

Third Grade

English Language Arts Curriculum



Board Approved: May 17, 2018

Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

Vision Statement

Every student will graduate with college and career readiness skills.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

English Language Arts Graduate Goals

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

Course Rationale

The FHSD English Language Arts curriculum was created to guide teachers in the implementation of their reading, writing, speaking and listening, and language standards. The curriculum has a focus on reading, writing, language development, speaking and listening. The implementation of the curriculum will develop students critical thinking skills by helping them analyze texts, develop effective arguments, and write for a diverse audience.

Balanced literacy continues to be the district philosophy for teaching students in reading, writing, and word work. The English Language Arts curriculum will support learners in making and conveying meaning in their reading and writing while becoming more independent in their learning.

Course Description

Upon the completion of the English Language Arts curriculum, students exhibit increasing capacities of literacy. Students need little assistance in comprehending and evaluate complex texts across a range of types and disciplines and can construct effective arguments and convey information and stories. They can articulate their ideas, build on the ideas of others, and ask relevant questions for clarification. Students demonstrate command of standard English and use a wide range of vocabulary. As they become self-directed learners, students seek out and use resources, including teachers, peers, and print and digital reference materials.

Units of Study Curriculum Team

Curriculum Committee

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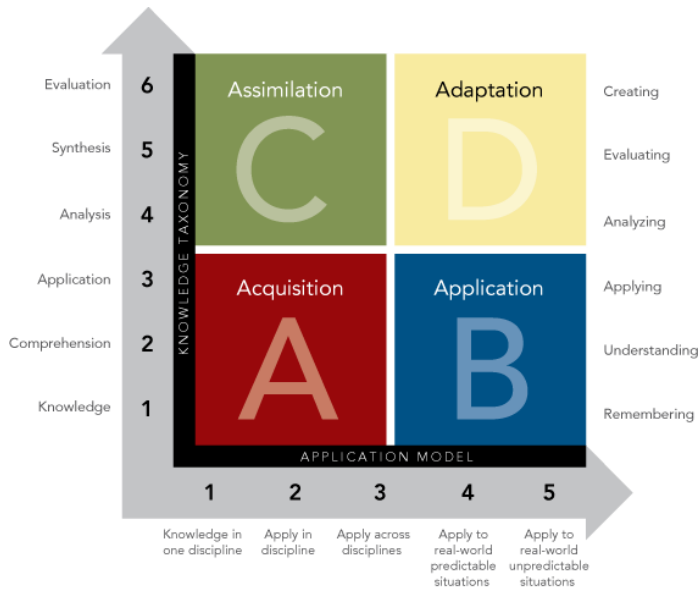
Dr. Carrie Hepburn
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Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

Missouri Learning Standards for Literacy

<http://www.corestandards.org/ELA-Literacy/>

National Educational Technology Standards

<http://www.iste.org/standards/standards/for-students-2016>

Units & Assessment Overview

Semester 1 Semester 2

First Quarter	Second Quarter	
Unit 1:	Unit 2:	Unit 3:
<p>Reading: Building a Reading Life: In this unit, 3rd grade students will learn the lifelong habits of strong readers, choosing books wisely, reading with volume, tracking their reading progress and problem solving along the way, having conversations about their books with others, and applying comprehension strategies to understand all parts of the text. In Bend I, you will emphasize the importance to the students of building an ever more powerful reading life. In Bend II, students will focus on essential comprehension skills, become more specific and text-based in their predictions, learn to consider how the text matches their predictions as the story unfolds, and strengthen skills in retelling. In Bend III, students will learn to read with grit as they self-assess their grit using a Reading Grit Test. Students will also focus on word-solving skills, figuring out tricky words and phrases, and learn how texts signal readers to think and ask questions of the text. The unit will end in a celebration as students receive their reader’s notebook as a sign they are ready to begin recording their thinking more thoroughly.</p> <p>Writing: Crafting True Stories: In this unit students will establish structures and routines of a 3rd grade writing workshop focusing on stamina and volume. In Bend I, students will discover what 3rd grade writing looks like, set goals for themselves, and collect quick drafts of personal narrative entries in their writer’s notebook. In Bend II, students will select a seed idea, develop that seed idea by verbally rehearsing it with a partner. They will then draft in a drafting booklet. During the revision process students will focus on elaborating by adding in dialogue, step by step actions, thoughts and feelings of the characters. They will also be introduced to organizing their writing into paragraphs. In Bend III, students will apply what they’ve learned so far, choosing a new seed idea to take through the writing process. The unit will end with students selecting their best personal narrative to revise and edit with a checklist before publishing in preparation for a celebration.</p>	<p>Reading: Mystery: Foundational Skills in Disguise provides an opportunity to hook readers into new series—many of which, at levels K-O, are mostly plot driven—while also providing children the chance to practice the foundational skills they need at the start of third grade. This unit draws on much of what has made Mystery Book Clubs a longtime favorite third grade unit. It revisits some of the foundational reading work of <i>Building a Reading Life</i>, and deepens students’ literal comprehension before the more interpretive and analytical comprehension work begins. Throughout this unit, teachers and students will work with many of the literal strands of the reading learning progression.</p> <p>Writing: Changing the World: Persuasive Speeches, Petitions, and Editorials -Third graders are full of opinions and are eager to persuade others. This unit channels those opinions into writing that can make a difference. In this unit, students learn to introduce topics, support these by listing reasons, using transition words to connect the various parts of their pieces and to conclude. Across the unit, there is a focus on considering audience and considering word choice in light of audience. This unit moves writers from writing opinion</p>	<p>Reading: Reading to Learn: Grasping Main Ideas and Text Structures In this unit, students will read to learn by choosing topics they are already passionate about and seeking to learn even more than they may already know. This unit spotlights skills and habits essential to readers of expository nonfiction: reading with a pencil, determining importance, finding main idea and supporting details; figuring out and using new content-specific vocabulary; and comparing and contrasting information learned across texts. In Topic 1 (Bend One) of the unit, students will begin by filling their book boxes with rich nonfiction books about topics they wish to pursue. Teachers will help students tackle slightly more difficult texts--helping them to read with stamina and fluency, monitor for understanding and get the gist of the text. In Topic 2 (Bend Two) of the unit, students will begin to see that nonfiction takes a special kind of reading. A large part of this bend will focus on students determining main ideas by grasping the text’s features and structures. In Topic 3 (Bend Three) of the unit, students will synthesize information across parts and grow ideas. They will begin to ask how parts</p>

speeches to forming cause groups to support various causes. This unit, then has two major goals. The first is to help writers live more wide-awake lives, taking in all that is happening around them--injustices, small kindnesses, and so on--and writing about these in ways that move others to action and new thinking. The second major goal is to help writers become increasingly more adept at opinion writing in ways that provide the beginning steps for more formal essay writing.

fit together as well as think and talk about the texts they are reading.

Writing: The Art of Information

Writing This unit builds upon the skills students have learned as writers of information in 2nd grade. It is centered on a particular type of information writing--a structured, written-to-teach, expert-based project. During the unit you will teach students a handful of qualities of strong informational writing. Students will learn to write introductions, organize information, and include text features that help their readers. Students will also be taught many different ways to elaborate on their topics through the use of facts, definitions, and other important details, but also through the use of descriptions and anecdotes. Initially, students will be guided through the writing process, with guidance from teachers. There is an extensive amount of time spent teaching students various strategies for "planning, revising, and editing". By the end of the unit, students will be pushed toward independence and transference. In Topic 1 (Bend One) of the unit, students will be writing texts that aim to teach others about topics on which the students have expertise, you will position students to write with authority, for real audiences, by inviting them to actually do some teaching on their topics. Students also learn how powerful a table of contents can be as a tool for structuring an expository piece. Students will be taught the power of rehearsing various structures

		<p>with a partner before drafting. They will learn the importance of structure in the early drafting process. In Topic 2 (Bend Two), the emphasize will be on drafting and revising. Students will revise by learning concrete strategies and using those strategies to lift the level of all the work they have done to date. They will draw upon strategies taught in prior grades, but then learn newer, more complex revision strategies such as using grammar with meaning and tapping research for elaboration. In Topic 3 (Bend Three), guides students through preparing for publication. You will emphasize the importance of being aware of one’s audience, keeping in mind: using text features, fact checking, and being aware of grammar and conventions. In Topic 4 (Bend Four), students will work more independently, transferring all they have learned about writing information texts to teach others about a topic they’ve been studying in school. Students will be encouraged to write this final information piece in the form of a speech, brochure, article, or guidebook.</p>
<p>PE Assessment:</p>	<p>PE Assessment:</p>	<p>PE Assessment:</p>
<p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student’s F&P reading level.</p> <p>Mastery Levels:</p>	<p>Writing: <i>“Think of a topic or issue that you know and care about, an issue around which you have strong feelings. You will have two forty-five minute sessions to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and</i></p>	<p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the</p>

Third Grade Reading Level Expectations			
	Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations
1 st Quarter	M-N	L	K or below
2 nd Quarter	N	M	L or below
3 rd Quarter	O	N	M or below
4 th Quarter	P	O	N or below

Reading Benchmark

Teachers will administer the Third Grade Reading Benchmark at the end of the quarter, utilizing the district protocol.

Standards Assessed: [RL.3.1](#), [RL.3.2](#), [RL.3.3](#), [RI.3.1](#), [RI.3.2](#), [RI.3.8](#)
[Assessment & Blueprint](#)

Writing: *“I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You’ll have two forty-five minute sessions to write this true story, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:*

- Write a beginning
- Use transition words
- Elaborate to help readers picture your story
- Show what your story is really about
- Write an ending for your story”

Standards Assessed: [W.3.3](#), [L.3.3](#)

[Narrative Rubric](#)

reviews. Please keep in mind that you’ll have two forty-five minute sessions to complete this, so you will need to plan, draft, revise, and edit in two sittings. If you want to find and use information from a book or other outside source, you may bring that with you tomorrow. In your writing, make sure you:

- Write an introduction
- State your opinion or claim
- Give reasons and evidence
- Organize your writing
- Acknowledge counterclaims
- Use transition words
- Write conclusions”

Standards Assessed: [W.3.1](#), [L.3.3](#)

[Opinion Rubric](#)

determination of a student’s F&P reading level.

