction, Understanding Text Structures, Using Organization in Writing</p> <p>Reading: RF.3.3, RF.3.4, RI.3.2, RI.3.4, RI.3.5, RI.3.8</p> <p>Writing: W.3.2, W.3.5</p> <p>Speaking and Listening: SL.3.1, SL.3.2, SL.3.3</p> <p>Language: L.3.1, L.3.2, L.3.3, L.3.4</p>   |
| <b>Concepts</b>                                    | <p>Reading: Phonics &amp; Word Analysis, Fluency, Main Idea, Content Vocabulary, Nonfiction Text Features, Text Structures, Compare/Contrast texts on the same topic, Determining Importance</p> <p>Writing: Informational Writing, Topic Development, Linking Words/Phrases, Logical Structure, Revision, Feedback</p> <p>Speaking and Listening: Converse with a Partner/Book Club, Determine important ideas from a Read Aloud, Ask and Answer Questions of a Speaker</p> <p>Language: Writing Conventions, Language Conventions, Vocabulary</p> |
| <b>Key Vocabulary</b>                              | Nonfiction Reading Lives, Determining Importance, Main Idea, Details, Boxes & Bullets, Reading Rate, Pacing, Fluency, Book Buzzes, Topic Sentence, Compare/Contrast, Cause/Effect, Problem/Solution, Chronological, Question/Answer, Subtopic, Note Taking Systems: Boxes & Bullets, Timelines, T-Charts, Synthesizing Text, Topics & Subtopics, Pros/Cons, Information Writing Checklist, Heart of the Story, Text Resource  |

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| <b>Unit Title</b> | Exploring Nonfiction Reading and Writing<br>Reading: <i>Reading to Get the Text</i> Writing: <i>The Art of Information Writing</i> | <b>Length of Unit</b> | 4-5 weeks |
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| <b>Critical Content:</b><br><b>My students will know that...</b>   | <b>Key Skills:</b><br><b>My students will be able to...</b>   |
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| <ul style="list-style-type: none"> <li>• readers set nonfiction-reading goals.</li> <li>• readers determine important ideas in nonfiction texts.</li> <li>• readers use text structures to help them understand nonfiction texts.</li> <li>• text features provide important information.</li> <li>• readers synthesize ideas from nonfiction texts.</li> <li>• writers use organization to help teach about a topic.</li> <li>• writers use a variety of text structures and elaboration techniques.</li> </ul> | <ul style="list-style-type: none"> <li>• set goals for their nonfiction reading.</li> <li>• utilize strategies to help them understand main ideas and details.</li> <li>• understand nonfiction text structures.</li> <li>• push their thinking to grow ideas about content.</li> <li>• search for information using readers tools such as, illustrations, maps, charts, captions, table of contents, index, glossary, headings.</li> <li>• write informational text to share learning about a topic.</li> <li>• revise and edit their writing (subject and verb, pronoun order, pronoun clarify meaning).</li> <li>• solve and understands content specific words using graphics and tools from the text.</li> </ul> |

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| <b>Assessments:</b>       | Writing: Daily Writing Samples, End-of-Unit Published Piece<br>Reading: Anecdotal Notes, End-of-Unit Assessment |
| <b>Teacher Resources:</b> | ❖ <i>Unit Implementation Guide</i>  |