Standards Assessed: [RL.3.10](#), [RI.3.10](#)

Mastery Levels:

Third Grade Reading Level Expectations			
	Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations
1 st Quarter	M-N	L	K or below
2 nd Quarter	N	M	L or below
3 rd Quarter	O	N	M or below
4 th Quarter	P	O	N or below

Reading Benchmark

Teachers will administer the Third Grade Reading Benchmark at the end of the quarter, utilizing the district protocol.

Standards Assessed: [RL.3.1](#), [RL.3.2](#), [RL.3.3](#), [RI.3.1](#), [RI.3.2](#), [RI.3.8](#)

[Assessment & Blueprint](#)

Writing: *“Think of a topic that you’ve studied or that you know a lot about. You will have two, forty-five minute sessions to write an informational (or all-about) text that teachers others interesting and important information and ideas about that topic. Please keep in mind that you’ll have only these two sessions to complete this, so you’ll need to plan, draft, revise, and edit in two sittings. Write in a way that shows all that you know about informational writing. If you want to find and use information from a book or another outside source to help you with this writing, you may bring that with you tomorrow. In your writing, make sure you:*

- Write an introduction
- Elaborate with a variety of

		<p><i>information</i></p> <ul style="list-style-type: none"> ● Organize your writing ● Use transition words ● Write a conclusion” <p>Standards Assessed: W.3.2, L.3.3 Information Rubric</p>	
Third Quarter		Fourth Quarter	
Unit 4	Unit 5	Unit 6	Unit 7
<p>Reading: Character Studies This unit spotlights the study of characters and brings readers on an intellectual journey similar to the one that characters go on in books. Readers get to know characters by studying them deeply; first observing, then coming up with hunches or ideas, and then investigating patterns that reveal deeper character traits and motivations in order to articulate evidence-based theories. Students will be invited to compare and contrast characters across books--examining their traits, motivations, the way they respond to problems, and the life lessons they learn and teach. This unit is designed as a book club, so readers can support each other in reading more complex texts and hold each other accountable for using textual evidence to support their ideas.</p> <p>Writing: Baby Literary Essay (FHSD Created) In this unit your students will realize that they have significant ideas about the characters in the stories they are</p>	<p>Reading & Writing: Test Prep (FHSD Created) The test prep unit is designed to support teachers in their explicit instruction of the “testing genre.” Understanding that being test is part of being alive, the purpose of the unit is to support our students on the specific knowledge and skills it takes to be successful when they are being tested. The goals of this unit are to familiarize students with the online testing tools they could see on high stakes assessments such as the MAP test. Other goals are to familiarize students with different types of questions they will see on assessments and teach them strategies to solve</p>	<p>Reading: Research Clubs: Elephants, Penguins, and Frogs, Oh My! In this unit children will explore the world of nonfiction with this research based unit on the study of animals. The children will form clubs and study an animal with their research club. Club members will read subtopics independently and pull what they are learning together, organizing and synthesizing all their new knowledge. Clubs will then research a second animal and learn to compare and contrast across animals, mining ever deeper into the attributes of these varied species for ways they are linked together. Ultimately, the children will use all that they now know and understand about these animals to solve real world problems. This unit will prepare the third graders for a similar research unit taught in fourth grade.</p> <p>Writing: Writing about Research (FHSD Created) In this unit, you'll support students in transferring what they learned in <i>The Art of Information Writing</i> over to write new all-about books on the animal they're researching as part of Bend I in <i>Research Clubs: Elephants, Penguins, and Frogs,</i></p>	<p>Reading: Learning Through Reading: Countries Around the World In this unit, students will take on the persona of fictitious community member living in a country they will be researching. Students will apply everything they know about research to begin reading nonfiction books about a country of their choice. They will research a second country and compare and contrast ideas about the countries studied. In the last bend of the unit students will read fairy tales and folktales from different countries to continue learning what it is like to live in a different country. Last, students will analyze all that they learned and connect that information to how it affects the life of a person living in their country. As a celebration you will hold a class fair, where each student prepares visuals and is ready to talk to guests about the country they have studied - about the land, the people, and the culture.</p> <p>Writing: Once Upon a Time: Adapting and Writing Fairy Tales</p>

<p>reading and the lessons these stories teach. Students will then see that they can write these ideas so that others are interested and persuaded. This unit will teach students to take the ideas they are having about stories, check that they can support those ideas with evidence from the text, and then write a quick draft of an essay. Students will be introduced to the 'baby' literary essay--meaning that the essay is a 'baby' form, or first step, in a genre that kids will have to write well in high school. Keep in mind that your third graders are not in high school! Third graders can write essays about the stories they are reading, and these don't have to be essays with parallel reasons, sophisticated quoting from the text, or insightful intellectual analysis. Kids will learn to do that work in fourth grade, fifth grade, and sixth grade, and beyond.</p>	<p>the problems many students face when taking a high stakes assessments.</p>	<p><i>Oh My!</i> Students will work in their research clubs to create a club book. They'll begin by writing to grow ideas. Then, you'll support them as they transfer what they know about creating powerful tables of contents, teaching others, and drafting chapters using their knowledge of elaboration. In Bend II of the unit, students will focus on revising in a variety of ways. These books will have a particular emphasis on text structure. You'll teach students ways to collaboratively develop their writing, supporting their cross-text(s) synthesis skills. Then in Bend III, you'll extend the work, teaching students how to use what they know about information writing to write books that advance the big ideas the club has been exploring. Clubs will write books exploring big ideas: animal adaptations, differences in animal habitats, and more! They will add text features throughout their books to support their big ideas. You'll teach them to lift the level of their writing by using peer conferring and self-assessment.</p>	<p>In this unit, teachers will once again work with children to help them become better fiction writers. Over the course of this unit, students will write two fairy tale adaptations and one original fairy tale. This unit will push students to use a strong storyteller's voice, write with a story arc, create the world of a story, and bring characters to life. Teachers will emphasize the importance of clear event sequence, and language that signals event order. Students will also be pushed toward 4th grade standards by helping them name some of the ways authors use words with alliteration and sensory language to create effects. Through the multiple writing cycles of this unit, students will have ample time to practice these writing lessons.</p>
<p>PE Assessment:</p>	<p>PE Assessment:</p>	<p>PE Assessment:</p>	<p>PE Assessment:</p>
<p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level.</p> <p>Standards Assessed: RL.3.10,</p>	<p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's</p>	<p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level.</p> <p>Standards Assessed: RL.3.10, RI.3.10</p>	<p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level.</p> <p>Standards Assessed: RL.3.10,</p>

RI.3.10

Mastery Levels:

Third Grade Reading Level Expectations			
	Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations
1 st Quarter	M-N	L	K or below
2 nd Quarter	N	M	L or below
3 rd Quarter	O	N	M or below
4 th Quarter	P	O	N or below

F&P reading level.

Standards Assessed:

RL.3.10, RI.3.10

Mastery Levels:

Third Grade Reading Level Expectations			
	Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Min Quar
1 st Quarter	M-N	L	
2 nd Quarter	N	M	
3 rd Quarter	O	N	
4 th Quarter	P	O	

Reading Benchmark

Teachers will administer the Third Grade Reading Benchmark at the end of the quarter, utilizing the district protocol.

Standards Assessed:

RL.3.1, RL.3.2, RL.3.3,

RI.3.1, RI.3.2, RI.3.8

[Assessment & Blueprint](#)

Mastery Levels:

Third Grade Reading Level Expectations			
	Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations
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4 th Quarter	P	O	N or below

RI.3.10

Mastery Levels:

Third Grade Reading Level Expectations			
	Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations
1 st Quarter	M-N	L	K or below
2 nd Quarter	N	M	L or below
3 rd Quarter	O	N	M or below
4 th Quarter	P	O	N or below

Reading Benchmark

Teachers will administer the Third Grade Reading Benchmark at the end of the quarter, utilizing the district protocol.

Standards Assessed: RL.3.1, RL.3.2, RL.3.3, RI.3.1, RI.3.2, RI.3.8

[Assessment & Blueprint](#)

Writing: *“I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best narrative, fairy tale, that you can write? You might focus on just a scene or two. You’ll have two forty-five minute sessions to write this story, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:*

- *Write a beginning*
- *Use transition words*
- *Elaborate to help readers picture your story*
- *Show what your story is really about*
- *Write an ending for your story”*

Standards Assessed: W.3.3, L.3.3

[Narrative Rubric](#)

Unit 1: Building A Reading Life (Bk. 1) & Crafting True Stories (Bk.1)

Content Area: English Language Arts	Course: Third Grade	UNIT: Building A Reading Life & Crafting True Stories
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<p>Unit Description:</p> <p>Reading: Building a Reading Life: In this unit, 3rd grade students will learn the lifelong habits of strong readers, choosing books wisely, reading with volume, tracking their reading progress and problem solving along the way, having conversations about their books with others, and applying comprehension strategies to understand all parts of the text. In Bend I, you will emphasize the importance to the students of building an ever more powerful reading life. In Bend II, students will focus on essential comprehension skills, become more specific and text-based in their predictions, learn to consider how the text matches their predictions as the story unfolds, and strengthen skills in retelling. In Bend III, students will learn to read with grit as they self-assess their grit using a Reading Grit Test. Students will also focus on word-solving skills, figuring out tricky words and phrases, and learn how texts signal readers to think and ask questions of the text. The unit will end in a celebration as students receive their reader’s notebook as a sign they are ready to begin recording their thinking more thoroughly.</p> <p>Writing: In this unit students will establish structures and routines of a 3rd grade writing workshop focusing on stamina and volume. In Bend I, students will discover what 3rd grade writing looks like, set goals for themselves, and collect quick drafts of personal narrative entries in their writer’s notebook. In Bend II, students will select a seed idea, develop that seed idea by verbally rehearsing it with a partner. They will then draft in a drafting booklet. During the revision process students will focus on elaborating by adding in dialogue, step by step actions, thoughts and feelings of the characters. They will also be introduced to organizing their writing into paragraphs. In Bend III, students will apply what they’ve learned so far, choosing a new seed idea to take through the writing process. The unit will end with students selecting their best personal narrative to revise and edit with a checklist before publishing in preparation for a celebration.</p>	<p>Unit Timeline: 40 days</p>
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DESIRED Results
<p>Transfer Goal - Students will be able to independently use their learning to.....</p> <ol style="list-style-type: none"> 1. Be empowered to become lifelong, independent readers and writers in order to engage with the world around them. 2. Communicate written and oral ideas authentically and effectively for a variety of audiences and purposes. 3. Productively collaborate with others using 21st Century Skills to reach a common goal.

Understandings – Students will understand that... (Big Ideas)

1. Effective readers use appropriate strategies to construct meaning.
2. Effective writers use appropriate strategies to convey their ideas with audience and purpose in mind.

3. Effective speakers and listeners make meaning through collaborative conversations and presentations that share, clarify, and grow ideas.
4. Intelligible readers, writers, and speakers use the rules of grammar and conventions to support communication.

Essential Questions: Students will keep considering...

- What strategies can a reader use when they do not understand a text?
- What do readers think about as they read?
- How do effective readers prepare to read?
- How does accuracy and fluency impact one's understanding of a text?
- How does each step in the process impact one's writing?
- How can evaluation and reflection be used to improve writing?
- How is a writer's style of writing influenced by audience and purpose?
- What is the importance of sharing?
- What impact does effective listening and speaking have on one's ability to collaborate and grow?
- How do the rules of grammar and conventions support communication?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
RL.3.1	<ul style="list-style-type: none"> ● Draw inferences is to understand the text by generalizing, deducing, and concluding from reasoning and evidence that is not presented literally or explicitly. These conclusions are based on textual clues ● Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning ● What makes a quality question ● Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. 	<ul style="list-style-type: none"> ● Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole ● Close reading emphasizes not only surface surface details but the deeper meanings and larger connotations between words, sentences, and the full text ● Not all text evidence is created equal ● Readers ask questions before, during and after, reading a text ● Details in the text can be used to support your ideas 	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p>
RL.3.2	<ul style="list-style-type: none"> ● Central ideas or message are when some ideas are more important to a work than others; these are the ideas you could not cut out without fundamentally changing the meaning or quality of the text. ● Moral is a lesson that concerns what is the right or the correct thing to do. 	<ul style="list-style-type: none"> ● Central ideas of a text are similar to beams of a building, the main elements that make up the text and that all the supporting details help to develop. ● Stories are retold in chronological order ● Which ideas are the key versus non-essential details 	<p>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.</p>

	<ul style="list-style-type: none"> • A fable is a legendary story of supernatural happenings or a narrative that attempts to impart a truth (often through a moral)-especially in stories where animals speak and have human characteristics. A fable can also be about legendary people and their tales. • Folktale started as an oral tradition passed down by word of mouth. These tales or legends were part of a common group of people or folk, and may include supernatural elements. Folktales generally reflect or validate certain aspects of the culture or group. (Fairy tales are a subgenre of folktales) • Myths a traditional or legendary story, usually with supernatural beings, ancestors, and heroes. These stories serve to explain the worldview of a people by explaining customs, society, or phenomenon of nature. 	<ul style="list-style-type: none"> • How characters respond to challenges throughout a text • There are often common messages or lessons in literature 	
RL.3.3	<ul style="list-style-type: none"> • Character traits are what a character is-what they look like and who they are, which is revealed by what they do. Their motivations and feelings, thoughts, words, and actions. • Major event is the most important event in the story, typically related to how the main character resolves a problem or handles a challenge. • Cause/effect relationship is the relationship between the reason (“why) something happens and the consequences of that action. The <i>cause</i> is why something happens. The <i>effect</i> is what happens as a result. 	<ul style="list-style-type: none"> • Analyzing text means to look closely at something for the key parts to see how they work together, this leads to greater understanding of the text. • A lot can be learned by observing how a character handles difficult situations • As stories unfold, events and characters change; these changes are the consequence of the interactions that take place between people, events, and ideas within a story or an actual event. • Character’s actions add to the plot and move along the sequence of events toward the ending • Feelings often motive characters to act in a certain way 	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	<ul style="list-style-type: none"> • Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. • Literal language is factual and explicit, the reader does not need to infer to glean the meaning. • Nonliteral language implies figurative language-often similes, metaphors, personification, and abstract words. • Authors repeat the same lines for emphasis or effect • A metaphor compares two things that are not typically associated with each other (e.g., “That room is an oven.”) • A simile typically uses the word like or as when making a comparison (e.g., “A blue whale’s skin is as slippery as a 	<ul style="list-style-type: none"> • Figurative language changes or goes beyond literal meaning. • Language creates mental pictures • Language helps keep readers engaged 	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

	<ul style="list-style-type: none"> bar of soap.”) Personification involved attributing human characteristics to something that is non-human. 		
RL.3.5	<ul style="list-style-type: none"> A verse is a line in a poem. Verses are separated by line breaks and groups of verses or lines create stanzas in a poem. A meter helps to create a rhythm to the poem. Stanza is a group of two or more lines separated by a space in poems. Structure of texts refers to how authors organize their ideas and the text as a whole. Drama is written to primarily be performed. The elements of drama are characters, setting, descriptions, dialogue, stage directions, and theme. There is a structure to drama that includes plot an additional stages and sets and scenes. 	<ul style="list-style-type: none"> Poetry is made up of stanzas and lines Parts of a text build on one another to make a whole. Sequencing parts of a text Function of stanzas Scenes in drama 	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.
RI.3.10	<ul style="list-style-type: none"> A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill. To comprehend a text is to understand what is read in the text 	<ul style="list-style-type: none"> Readers read books to grow as readers and learners. Readers check their comprehension as they read 	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.3.10	<ul style="list-style-type: none"> A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill. To comprehend a text is to understand what is read in the text 	<ul style="list-style-type: none"> Readers read books to grow as readers and learners. Readers check their comprehension as they read 	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
RF.3.3	<ul style="list-style-type: none"> Grade-level phonics refers to the phonics instruction that is appropriate for students at a particular age and grade level. Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word. Base word is a word in its simplest form, which can be modified by adding affixes. (e.g., <i>read</i>; <i>reread</i>, <i>reading</i>) 	<ul style="list-style-type: none"> The meaning of a word can be altered by changing the prefix or suffix How to apply the knowledge of letter-sound relationships Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood. 	Know and apply grade-level phonics and word analysis skills in decoding words.

	<p>A base word has meaning, can stand on its own, and is easily apparent in the language.</p> <ul style="list-style-type: none"> • Multisyllabic word is a word with many syllables 		
RF.3.3a	<ul style="list-style-type: none"> • Common prefixes are meaningful units of letters that come before a root word (e.g., <i>dis-</i>, <i>re-</i>, <i>un-</i> and <i>in-</i>) • Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>) 	<ul style="list-style-type: none"> • Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood. • The meaning of a word can be altered by changing the prefix or suffix 	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b	<ul style="list-style-type: none"> • Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>) 	<ul style="list-style-type: none"> • Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood. 	Decode words with common Latin suffixes.
RF.3.3c	<ul style="list-style-type: none"> • Syllable patterns are units of pronunciation containing a single vowel sound or “sound chunk.” Common syllable patterns are: <i>closed</i>, <i>open</i>, <i>silent e</i>, <i>vowel teams</i>, <i>r. control</i>, and <i>consonant e</i>. • Multisyllabic word is a word with many syllables 	<ul style="list-style-type: none"> • Determining where a word is broken into syllables helps in decoding and pronunciation. 	Decode multisyllable words.
RF.3.3d	<ul style="list-style-type: none"> • Irregularly spelled words are words that do not follow regular spelling patterns, such as <i>been</i> and <i>come</i>, and cannot be easily sounded out. 	<ul style="list-style-type: none"> • Some words are not able to be decoded 	Read grade-appropriate irregularly spelled words.
RF.3.4	<ul style="list-style-type: none"> • Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression • Accuracy refers to reading words correctly or precisely. • Readers read with expression, conveying emotion or feeling while reading. • Readers use strategies to help their understanding (e.g., self-correct, reread, etc) • Readers have a plan when they don't know a word. 	<ul style="list-style-type: none"> • Readers read with expression, fluently and accurately to get an author's intended meaning. • Strategies for when we don't know a word. • Audiences should understand text when it is read aloud. 	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	<ul style="list-style-type: none"> • Reading with purpose and understanding is reading for a reasons (to be entertained, to learn, to get information, etc) and with comprehension of what is being read. 	<ul style="list-style-type: none"> • Reading is meant to be understood and remembered • Readers read a text for a variety of reasons 	Read on-level text with purpose and understanding.
RF.3.4b	<ul style="list-style-type: none"> • Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression • Accuracy refers to reading words correctly or precisely. • Readers read with expression, conveying emotion or feeling while reading. 	<ul style="list-style-type: none"> • Readers read with expression, fluently and accurately to get an author's intended meaning. 	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4c	<ul style="list-style-type: none"> Readers use strategies to help their understanding (e.g., self-correct, reread, etc) 	<ul style="list-style-type: none"> Readers read with expression, fluently and accurately to get an author's intended meaning. Strategies for when we don't know a word. 	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.3.3	<ul style="list-style-type: none"> Narrative is a story one tells. A narrative can be fictional or grounded in facts, such as an autobiographical or historical narrative, or a recount of personal experience in one's life. 	<ul style="list-style-type: none"> Narrative pieces are a genre of writing that includes multiple types (e.g., poetry, historical fiction, autobiographical, etc). 	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3a	<ul style="list-style-type: none"> Narrative text structures traditionally have a beginning, a problem, a series of events, a resolution of the problem, and an ending. Alternative narrative structures may include devices such as flashback or flash-forward to change the sequence of events or allow for multiple narrators. 	<ul style="list-style-type: none"> Organization of a text helps the reader create meaning 	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3b	<ul style="list-style-type: none"> Descriptions are details of people, places, and events, bringing alive the details in vivid ways that capture the reader's imagination. Dialogue are the actual words the characters say. Dialogue is written with quotation marks and is a conversation between two or more characters. Event sequence is the order of events in which the story occurs. 	<ul style="list-style-type: none"> Details in a story bring the story to life and help the reader create mental pictures of what is taking place in the story 	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.3c	<ul style="list-style-type: none"> Temporal words or phrases are words that signal the position of an event in time. They can express duration and frequency as well. Event sequence is the order of events in which the story occurs. 	<ul style="list-style-type: none"> Words and phrases allow writers to express the passage of time or sequence of events 	Use temporal words and phrases to signal event order.
W.3.3d	<ul style="list-style-type: none"> Conclusion is at the end of a narrative where the writer brings the piece to an end by telling the reader how things turned out. 	<ul style="list-style-type: none"> Conclusions bring a sense of closure to the writing piece 	Provide a sense of closure.
W.3.4	<ul style="list-style-type: none"> (Grade-specific expectations for writing types are defined in standards 1-3 above.) Knowing the audience of a piece will help an author anticipate and respond appropriately to their concerns and questions about a topic That pieces on the same topic can differ depending on the audience and task 	<ul style="list-style-type: none"> (Grade-specific expectations for writing types are defined in standards 1-3 above.) Determine who the audience for the piece of writing will be and make decisions for the piece based on the following questions: <i>what do they already know or need to learn to understand the writer's message? How is the</i> 	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