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|  | <u>Mysteries &amp; Fairy Tales: Reading and Writing Narratives</u><br>Reading: <i>Mystery Book Clubs</i> Writing: <i>Once Upon a Time: Adapting &amp; Writing Fairy Tales</i> |  | 4-5 weeks |
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| <b>Inquiry Questions</b><br>(Engaging- Debatable): | <ul style="list-style-type: none"> <li>• How can I collect and interpret clues to solve mysteries?</li> <li>• How can I learn life lessons from mystery books?</li> <li>• How can I write a fairy tale adaptation?</li> </ul>   |
| <b>Unit Strands and Standards</b>                  | <p>Making Predictions, Noticing Patterns in Mysteries, Noticing Patterns In Fairy Tales, Learning from Mentor Texts, Writing a Tale with a Life Lesson</p> <p><u>Reading:</u> RF.3.3, RF.3.4, RL.3.2, RL.3.3, RL.3.6</p> <p><u>Writing:</u> W.3.3, W.3.5</p> <p><u>Speaking and Listening:</u> SL.3.1, SL.3.2, SL.3.3</p> <p><u>Language:</u> L.3.1, L.3.2, L.3.3, L.3.4</p>  |
| <b>Concepts</b>                                    | <p><u>Reading:</u> Phonics &amp; Word Analysis, Fluency, Retelling, Summarizing, Character Analysis, Point of View</p> <p><u>Writing:</u> Narrative Writing, Sequence of Ideas, Dialogue, Temporal Words/Phrases, Revision, Feedback</p> <p><u>Speaking and Listening:</u> Converse with a Partner/Book Club, Determine important ideas from a Read Aloud, Ask and Answer Questions of a Speaker,</p> <p><u>Language:</u> Writing Conventions, Language Conventions, Vocabulary</p> |
| <b>Key Vocabulary</b>                              | Close Reading, Inferences, Predictable Narrative Structure, Clues, Big Mystery, Detective, Evidence, Pattern, Alibi, Suspect, Red Herring, Sidekick, Villain, Compare/Contrast: Themes, Settings, Plots, Craft, Develop Hunches, Life Lessons, Fairy Tales, Adaptations, Classic Tale, Narrative Writing Checklist, Sense of Closure  |

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|  | <u>Mysteries &amp; Fairy Tales: Reading and Writing Narratives</u><br>Reading: <i>Mystery Book Clubs</i> Writing: <i>Once Upon a Time: Adapting &amp; Writing Fairy Tales</i> |  | 4-5 weeks |
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| <b>Critical Content:</b><br><b>My students will know that...</b>   | <b>Key Skills:</b><br><b>My students will be able to...</b>  |
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| <ul style="list-style-type: none"> <li>• readers incorporate all they know about fiction reading skills to help them make smart predictions.</li> <li>• readers notice that mysteries tend to follow a particular pattern.</li> <li>• readers analyze characters to help them think more deeply about larger messages.</li> <li>• writers mimic fairy tales when writing their own adaptation.</li> <li>• writers draw on all they have learned about fairy tales to write an original tale.</li> <li>• there are strategies for solving unknown words.</li> <li>• background knowledge helps make predictions.</li> </ul> | <ul style="list-style-type: none"> <li>• make predictions based on clues.</li> <li>• justify predictions using evidence.</li> <li>• see similarities and differences across mystery books.</li> <li>• identify life lessons from mystery books.</li> <li>• compare and contrast fairy tales.</li> <li>• write fairy tale adaptations.</li> <li>• write an original fairy tale.</li> <li>• demonstrate flexible ways to solve words – word parts, endings, prefixes.</li> <li>• revise and edit their writing (commas and transitions, capitalization, singular subject verb agreement).</li> </ul> |

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| Assessments:       | Writing: Daily Writing Samples, End-of-Unit On-Demand Narrative<br>Reading: Anecdotal Notes, End-of-Unit Assessment |
| Teacher Resources: | ❖ <i>Unit Implementation Guide</i>  |