	<ul style="list-style-type: none"> • Effective writers produce clear compositions by using precise words, proper grammar, and sentence structure. • Writers develop the character(s), place(s), or event (s) as they move through time and change if they are to seem real. • Development includes everything from examples and quotations, to details and other forms of evidence used to support and illustrate whatever the writer is saying about the subject. • Organization comes in a variety of approaches, what matters most is a clear, appropriate, logical, and effective structure to the idea. • Purpose is what the writer is trying to accomplish with the piece • Task is the purpose for the writing and the genre. 	<p><i>audience likely to respond to the piece? What biases do they have that as the writer I must anticipate and address to effectively advance my argument?</i></p> <ul style="list-style-type: none"> • Attention to detail is important to produce a quality piece, it includes revision, editing, and receiving feedback from others • Development should extend, clarify, or enhance the writer's claims or, in narratives, advance the story. It can look like figures, tables, dialogue, or images that add more information or further illustration. • Organization of a text helps the reader create meaning • Writer's purpose is shapes by the occasion, the topic, and the audience 	standards 1-3 above.)
W.3.5	<ul style="list-style-type: none"> • Revising is seeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. • Editing is fixing spelling, punctuation, and grammar errors • Purpose is what the writer is trying to accomplish with the piece • Plan are what writers do to prepare for writing for a piece (e.g., outline ideas, gather and generate ideas, create an outline, brainstorm, mind map, etc.) • Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) • Conventions are the rules that apply to and govern the genre, format, grammar, spelling, and other aspects of writing a paper. • Strengthening a piece is revising for concision, clarity, and coherence. 	<ul style="list-style-type: none"> • Revising helps to make our writing sound better. • Editing makes our writing look better and helps the reader understand the piece. It can be done while composing the piece, not just at the end of the process. • Writer's purpose is shapes by the occasion, the topic, and the audience • Planning helps a writer develop a strong piece based on their purpose • Conventions help a reader create meaning from a text • Strengthening a piece tightens wording, refines arguments, removes unnecessary information so key ideas, reasoning, and evidence are emphasized. 	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 an including grade 3).
W.3.8	<ul style="list-style-type: none"> • Accuracy is correctness. The information used as evidence for a claim or support for a hypothesis is true, current, and precise. • Credibility is the measure of believability of the source of information, based on how current, established, and relevant the source is. • Research can be done in a variety of ways to learn about a topic • Research allows us to become an expert and develop an opinion about a topic 	<ul style="list-style-type: none"> • Some sources are more credible than others • Writing can answer questions others or I have about a topic • Information for a writing piece can come from a variety of sources 	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

	<ul style="list-style-type: none"> Shared research builds knowledge of everyone as information and ideas are shared collaboratively 		
W.3.10	<ul style="list-style-type: none"> Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) Purpose is what the writer is trying to accomplish with the piece Reflection is going beyond revisiting details of what happened, but considering what it meaning Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. 	<ul style="list-style-type: none"> Writer's purpose is shapes by the occasion, the topic, and the audience Planning helps a writer develop a strong piece based on their purpose Reflection helps a writer improve their piece Revision makes our writing sound better 	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	<ul style="list-style-type: none"> Collaborative discussion refers to discussing ideas and working jointly with others to create new thinking. Partners take the remarks of others and add details or further develop the thoughts. Draw conclusions is using the key ideas and evidence and also the implied or inferred meaning. Elaborating on others remarks, either adding details or further developing a thought 	<ul style="list-style-type: none"> Building upon others' talk in conversation deepens the discussion Collaborative discussions lead to a collective understanding Synthesizing information into a conclusion helps wrap up a discussion During a conversation everyone is responsible for including other views and making all in the group feel involved 	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> building on others' ideas and expressing their own clearly.
SL.3.1a	<ul style="list-style-type: none"> Prepared is making use of any notes, ideas, any materials needed for a discussion. 	<ul style="list-style-type: none"> Being prepared requires anticipating the demands and directions for a discussion. 	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	<ul style="list-style-type: none"> Collaborative discussion refers to discussing ideas and working jointly with others to create new thinking. Partners take the remarks of others and add details or further develop the thoughts. Rules of discussion 	<ul style="list-style-type: none"> Building upon others' talk in conversation deepens the discussion Collaborative discussions lead to a collective understanding Participants need to pay attention to themselves and others while participating in a discussion 	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	<ul style="list-style-type: none"> Question is you ask to gain information or clarify understanding 	<ul style="list-style-type: none"> During a conversation everyone is responsible for including other views and making all in the group feel involved 	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d	<ul style="list-style-type: none"> Expressing is articulating and conveying an idea 	<ul style="list-style-type: none"> Expressing your ideas isn't restating what someone else has said 	Explain their own ideas and understandings in light of the discussion.
SL.3.3	<ul style="list-style-type: none"> Evaluate is to determine the quality, value, use, or importance of data, details, or other forms of information. Evidence is the data, details, quotations, or examples the speaker uses in the presentation and how credible, accurate, and valid they are. The speaker's main message 	<ul style="list-style-type: none"> Some information is more important and a higher quality than other information A speaker has a point of view that influences their discussion of a topic. A speaker may have bias about a subject and it's important for an audience to understand how this could influence the topic. Questions should be ask about the information presented 	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	<ul style="list-style-type: none"> Appropriate to the task, purpose, and audience is when a student organizes, develops, or speaks is varied dependent on the objective, the purpose of the presentation, and the audience to whom one is speaking. Findings are conclusions drawn from observations, investigations, experiments, or inquiries about questions or problems. Organization is an appropriate and effective structure for the presentation Relevant, descriptive details are details that relate to the topic and provide description. Supporting evidence is the data, information, quotation,s examples, or other information that the speaker uses to support whatever they are saying or presenting. 	<ul style="list-style-type: none"> Presentations vary depending on the task, purpose, and audience A clear organization structure allows listeners to hear and process the ideas presented Not all information is relevant 	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.6	<ul style="list-style-type: none"> Adapt speech to change the language, style of delivery, tone, or format of the presentation or speech as needed to suit the audience, purpose, and occasion. Informal discourse is the talk and discussions between peers that is relaxed, casual, and familiar. 	<ul style="list-style-type: none"> Each presentation or talk has its own unique audience each time one speaks, and so it's important to know how to speak to address the audience and the occasion. 	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <i>(See grade 3 Language standards L.3.1 and L.3.3 for specific expectations.)</i>
L.3.1	<ul style="list-style-type: none"> Grammar rules for writing (specifics covered in sub standards) Grammar rules for speaking (specifics covered in sub standards) 	<ul style="list-style-type: none"> Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning Grammar rules help us be effective communicators 	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a	<ul style="list-style-type: none"> • Noun is a word used to name a person, place, thing, animal, or abstract idea. • Pronouns are words that are used as replacements/substitutes for nouns and noun phrases • Verb is a word that names and action or state of being; verbs change form to indicate tense, number, voice, or mood. • Adjective are words that modify or describe another person or thing in a sentence. • Adverb is a word that usually modifies verbs, but can also modify adjectives or other adverbs. They change or qualify the meaning of these parts of speech. Adverbs often answer questions such as <i>how? In what way? When? Where? And to what extent?</i> 	<ul style="list-style-type: none"> • Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning • Grammar rules help us be effective communicators 	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1b	<ul style="list-style-type: none"> • Regular and irregular plural nouns: to make the plural of a regular noun, add "s." However, rules apply when changing irregular nouns to plurals-that may mean adding "es," adding "ies," or changing to the spelling (e.g., man-men) 	<ul style="list-style-type: none"> • Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning • Grammar rules help us be effective communicators 	Form and use regular and irregular plural nouns.
L.3.1c	<ul style="list-style-type: none"> • Abstract noun is a noun representing an idea, quality or state 	<ul style="list-style-type: none"> • Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning • Grammar rules help us be effective communicators 	Use abstract nouns (e.g., childhood)
L.3.1d	<ul style="list-style-type: none"> • Irregular verb: is a verb that doesn't follow the rules while changing tenses (past/present) 	<ul style="list-style-type: none"> • Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning • Grammar rules help us be effective communicators 	Form and use regular and irregular verbs.
L.3.1e	<ul style="list-style-type: none"> • Verb tense means time, the verb tense should show the appropriate time: present, past, or future. 	<ul style="list-style-type: none"> • Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning • Grammar rules help us be effective communicators 	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
L.3.1f	<ul style="list-style-type: none"> • Pronoun-antecedent agreement is a word that is used to stand for or take the place of a noun. 	<ul style="list-style-type: none"> • Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in 	Ensure subject-verb and pronoun-antecedent agreement.

	<ul style="list-style-type: none"> Subject-verb agreement means they match, the a singular nouns has a singular verb, a plural noun must have a plural verb 	<ul style="list-style-type: none"> language that contribute to their meaning Grammar rules help us be effective communicators 	
L.3.1i	<ul style="list-style-type: none"> Simple sentences join a noun with a verb to complete a thought or idea Compound sentences are made when two or more sentences are joined together with a comma and a coordinating conjunction A complex sentence is composed of an independent clause and a subordinate or dependent clause 	<ul style="list-style-type: none"> Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning Grammar rules help us be effective communicators 	Produce simple, compound, and complex sentences.
L.3.2	<ul style="list-style-type: none"> The conventional rules of capitalization, punctuation, and spelling for the standard English language. Possessives who that something belongs to somebody or something. Generally, the rule is to add 's to singular words and s' to plurals to show possession. 	<ul style="list-style-type: none"> Standard English has convention rules help us be effective communicators Convention rules help the reader understand what we have written Spelling patterns are common configurations of letters in several words 	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.2a	<ul style="list-style-type: none"> Capitalization signals where a sentence begins but also indicates that word is a title, a person's name, a product or band name, or some other form of a proper noun 	<ul style="list-style-type: none"> Standard English has convention rules help us be effective communicators Convention rules help the reader understand what we have written 	Capitalize appropriate words in titles.
L.3.2c	<ul style="list-style-type: none"> Commas are used to separate words or word groups Dialogue are the actual words the characters say. Dialogue is written with quotation marks and is a conversation between two or more characters. 	<ul style="list-style-type: none"> Standard English has convention rules help us be effective communicators Convention rules help the reader understand what we have written 	Use commas and quotation marks in dialogue.
L.3.2e	<ul style="list-style-type: none"> Conventional spelling is the correct spelling of a word, the one you would find in a dictionary. Suffixes are word ending that add a certain meaning to a word. 	<ul style="list-style-type: none"> Standard English has convention rules help us be effective communicators Convention rules help the reader understand what we have written 	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).
L.3.2f	<ul style="list-style-type: none"> Generalize learned spelling patterns when writing words (e.g., cage->badge: boy->boil). 	<ul style="list-style-type: none"> Spelling patterns are common configurations of letters in several words 	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	<ul style="list-style-type: none"> Consult reference materials, including dictionaries, thesaurus, etc to check and correct spellings 	<ul style="list-style-type: none"> References are supports for writing 	Consult reference materials, including beginning dictionaries, as needed to

			check and correct spellings.
L.3.3	<ul style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style 	<ul style="list-style-type: none"> To create a variety of sentences and aid sentence fluency, students expand or lengthen sentences, combine two or more simple sentences into a more complex sentence, and short sentence to ensure reader interest and understanding 	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3a	<ul style="list-style-type: none"> Effective choices for meaning or style 	<ul style="list-style-type: none"> Drawing on elements such as syntax, rhetoric, punctuation, and diction, writers choose words and arrange them to serve a purpose or for effect 	Choose words and phrases for effects.
L.3.3b	<ul style="list-style-type: none"> Language functions in different contexts 	<ul style="list-style-type: none"> Decisions about how we write, what features or format we choose, which words or sentence types we include, what tone or style we adopt are based on the context in which that document is written and presented 	Recognize and observe differences between the conventions of spoken and written standard English.
L.3.4	<ul style="list-style-type: none"> A phrase is a sequence of two or more words Affixes are the morphemes attached to the beginning or endings of root words; can be prefixes or suffixes. A prefix is a group of letters place in front of a base word to change its meaning (e.g., <i>preplan</i>) A suffix is a group of letters added at the end of a base word or word to change its function or meaning (e.g., <i>handful</i>, <i>hopeless</i>). Root words are base words and they have meaning Inflections are groups of letters added to the end of a word to change its meaning (e.g., -es, -s, ed). Multiple-meaning words are words that mean more than one thing, depending on the context Resources can be utilized to determine the meaning of words or phrases (e.g., glossary, thesaurus, dictionary) 	<ul style="list-style-type: none"> Language has specific rules How to break apart a word to determine meaning Context clues help determine word meaning Word parts change the meaning of the sentences/phrases 	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.
L.3.5	<ul style="list-style-type: none"> Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. Literal language is factual and explicit, the reader does not need to infer to glean the meaning. Nonliteral language implies figurative language-often similes, metaphors, personification, and abstract words. A metaphor compares two things that are not typically associated with each other (e.g., "That room is an oven.") 	<ul style="list-style-type: none"> Figurative language changes or goes beyond literal meaning. Language creates mental pictures Language helps keep readers engaged Real life connections help anchor meaning of words Words have a variety of meaning Words express how the author feels 	Demonstrate understanding of word relationships and nuances in word meanings.

	<ul style="list-style-type: none"> • A simile typically uses the word like or as when making a comparison (e.g., “A blue whale’s skin is as slippery as a bar of soap.”) • Personification involved attributing human characteristics to something that is non-human. • Real-Life Connection is when students connect what they’re learning to what they’re experiencing in their lives • Intensity of words how a word can change the emotion/energy of the word 		
L.3.6	<ul style="list-style-type: none"> • Content or academic vocabulary words • words and phrases that signal time or relationships (after, before, next) in conversation 	<ul style="list-style-type: none"> • Readers constantly learn and use new words through conversations and texts • Identify unknown words and seek meaning • certain words are used during certain grade-appropriate and/or academic conversations • the importance of using and understanding subject specific vocabulary during classroom conversation • academic words being used frequently during class are important to know and use 	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., <i>After dinner that night we went looking for them</i>).
ISTE 1a	<ul style="list-style-type: none"> • Technology is a tool • There are different types of technology • Learning goals help us grow 	<ul style="list-style-type: none"> • Reflection is part of goal setting and helps you grow • Different types of technology can be used for different purposes • Technology can enhance what you are working on or be a distractor 	Students will: a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcome
ISTE 1c	<ul style="list-style-type: none"> • Technology is a tool • Feedback improves our practice 	<ul style="list-style-type: none"> • Feedback helps us grow and can be received in a variety of ways 	Students will: c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ISTE 3d	<ul style="list-style-type: none"> • Intended audience • Different types of media • Tools available for presentation • 	<ul style="list-style-type: none"> • Thinking about your audience ahead of time should determine the how you present your information • Purposeful planning helps you create an effective presentation 	Students will : d. publish or present content that customizes the message and medium for their intended audiences.
ISTE 6a	<ul style="list-style-type: none"> • Types of tools • Types of platforms 	<ul style="list-style-type: none"> • Purpose of each tool • Purpose of each platform 	Students will: a. Choose the appropriate

	<ul style="list-style-type: none"> Creation Communication 	<ul style="list-style-type: none"> Desired objective of creation or communication 	platforms and tools for meeting the desired objectives of their creation or communication.
ISTE 7a	<ul style="list-style-type: none"> Digital tools help us connect with others 	<ul style="list-style-type: none"> Connecting with other backgrounds and cultures broadens mutual understanding We can learn from other backgrounds and cultures 	Students will: a. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Unit 1: Assessment

EVIDENCE of LEARNING

<u>Understanding</u> 1, 2, 4	<u>Standards</u> RL.3.10 RI.3.10	<p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level.</p> <p>Mastery Levels:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">Third Grade Reading Level Expectations</th> </tr> <tr> <th></th> <th>Meets or Exceeds Quarterly Expectations</th> <th>Progressing On Quarterly Expectations</th> <th>Minimal Progress On Quarterly Expectations</th> </tr> </thead> <tbody> <tr> <td>1st Quarter</td> <td>M-N</td> <td>L</td> <td>K or below</td> </tr> <tr> <td>2nd Quarter</td> <td>N</td> <td>M</td> <td>L or below</td> </tr> <tr> <td>3rd Quarter</td> <td>O</td> <td>N</td> <td>M or below</td> </tr> <tr> <td>4th Quarter</td> <td>P</td> <td>O</td> <td>N or below</td> </tr> </tbody> </table>	Third Grade Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 st Quarter	M-N	L	K or below	2 nd Quarter	N	M	L or below	3 rd Quarter	O	N	M or below	4 th Quarter	P	O	N or below
Third Grade Reading Level Expectations																										
	Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations																							
1 st Quarter	M-N	L	K or below																							
2 nd Quarter	N	M	L or below																							
3 rd Quarter	O	N	M or below																							
4 th Quarter	P	O	N or below																							
1	RL.3.1 RL.3.2 RL.3.3 RI.3.1 RI.3.2 RI.3.3	<p>Reading Benchmark Teachers will administer the Third Grade Reading Benchmark at the end of the quarter, utilizing the district protocol. Assessment & Blueprint</p> <p>Writing: <i>"I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have two forty-five minute sessions to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:</i></p>																								
2, 4	W.3.3																									

	L.3.3	<ul style="list-style-type: none"> • Write a beginning • Use transition words • Elaborate to help readers picture your story • Show what your story is really about • Write an ending for your story” <p>Narrative Rubric</p>
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Unit 1: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment:

Reading: Students will describe characters and explain their actions using details to support their answers. They will recount stories with important details and ask and answer questions. [Assessment and Scoring Guide](#)

Writing: Students can write a narrative piece using On Demand prompt..

Reader’s Workshop

Building a Reading Life BK. 1

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
1	RL.3.10 RI.3.10 RF.3.3 RF.3.4 L.3.3	1. Reading As If Books Are Gold (Session 2) Objective: Students will: <ul style="list-style-type: none"> • Know their reading lives matter • Understand the difference of reading their books like curmudgeons, and reading like the book is gold • Be able to find a way to make the story matter a. Connection: The teacher will: Set the children up to learn they can read like curmudgeons or they can choose to open up and let books and reading matter to them. Optional: https://youtu.be/WO29k1-RvsA	Setting Objectives Reinforcing	A/B Communication Creativity

		<p>Teach students that readers choose their relationship toward reading. Readers can decide whether to read like curmudgeons--or readers can choose to read as if books are gold.</p> <p>b. Teaching: The teacher will:</p> <p>i. Read a selected book in a disengaged way, to illustrate to students how to curmudgeon reads books.</p> <p>c. Active Engagement: The teacher will:</p> <p>ii. Set students up to continue the text you've begun, reading to each other with disengagement.</p> <p>iii. Channel children to reread the section of text as if it were gold. Start them off by reading a few lines of it aloud yourself. (Add to anchor chart)</p> <p>d.Link: The teacher will:</p> <p>iv. Invite children to recall a time when reading was special, urging them to make all their reading match up to this memory.</p> <p>e.Mid-Workshop Teaching Point: The teacher will: Teach the importance of abandoning books that turn readers into curmudgeons.</p> <p>f.Share: The teacher will:</p> <p>v. Model for students how to fill in a reading log, and then guide them to reflect on the data they have recorded. (See Fig. 2-1)</p> <p>Session 2 Appendix Documents</p>	<p>Effort</p> <p>Practice</p>	
1, 3	<p>RL.3.10 RI.3.10 RF.3.3 RF.3.4 L.3.3 ISTE 1.c</p>	<p>2. Setting Goals and Tracking Progress (Session 4)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know a goal is something you wish to achieve. • Understand that in order to get really good at something a person needs to set clear goals and track their progress toward those goals. • Be able to set clear reading goals and track their progress. <p><i>Note to teacher:</i> Students could utilize a multitude of technology resources to track their reading goals (i.e. Seesaw, Google Drive: Excel, Forms, etc). Teacher and/or classmate can follow up periodically with goals through the comment feature in drive by asking questions that help student to progress toward his/her goal.</p> <p>a. Connection:</p> <p>i. Remind your students about the importance of setting themselves up for a great reading year.</p> <p>ii. Tell students that researchers have found that if a person wants to get really good at something, that person needs to set clear goals and to keep track of his/her progress toward those goals.</p>	<p>Setting Objectives</p>	<p>B</p> <p>Critical Thinking Collaboration</p>