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| <b>Unit Title</b>                                  | Getting to Know Others and Ourselves<br>Reading: <i>Biography Book Clubs</i> Writing: <i>Poetry</i>  | <b>Length of Unit</b> | 4-5 weeks |
| <b>Inquiry Questions</b><br>(Engaging- Debatable): | <ul style="list-style-type: none"> <li>• How can I use all that I know about character development to read biographies?</li> <li>• How can I live like a poet, writing to express my ideas using all I know about language and craft?</li> <li>• How can I find ways to share my voice across different audiences?</li> </ul>  |                       |           |
| <b>Unit Strands and Standards</b>                  | Linking Characterization to Biographies, Developing Theories About People or Events in Texts, Finding Important Topics to Write About, Looking at Author's Craft<br><u>Reading:</u> RF.3.3, RF.3.4, RL.3.2, RL.3.3, RL.3.4, RL.3.6, RL.3.9, RI.3.3, RI.3.5<br><u>Writing:</u> W.3.5<br><u>Speaking and Listening:</u> SL.3.1, SL.3.2, SL.3.3<br><u>Language:</u> L.3.1, L.3.2, L.3.3, L.3.4  |                       |           |
| <b>Concepts</b>                                    | <u>Reading:</u> Phonics & Word Analysis, Fluency, Retelling, Summarizing, Determine Central Message/Moral, Character Analysis, Point of View, Topic Specific Vocabulary, Compare/Contrast, Historical Events, Sequence, Cause & Effect, Text Features<br><u>Writing:</u> Poetry Writing, Rhythm, Rhyme, Revision, Feedback<br><u>Speaking and Listening:</u> Converse with a Partner/Book Club, Determine important ideas from a Read Aloud, Ask and Answer Questions of a Speaker<br><u>Language:</u> Writing Conventions, Language Conventions, Vocabulary |                       |           |
| <b>Key Vocabulary</b>                              | Narrative Nonfiction vs. Expository Texts, Main Character, Character Traits, Biography, Timeline, Point of View, Story Arc, Hybrid Texts, Theme, Theory, Life Lessons, Poetry Seeds, Line Breaks, Rhythm, Imagery, Rhyme Schemes, Metaphors, Similes, Tone, Alliteration, Stanza, Forms (limerick, haiku, pantoum), Anthology  |                       |           |

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| <b>Unit Title</b> | Getting to Know Others and Ourselves<br>Reading: <i>Biography Book Clubs</i> Writing: <i>Poetry</i> | <b>Length of Unit</b> | 4-5 weeks |
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| <b>Critical Content:</b><br><b>My students will know that...</b>  | <b>Key Skills:</b><br><b>My students will be able to...</b>  |
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| <ul style="list-style-type: none"> <li>• readers apply what they know about character development when reading biographies.</li> <li>• readers develop theories about motivations, struggles, and resources that help others overcome difficulties.</li> <li>• readers can learn to ways to mimic mentor texts when writing by exploring the style and craft of a text.</li> <li>• readers go beyond the text in discussions and interpretations.</li> <li>• writers create poems about things they see and care about.</li> <li>• writers use language and form to improve their poems.</li> <li>• biographies have many of the same elements of narrative texts.</li> </ul> | <ul style="list-style-type: none"> <li>• learn about others through biographies.</li> <li>• think about someone’s achievements and how they matter to the world.</li> <li>• make connections between real life experiences and people who live in diverse cultures</li> <li>• write many poems.</li> <li>• specify the nature of connections – topic, content, writer, genre.</li> <li>• notice use of descriptive language, dialogue, layout.</li> <li>• revise and edit their poems (commas and introductory phrases, plural subject verb agreement, combining short sentences).</li> <li>• demonstrate flexible ways to solve words (syllable rules for spelling, using word parts, connecting to other words)</li> </ul> |

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| <b>Assessments:</b>       | Writing: Daily Writing Samples, End-of-Unit Published Piece<br>Reading: Anecdotal Notes, End-of-Unit Assessment |
| <b>Teacher Resources:</b> | ❖ <i>Unit Implementation Guide</i>  |