		<p>b. Teaching: The teacher will:</p> <ul style="list-style-type: none"> i. Talk up the fact that people who are working toward goals often collect data on their progress. Suggest that this is hard for readers, where their progress is often invisible. ii. Suggest that reading logs can be one way to track readers' progress. iii. Ask students to look over your own log, searching for a pattern or habit to help you improve. iv. Summarize what you just did in a way that makes it easy for students to retain your point. <p>c. Active Engagement: The teacher will:</p> <ul style="list-style-type: none"> i. Ask children to study your log again, inviting them to note any pattern that might need attention. ii. Ask students to study their own reading logs, noticing patterns about themselves. Then suggest that children turn and talk about anything they discover and about their new reading goals. iii. Debrief, reminding students of the need to be self-reflective about their reading behaviors and habits. <p>d. Link: The teacher will: Send children off with the reminder that logs are yet another tool that readers can use to set and meet goals.</p> <p>e. Mid-Workshop Teaching Point: The teacher will: Remind students to vary the pace of their reading in response to the text.</p> <p>f. Share: The teacher will:</p> <ul style="list-style-type: none"> i. Ask children to fill in their logs and give them tips about how to read longer and stronger. ii. Give each reader a bookmark listing advice for reading strong and long. Ask them to reread and discuss the tips on the bookmarks, choosing one to implement. <p>Session 4 Appendix Documents</p>	<p><i>Setting Objectives</i></p>	
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1	RL.3.1 RL.3.3 RI.3.5 L3.3	<p>3. Readers Check for Comprehension (Session 7)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know the importance of checking for comprehension ● Understand how readers give themselves comprehension checks as they read, asking questions to make sure they understand what is going on in their books. ● Be able to give themselves a comprehension check as they read <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. As the students to think of the Tin Man from <i>The Wizard of Oz</i>, using Fig 7-1, to suggest to readers that sometimes we can get rusty as readers, just like the Tin Man. ii. Teach students that readers give themselves a comprehension check. After they read a chapter, they check to make sure they understand what is going on. Readers ask themselves a few questions: Who is in this part? What just happened? Does this fit with something that already happened, or is this new? <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Set students up to listen as the teacher reads a chunk of the read-aloud text, anticipating that soon they'll give themselves a comprehension check by asking a few key questions. ii. Demonstrate the way you ask yourself the first of the comprehension check questions, initially answering the question in a cavalier fashion, then self-correcting to show how to do this well. (See Fig. 7-2) <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Progress to more questions that readers often ask themselves after they have read a chunk of text, this time coaching students to ask as well as to answer these questions. ii. Debrief in a way that highlights what you have taught: how to assess your understanding of a book by giving yourself a comprehension check. <p>d. Link: The teacher will remind readers that some will choose new books, some will reread, other will read forward. Set kids up to give themselves comprehension checks when they reach the end of chapters.</p> <p>e. Mid-Workshop Teaching Point: The teacher will monitor for sense and activating problem-solving strategies when meaning breaks down (see Fig. 7-3 and 7-4).</p> <p>f. Share: The teacher will guide students to give each other comprehension checks, reminding them that showing interest and asking follow-up questions will cultivate better conversation.</p> <p>Session 7 Appendix Documents</p>	<p>Setting Objective</p> <p>Similarities & Differences/</p> <p>Nonlinguistic Representation</p> <p>Reinforcing Effort</p> <p>Practice</p> <p>Cooperative Learning</p>	<p>B/C</p> <p>Communication Collaboration Critical thinking</p>
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1	<p>RL3.1 RL3.3 RL3.5 L3.3</p>	<p>4. Making Higher-Level Predictions (Session 10)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know predictions tell what is likely to happen later. ● Understand good readers use clues from the text to make predictions that not only include what is likely going to happen, but also include details about how it will happen. ● Be able to make predictions that include details about how it will happen and are based on clues from the text. <p>a. Connection:</p> <ol style="list-style-type: none"> i. Ask students to talk about their predictions from yesterday saying what they did to make it strong. Point out that the stronger predictions were grounded in details in the text. ii. Tell the students that when making predictions, expert readers draw on important specifics, so the predictions not only tell the main things that are likely to happen later in the story, but also include some details about how some of those things might happen. Those small details carry big meanings. <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Explain that the work you are about to model is the work that researchers expect of 4th graders. ii. Return to the chapter 4 Stone Fox and model not just what will happen, but how it will happen. iii. Let students know to make your prediction you noticed the details in the story and considered how other characters might factor in. <p>c. Active Engagement: The teacher will: Give children a chance to try to make a 'how' prediction as you read on in Stone Fox.</p> <p>d. Link: The teacher will: Send students off to read with a reminder of the mind-work of reading - envisioning, paying attention to details, and making prediction.</p> <p>e. Mid-Workshop Teaching Point: The teacher will: Let students know that having empathy, feel what the character feels, helps readers predict what will happen next.</p> <p>f. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Give an example of some good prediction work and ask children to select and discuss an instance in which their own prediction work was good. ii. Coach children not only to talk about the quality of their predictions, but also to use those predictions as jumping off places for talking about texts. <p>Session 10 Appendix Documents</p>	<p>Setting Objectives</p> <p>Practice</p> <p>Practice</p> <p>Providing Feedback/ Cooperative Learning</p>	<p>C</p> <p>Critical Thinking</p> <p>Communication</p>
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1	RF.3.4 RL.3.10 RF.3.3 L3.3	5. Tackling Complex Texts Takes Grit (Session 13) Objective: Students will: <ul style="list-style-type: none"> ● Know it takes grit to be a great reader ● Understand the difference between someone who simply reads casually and someone who reads increasingly sophisticated, complex book is grit. ● Be able to reach out for help when the going gets tough. <p>a. Connection: The teacher will:</p> <ul style="list-style-type: none"> i. Congratulate students on becoming successful readers. Then tell them to become a skilled reader takes work---and grit. ii. Teach students it often takes grit to be a great reader. Each person in this room can become a great reader, but going from good to great as a reader takes working with resolve--working with grit. <p>b. Teaching: The teacher will model being a reader who lacks grit, and invite children to be researchers.</p> <p>c. Active Engagement: The teacher will channel students to self-assess using the grit scale.</p> <p>d. Link: The teacher will invite students to score their Grit Test. Reassure them that this can go up, and encourage them to listen to the voice in their head that takes note of how gritty they are. (See Fig.13-1)</p> <p>e. Mid-Workshop Teaching Point:The teacher will check in on bottom-line skills.</p> <p>f. Share: The teacher will:</p> <ul style="list-style-type: none"> i. Direct students to finish the last part of the grit test and then talk with a partner about what they are noticing about themselves as readers ii. Share some of the goals students set for themselves, and channel them to make a plan for reaching their goal. (See Fig. 13-2) <p>Session 13 Appendix Documents</p>	Setting Objective Reinforcing Effort Providing Recognition <i>Setting Objectives</i>	B/C Communication Collaboration Critical thinking
1, 3	RL3.1 RL3.3 L3.3 ISTE 6a	6. Talking Back to the Text (Session 17) Objective: Students will: <ul style="list-style-type: none"> ● Know readers ask questions about the text. ● Understand that when the text prompts the reader to ask questions good readers revisit earlier parts of the text, rethinking to come up with possible answers. ● Be able to ask questions of the text and revisit earlier parts of the text to come up with possible answers based on information in the text. <p>a. Connection: The teacher will:</p>		C Critical Thinking Communication

		<ol style="list-style-type: none"> i. Remind students that they've learned that different parts of a text nudge readers to do different kinds of work. ii. Remind students that texts don't signal only for readers to envision or list or predict. Texts also signal for readers to think, "Huh?" and to ask questions. Often those questions are 'How could . . .?' and "Why?' Then readers muse over possible answers, rereading and rethinking. <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Revisit a passage in the book that nudges readers to ask questions, and model how you mull over answers to these, rereading earlier parts of the text and rethinking the character's, motivations. ii. Debrief. Highlight the strategy you used so that it is transferable to the work children will do. <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Set students up in groups to do the work you just did on a new passage in the text, and then offer tips about how to proceed. ii. Listen in as children talk, coaching in as needed. iii. Recruit one group to share its process and thinking. Option: Create a digital share using Padlet, GDoc, SMART 17 ShoutOut, etc so that groups can share their questions/predictions. This gives several examples, validates the group discussion and offers something that can be revisited. iv. Debrief what you and the class did today, showing how the steps you followed led to rich thinking. <p>d. Link: The teacher will send students off to read, with a reminder to do the work the text asks of them.</p> <p>e. Mid-Workshop Teaching Point: The teacher will: Tell students that answering 'big questions' about their reading takes time to think over fully. Use all of your grit, linger on the questions, thinking of all possible answers.</p> <p>f. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Remind students that when expert readers encounter surprising parts in their texts, they often look back to predict. ii. Listen in and coach on partner talk. <p>Session 17 Appendix Documents</p>	Setting Objectives Practice/ Cooperative Learning Practice	
1, 3, 4	RL.3.10 W.3.4 L.3.3 SL.3.6 ISTE 3d	7. Celebration (Session 19) Objective: Students will: <ul style="list-style-type: none"> • Know being affected by books is a crucial component of a powerful reading life. • Understand the importance of taking ownership of a reading life • Be able to share the memories of <i>Stone Fox</i> and their thoughts on the ending of 		C/D Communication Collaboration

		<p>the story.</p> <p><i>Note to teacher:</i> An alternative to using writer’s notebooks for this lesson could be utilizing Google Classroom, Google Drive Resources, or having students develop a presentation using a technology tool to share with audience.</p> <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Read the rest of <i>Stone Fox</i>. Give the students a chance to savor and share their thoughts about the ending ii. Tell the students that today will be a celebration of <i>Stone Fox</i> and of the whole unit <p>b. Teaching: The teacher will hand out their new Reader’s Notebooks. Tell them this is their reader’s notebook, about you and your reading life. It will be uniquely theirs, like a fingerprint; no one else will have one exactly like it.</p> <p>c. Active Engagement: The teacher will channel students to create a piece of writing about the memories of their work in this unit, to hold on to all that amazing learning by recording their memories. As they are getting ready to write, they might want want to think about the little “aha” moments and discoveries they made about themselves as a reader, and about what it means to author a reading life, to read with understanding, to read with grit.</p> <p>d. Link: The teacher will convey to students how if we put our memories into one place, into this new shape, it carves a place for the memories in our minds. It’s like making a photo album or a scrapbook.</p> <p>e. Share: The teacher will encourage students to share the best of their work by either laying out notebooks on display for others to admire or even leave notes behind to comment on what they see</p>	<p>Providing Recognition</p> <p>Reinforcing Effort</p> <p>Providing Feedback</p>	
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Writer’s Workshop

Crafting True Stories BK.1

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
2	RL.3.1 W.3.8 W.3.10 SL.3.1 ISTE 7b	<p>1. Starting the Writing Workshop (session 1)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know what is expected of 3rd grade writers ● Understand that writers think about what kind of writing they want to make and set goals for themselves 	<p>Setting Objectives</p>	<p>A</p> <p>Collaboration Critical Thinking Communication</p>

		<ul style="list-style-type: none"> • Be able to write in the way they imagine their writing <p>Connection: Teachers will suggest that today is New Year’s Day for the writing workshop and invoke a mini in-place celebration. The teacher will explain to students that writers also set a New Year’s resolution by imagining the kind of writing they want to make, and setting goals for themselves to write in ways they imagine. Then they work hard to reach their goals.</p> <p>a. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Tell students that writers benefit from having a clear picture of the kind of thing they are trying to make. For example, they might study an exemplar writer’s notebook. ii. Show students the Sample Notebook Entry 1-1, pointing out the notebook is full of true stories. iii. Teacher starts an anchor chart “What Third-Grade Notebook Writers…” <p>b. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Place students in small groups and give each group copies of exemplar notebook entries. ii. Ask each group to observe what 3rd grade notebook writers do and don’t do. iii. Ask each group to share their observations and add them to the anchor chart. <p>c. Link: The teacher will:</p> <ol style="list-style-type: none"> i. Give each group chart paper and ask them to record the dos and don’ts of a third grade writer’s notebook or students could digitally record their answers on a class Padlet. ii. Revisit objectives. <p>d. Mid-Workshop Teaching Point: The teacher will ask students to learn from other groups by setting up a museum of student charts. Then, students will silently gather around other group’s charts, noticing something the other group did that they liked. After all charts have been observed, students return to their own group and talk about their writing plans.</p> <p>e. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Review the class “What Third Grade Notebook Writers Do” chart asking students to give a thumbs up if they think they can do each item on the chart. ii. Ask students to recall goals for narrative writing that they learned last year (refer to the Narrative Writing Checklist Grade 2). iii. Ask writers what they will need to work hard on so their writing will be the best it can be? iv. End by asking students to decorate their notebooks and collect ideas for the next session’s writing at home. 	<p>Identifying Similarities and Differences</p> <p>Cooperative Learning</p> <p>Note-taking</p> <p>Cooperative Learning</p> <p>Identifying Similarities and Differences</p>	
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		<ul style="list-style-type: none"> ii. Set children up so students name some qualities of effective writing partners and then plan with their partner how they can assume this role for each other. iii. Ask writers to show their partner ways they are growing as writers and how they are working toward their goals. <p><u>Session 4 Appendix Documents</u></p>	Reinforcing effort & Providing Recognition/ Objectives	
2	W.3.4 W.3.5 W.3.10 L3.3	<p>3. Rehearing: Storytelling Again and Again (Session 7)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know why it is important to rehearse a story in different ways • Understand writers don't just pick and idea, then write a whole book. • Be able to try out different leads to rehearse for writing. <p>a. Connection: The teacher will:</p> <ul style="list-style-type: none"> i. Set up children up to story-tell their seed ideas to partners in such a way that they elicit a reaction. ii. Teacher will explain most writers don't just pick and idea, then POOF!, write a book. Writers rehearse for writing. One of the best ways they rehearse a story is to story-tell their story--in lots of different ways....as if their words were gold. <p>b. Teaching: The teacher will:</p> <ul style="list-style-type: none"> i. Model how to tell a story across the pages of a drafting booklet, in the moment, as a storyteller ii. Name the replicable moves you made as a writer, asking the children to give a thumbs up for each one they noticed. <p>c. Active Engagement: The teacher will:</p> <ul style="list-style-type: none"> i. Set children up to tell each other their stories, touching pages of a booklet as they proceed through the chronology. As they do this, call out coaching tips. (See Fig. 7-1) <p>d. Link: The teacher will:</p> <ul style="list-style-type: none"> i. Restate the teaching point ii. Send students off to rehearse their stories by storytelling them first. iii. Tell students to try sketching out the sequence of the story in small sketches, in the corner of each page as the story is being told. iv. Add <i>Rehearse for your writing by storytelling repeatedly</i> to the anchor chart "To Write a True Story" (See FiG 7-2) <p>e. Mid-Workshop Teaching Point: The teacher will:</p> <ul style="list-style-type: none"> i. Remind writers to tell stories again and again. Try telling them in ways that really affect listeners and readers. Do you want people to laugh? 	Setting objectives	B Communication Collaboration Creativity Critical thinking
			Providing Practice	
			Generating and Testing	

		<p>Cry? Be scared? Gasp? (See Fig. 7-3)</p> <p>f. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Tell writers to try out different leads to rehearse for writing. ii. Using “Come On, Rain!” think about what Hesse did to lead her story? Try similar techniques. iii. Ask students to try different leads and come to class with a lead they feel would best start their story. (See Fig 7-4) <p>Session 7 Appendix Documents</p>	Hypotheses	
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2	W.3.4 W.3.5 L3.3	<p>4. Storytellers Develop the Heart of the Story (Session 10)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know revision is about finding and developing potentially great writing • Understand writers revise by asking, “What is the most important part of the story?” and developing that section • Be able to revise by adding more to the heart of the story <p>a. Connection: Put today’s work into the context of the writing process so that children can see how today’s work fits into the cycle of rehearsing .</p> <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Tell about conferencing with a student to help revise to develop the heart of the story. You asked him: What’s the most important part of the story? And What’s the heart of the story? ii. Then spotlight the revised draft to show how the student developed the heart of the story (See Fig 10-2). iii. Point out to students that after finishing a draft it helps to reread, thinking, ‘What’s the heart of the story?’ and “How can I slow this part down with more details?’ <p>c. Active Engagement: The teacher will: Set children up to revise the heart of a shared class story.</p> <p>d. Link: The teacher will: Summarize the lesson in a way that directs children through the steps of revising the heart of the story.</p> <p>e. Mid-Workshop Teaching Point: The teacher will: Show students different methods for revising such as cutting strips of paper & stapling to add more detail.</p> <p>f. Share: The teacher will: Highlight a child who revised the heart of the story today (can use Fig 10-3 and 10-4)</p> <p>Session 10 Appendix Documents</p>	<p>Setting Objectives</p> <p>Provide Feedback</p> <p>Providing Recognition</p>	<p>B/C</p> <p>Critical Thinking Communication Creativity</p>
2	W.3.4	5. Paragraphing to Support Sequencing, Dialogue, and Elaboration		C

	<p>W.3.5 L3.3</p>	<p>(Session 11)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know paragraphs are a way to group related sentences. ● Understand writers use paragraphs to organize their writing and then elaborate on their paragraphs ● Be able to organize their writing into paragraphs and to revise by elaborating. <p>a. Connection:</p> <ol style="list-style-type: none"> i. Celebrate all of the work that children have done developing the heart of their stories. (Fig 11-1) ii. Use an analogy to illustrate that writers use paragraphing to help readers know which parts fit together. iii. Tell students today they will learn there are typical places when writers start new paragraphs - when a new subtopic starts, when time has moved forward, and when a new person is speaking. (See Fig 11-2) <p>g. Teaching: The teacher will: Model how to group information into paragraphs using a student sample. Think aloud: I have two topics. Is this really two separate stories? If separate stories, take out one. Or are these two topics connected? If connected, separate into paragraphs.</p> <p>h. Active Engagement: The teacher will: Set children up to practice grouping sentences into paragraphs by modeling (See Fig 11-3).</p> <p>i. Link: The teacher will: Remind children that, as they revise and edit, they should be on the lookout for places where a new paragraph would be helpful.</p> <p>j. Mid-Workshop Teaching Point: The teacher will:</p> <ol style="list-style-type: none"> i. Point out to children that many of their paragraphs are short. This is a signal that their texts are underdeveloped. ii. You might need to elaborate, or say more, about a topic by telling the story bit by bit by adding more dialogue, actions, descriptions, and thoughts. <p>k. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Spotlight one child's revisions to illustrate their elaboration work from today. ii. Have a mini-celebration by having students star the writing work they are proud of in their writing and goals. <p>l. Optional Idea for Teachers: This would be a great time in the writing process for an optional learning opportunity. As students have learned about voice and the writing process, they could do an author Skype/Hangout, an Asynchronous question list that can be shared with an author, etc, in order to make a real-world connection. Find authors through Google+, Twitter or local library.</p>	<p>Reinforcing Effort & Recognition, Identifying Similarities and Differences</p>	<p>Communication Creativity</p>
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2	W.3.3 W.3.4 L.3.3	<p>7. Revising Endings: Learning from Published Writing (Session 18)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know writers deliberately craft the endings of their stories • Understand writers read the works of other authors as insiders, noticing not only the content but also the craftsmanship. • Be able to create powerful endings to their narrative. <p>a. Connection: Teacher will:</p> <ol style="list-style-type: none"> i. Remind children of the writing work they have been doing and prepare them for new learning. ii. Teach ways to end their writing in a powerful way, using one of the mentor texts, <i>Come On, Rain!</i> By Karen Hesse. <p>b. Teaching: Teacher will demonstrate using a mentor text to learn ways to make endings more powerful. Read the text out loud and explain thinking. (See Fig. 18-1)</p> <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Channel children to reread the text again, carefully, noticing exact words and dialogue used by the characters. ii. Debrief student learning. iii. Remind students that writers work hard on powerful endings. <p>d. Link: The teacher will:</p> <ol style="list-style-type: none"> i. Get students started on rethinking their endings. ii. Quietly send writers off to thinking about how their stories might end. <p>e. Mid-Workshop Teaching Point: The teacher will:</p> <ol style="list-style-type: none"> i. Point out the importance of checking for sense. ii. Have students read their story to another person. The person who is listening is to stop the reader if the story gets confusing. iii. Guide students to read through a stranger’s eyes. When reading, stop and revise the confusing spots. <p>f. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Gather students. Share the work of one student who wrote several possible endings as they referred to specific actions, dialogue, and images from the story. (See Fig. 18-2) <p>Session 18 Appendix Documents</p>	<p>Setting Objectives and Providing Feedback</p> <p>Identifying Similarities and Differences</p> <p>Cooperative Learning</p>	<p>B/C</p> <p>Communication Collaborate Creativity</p>
2, 3	RL3.1 W.3.4 W.3.5	<p>8. Celebration (Session 20)</p> <p>Objective: Students will:</p>		<p>C/D</p> <p>Communication</p>