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| <b>Unit Title</b>                                  | <u>Social Problems Expressed in Reading and Writing</u><br>Reading: <i>Social Issues Book Clubs</i> Writing: <i>The Baby Literary Essay</i>   | <b>Length of Unit</b> | 4-5 weeks |
| <b>Inquiry Questions</b><br>(Engaging- Debatable): | <ul style="list-style-type: none"> <li>• How can my reading help me to look at issues that exist in the world?</li> <li>• How can I write an opinion essay about a piece of literature?</li> <li>• How does discussion make for a stronger classroom community?</li> </ul>  |                       |           |
| <b>Unit Strands and Standards</b>                  | Looking at Similarities in Problems and Texts, Citing Evidence From the Text, Perspectives, Elements of a Literary Essay (Writing about Reading)<br><u>Reading:</u> RF.3.3, RF.3.4, RL.3.2, RL.3.3, RL.3.6, RL.3.9<br><u>Writing:</u> W.3.1, W.3.5<br><u>Speaking and Listening:</u> SL.3.1, SL.3.2, SL.3.3<br><u>Language:</u> L.3.1, L.3.2, L.3.3, L.3.4  |                       |           |
| <b>Concepts</b>                                    | <u>Reading:</u> Phonics & Word Analysis, Fluency, Retelling, Summarizing, Determine Central Message/Moral, Social Issue, Character Analysis, Point of View, Compare/Contrast,<br><u>Writing:</u> Opinion/Persuasive Writing, Linking Words/Phrases, Essay Structure, Revision, Feedback<br><u>Speaking and Listening:</u> Converse with a Partner/Book Club, Determine important ideas from a Read Aloud, Ask and Answer Questions of a Speaker<br><u>Language:</u> Writing Conventions, Language Conventions, Vocabulary |                       |           |
| <b>Key Vocabulary</b>                              | Critical Reading, Social Issues, Theme, Perspective, Text Evidence, Empathy, Thought Prompts, Literary Essayists, Claims, Evidence, Thesis, Theories, Stance, Opinion Statement, Structure of the Essay, Introduction, Conclusion   |                       |           |

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| <b>Unit Title</b> | Social Problems Expressed in Reading and Writing<br>Reading: <i>Social Issues Book Clubs</i> Writing: <i>The Baby Literary Essay</i> | <b>Length of Unit</b> |  |
|-------------------|--|-----------------------|--|

| <b>Critical Content:</b><br><b>My students will know that...</b>   | <b>Key Skills:</b><br><b>My students will be able to...</b>  |
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| <ul style="list-style-type: none"> <li>• readers recognize similar issues in different texts.</li> <li>• readers recognize that characters deal with similar issues in different ways.</li> <li>• readers use language from stories when retelling or making a report,</li> <li>• there are ways to sustain problem-solving and development of meaning through a longer text read over several days</li> <li>• writers cite evidence from texts to support their opinions.</li> <li>• writers use a particular structure when writing an essay.</li> <li>• there are conventions of respectful speaking.</li> <li>• you can listen and build on talk and ideas.</li> </ul> | <ul style="list-style-type: none"> <li>• read to learn about issues in the world.</li> <li>• identify the same social issues in multiple texts.</li> <li>• acknowledge multiple perspectives to an issue.</li> <li>• sustain problem-solving and development of meaning through a longer text read over several days</li> <li>• write a literary essay.</li> <li>• revise and edit their writing (single and double subjects, punctuation in dialogue, apostrophes, editing symbols).</li> <li>• demonstrate flexible ways to solve words – word parts, endings, prefixes.</li> <li>• use grade level specific vocabulary when talking about texts.</li> </ul> |

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| <b>Assessments:</b>       | Writing: Daily Writing Samples, End-of-Unit On-Demand Opinion<br>Reading: Anecdotal Notes, End-of-Unit Assessment (e.g., Reader Response) |
| <b>Teacher Resources:</b> | ❖ <i>Unit Implementation Guide</i>  |

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| <b>Unit Title</b>                                  | <u>Reading, Researching, and Writing in Social Studies</u><br>Reading: <i>Learning Through Reading</i> Writing: <i>Information Writing-Reading, Research, and Writing in the Content Areas</i>   | <b>Length of Unit</b> | 4-5 weeks |
| <b>Inquiry Questions</b><br>(Engaging- Debatable): | <ul style="list-style-type: none"> <li>• How can I use all that I know about nonfiction reading and writing to complete research on a social studies topic?</li> <li>• How can I create a research-based nonfiction book on a specific content-area topic?</li> <li>• How do I find ways to share my message about my learning in a way that holds readers?</li> </ul>   |                       |           |
| <b>Unit Strands and Standards</b>                  | Learning From Multiple Sources, Strategies When Reading Nonfiction, Note taking and Researching A Topic, Organizing and Drafting a Piece, Revisiting Research and Writing<br><u>Reading:</u> RF.3.3, RF.3.4, RL.3.10, RI.3.2, RI.3.4, RI.3.5, RI.3.8<br><u>Writing:</u> W.3.2, W.3.5<br><u>Speaking and Listening:</u> SL.3.1, SL.3.2, SL.3.3<br><u>Language:</u> L.3.1, L.3.2, L.3.3, L.3.4   |                       |           |
| <b>Concepts</b>                                    | <u>Reading:</u> Phonics & Word Analysis, Fluency, Main Idea, Content Vocabulary, Nonfiction Text Features, Text Structures, Compare/Contrast texts on the same topic, Read Complex Texts<br><u>Writing:</u> Informational Writing, Topic Development, Linking Words/Phrases, Logical Structure, Revision, Feedback<br><u>Speaking and Listening:</u> Converse with a Partner/Book Club, Determine important ideas from a Read Aloud, Ask and Answer Questions of a Speaker<br><u>Language:</u> Writing Conventions, Language Conventions, Vocabulary |                       |           |
| <b>Key Vocabulary</b>                              | Sense of Community, Observational Writing, Primary Document, Writing-to-Learn, Boxes and Bullets, Main Idea, Details, Hypotheses, Tables of Contents, Cite Sources, Heading, Subheadings, Diagrams, Introductions, Conclusions, Captions, Labels, Glossary   |                       |           |

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| <b>Unit Title</b> | Reading, Researching, and Writing in Social Studies<br>Reading: <i>Learning Through Reading</i> Writing: <i>Information Writing-Reading, Research, and Writing in the Content Areas</i> | <b>Length of Unit</b> | 4-5 weeks |
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| <b>Critical Content:</b><br><b>My students will know that...</b>  | <b>Key Skills:</b><br><b>My students will be able to...</b>   |
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| <ul style="list-style-type: none"> <li>• readers can read widely about a topic and learn from multiple sources.</li> <li>• readers use a variety of strategies to remember and record what they learn from nonfiction texts.</li> <li>• writers structure their writing in ways to help readers learn about a topic.</li> <li>• writers may need to return to research to fill in gaps in their writing.</li> <li>• writers study mentor texts for the qualities of good writing and try to emulate them in their own pieces.</li> <li>• writers use feedback from others to revise their writing.</li> </ul> | <ul style="list-style-type: none"> <li>• research a Social Studies topic.</li> <li>• record notes on a research topic.</li> <li>• include appropriate and important details when summarizing texts or topic.</li> <li>• write a research-based nonfiction book about a Social Studies topic.</li> <li>• identify important ideas in a text and report them in an organized way.</li> <li>• revise and edit their writing (adverbs and adverb phrases, adjectives to lift descriptions, capitalization for emphasis, verbs).</li> <li>• use specific vocabulary to write about texts.</li> <li>• solve and understand content specific words using graphics and tools from the text</li> </ul> |

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| <b>Assessment</b>        | Reading Screener<br>On Demand Writing Piece (Rubric)<br>Spelling Inventory  |
| <b>Teacher Resources</b> | <ul style="list-style-type: none"> <li>❖ <i>Unit Implementation Guide</i></li> <li>❖ <i>Units of Study in Argument, Information, and Narrative Writing</i> by TC Reading and Writing Project</li> </ul> |