	ISTE 7a ISTE 7b	<ul style="list-style-type: none"> ● Know writers take the time to celebrate when finishing a text. ● Understand that sharing their writing with others will allow them to see how their stories affect others and may motivate them to write more. ● Be able to share their writing with the public and see how their writing affects others. <p><i>Note To Teacher:</i> Alternatives to incorporate technology: allow students to share their writing with a global audience. Some alternatives are: blogging, class website, Twitter, Facebook Live through school Facebook page, Google Classroom, partner class, etc. Partner class celebration: Connect through Hangouts/Skype and allow students to read some of their writing to their partner class, as a Read Aloud. Prior to the Read Aloud both classes can share their goals on a Google Doc allowing their partner class to provide feedback on their goals. During Read Aloud, create a back channel with program such as: Google Doc Chat, Backchannel Chat or Today's Meet to provide feedback and different perspectives.</p> <ol style="list-style-type: none"> a. Connection: Set the school day by building up excitement about the approaching celebration. b. Teaching: The teacher will: <ol style="list-style-type: none"> i. Bring guests into the classroom (teachers, parents, younger students). ii. Explain the structure for today's celebration (similar to a reading at a bookstore). iii. Place students into 4 groups with writing partners in the same group. c. Active Engagement: The teacher will: Have partners introduce their writing partner to their group. The author will sit in the author's chair and share. Group members can ask one question of the author. d. Link: The teacher will: ask students to gather around a bulletin board and ask each author to come forward with their writing to place on display on the bulletin board. e. Share: The teacher will: Remind writers that a whole year for writing stretches ahead of them. Create time for children to compliment each other's writing. f. 	Reinforcing Effort & Providing Feedback	
<h2>Language/Word Study</h2>				
1, 4	RF.3.3a RF.3.3b RF.3.3c RF.3.3d RF.3.4	Benchmark Phonics: Launching Unit & Unit 1: Animal Characteristics	Similarities & Differences	B Collaboration Critical Thinking

		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="5">GRADE 3</th> </tr> <tr> <th>MONDAY</th> <th>TUESDAY</th> <th>WEDNESDAY</th> <th>THURSDAY</th> <th>FRIDAY</th> </tr> </thead> <tbody> <tr> <td>MINI-LESSON 1</td> <td>MINI-LESSON 2</td> <td>MINI-LESSON 3</td> <td>MINI-LESSON 4</td> <td>MINI-LESSON 5</td> </tr> <tr> <td>Word Study: Prefaces vs. re- Spelling Patterns: Pre-Assessment</td> <td>Routine 3: Build Automaticity Build Automaticity</td> <td>Routine 1: Read Accountable Text Read Accountable Text Context Clues</td> <td>Routine 4: Sort Words Spelling Patterns: Closed Sort Spelling Patterns: Common Features Sort</td> <td>Routine 10: Building Fluency from Mastery to Transfer Reread to Build Fluency Writing Follow-Up</td> </tr> <tr> <td>MINI-LESSON 6</td> <td>MINI-LESSON 7</td> <td>MINI-LESSON 8</td> <td>MINI-LESSON 9</td> <td>MINI-LESSON 10</td> </tr> <tr> <td>Routine 5: Spelling/Diction Diction Read Interactive Text</td> <td>Routine 6: Reading Big Words Use the Reading Big Words Strategy</td> <td>Routine 8: Decode by Analogy Decode by Analogy</td> <td>Routine 11: High-Frequency Words Build Fluency Reread for Fluency: Extra Support High-Frequency Words</td> <td>Routine 9: Extend the Learning Spelling Patterns: Assessment Extend Learning Cumulative Assessment</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="3">Whole Group</th> <th colspan="2">Small Group</th> </tr> <tr> <th>LESSON 1</th> <th>LESSON 2</th> <th>LESSON 3</th> <th>LESSON 4</th> <th>LESSON 5</th> </tr> </thead> <tbody> <tr> <td> Whole Group Short Vowels • Sound-Spelling Correspondences • Build Automaticity • Spelling Patterns: Pre- Assessment • Spelling Quick Check • High-Frequency Words • Share and Reflect </td> <td> Short Vowels • Sound-Spelling Correspondences • Read Accountable Text "How Animals Stay Warm" • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect </td> <td> Short Vowels • Reread to Build Fluency "How Animals Stay Warm" • Writing a Follow Up • Diction • Spelling Patterns: Common Features Sort • Share and Reflect </td> <td> Short Vowels • Read Interactive Text "How Animals Stay Cool" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency </td> <td> Short Vowels • Reread to Build Fluency "How Animals Stay Warm" and/or "How Animals Stay Cool" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment </td> </tr> </tbody> </table>	GRADE 3					MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MINI-LESSON 1	MINI-LESSON 2	MINI-LESSON 3	MINI-LESSON 4	MINI-LESSON 5	Word Study: Prefaces vs. re- Spelling Patterns: Pre-Assessment	Routine 3: Build Automaticity Build Automaticity	Routine 1: Read Accountable Text Read Accountable Text Context Clues	Routine 4: Sort Words Spelling Patterns: Closed Sort Spelling Patterns: Common Features Sort	Routine 10: Building Fluency from Mastery to Transfer Reread to Build Fluency Writing Follow-Up	MINI-LESSON 6	MINI-LESSON 7	MINI-LESSON 8	MINI-LESSON 9	MINI-LESSON 10	Routine 5: Spelling/Diction Diction Read Interactive Text	Routine 6: Reading Big Words Use the Reading Big Words Strategy	Routine 8: Decode by Analogy Decode by Analogy	Routine 11: High-Frequency Words Build Fluency Reread for Fluency: Extra Support High-Frequency Words	Routine 9: Extend the Learning Spelling Patterns: Assessment Extend Learning Cumulative Assessment	Whole Group			Small Group		LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	Whole Group Short Vowels • Sound-Spelling Correspondences • Build Automaticity • Spelling Patterns: Pre- Assessment • Spelling Quick Check • High-Frequency Words • Share and Reflect	Short Vowels • Sound-Spelling Correspondences • Read Accountable Text "How Animals Stay Warm" • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect	Short Vowels • Reread to Build Fluency "How Animals Stay Warm" • Writing a Follow Up • Diction • Spelling Patterns: Common Features Sort • Share and Reflect	Short Vowels • Read Interactive Text "How Animals Stay Cool" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency	Short Vowels • Reread to Build Fluency "How Animals Stay Warm" and/or "How Animals Stay Cool" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment	<p>Homework & Practice</p> <p>Cooperative Learning</p>	
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1	RL.3.1	<p>Interactive Read Aloud: <i>Stone Fox</i> by John Reynolds Gardiner</p> <p>Read Aloud Before Mini lesson in the sessions listed below (pacing on pg. xv):</p> <p>Bend 1: No specific reading</p> <p>Bend 2:</p> <ul style="list-style-type: none"> ● Session 7: Read through the end of chapter 1 ● Session 8: Read through the bottom of p. 13, not including the excerpt to be read in reading workshop ● Session 9: Read through the end of chapter 4 ● Session 10: Read through chapter 5, p. 40, up through the paragraph ending "I don't know. But I will. You'll see." ● Session 11: Read through the end of chapter 5 ● Session 12: No additional reading specified <p>Bend 3:</p> <ul style="list-style-type: none"> ● Session 14: Read through chapter 6 <p>By the end of the unit complete the text. The read aloud text will be used in the reading mini lessons of Reader's Workshop.</p>	Communication	<p>B</p> <p>Critical Thinking</p>																																													
1, 2, 3, 4	L.3.4 L.3.6	<p>Interactive Vocabulary</p> <p>The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include:</p> <ul style="list-style-type: none"> ● Organizers like concept mapping or Frayer model ● Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write ● Similarities and differences looking at similar and different words to the term ● Nonlinguistic representation 	<p>Organizers</p> <p>Cooperative Learning</p> <p>Similarities & Differences</p> <p>Nonlinguistic Representation</p>	<p>B/C</p> <p>Critical Thinking</p> <p>Communication</p> <p>Collaboration</p>																																													

4	L.3.1f	<p>Grammar: Subject-verb and pronoun-antecedent agreement Pronouns are substitutes. They link to nouns that come before them in a text or sentence. These nouns are called the pronouns' antecedents. An antecedent noun defines the pronoun as singular or plural, first, second, or third person, sometimes it tells us gender.</p> <p>Teacher will explain when you write a story about Marsha, pronouns give you a way to same something other than <i>Marsha, Marsha, Marsha!</i> We don't have to repeat the name Marsha endlessly. Instead we can call in a substitute. Since <i>Marsha</i> is a female, the substitute is <i>she</i> or <i>hers</i> for <i>Marsha's</i>. A pronouns' main function is to give writers a way to clearly and concisely refer to characters or people without using their names over and over.</p> <p>Write on the board-day 1: Hey Duncan, It's me, Red Crayon. We need to talk. You make me work harder than any of the other crayons. -Drew Daywalt, <i>The Day the Crayons Quit</i></p> <p>Invite Students to Notice: After kids notice things about he sentence, ask them who each pronoun is referring to and how they know. To make it easier to follow, ask about the pronouns in the order in which they appear in the sentence:</p> <ul style="list-style-type: none"> • <i>Who is me? How do you know?</i> • <i>Who is we? How can you tell?</i> • <i>Who is you? What clues are you given?</i> • <i>Who is the second me? How are you sure?</i> <p>Day 2-Write on the board Hey Duncan, It's me, Red Crayon. We need to talk. You make me work harder than any of the other crayons. -Drew Daywalt, <i>The Day the Crayons Quit</i> And Hey Mom, It's me, Tiara. We need to talk. You make me do the dishes and you don't make Darron do anything. Sincerely yours, Tiara</p> <p>Invitation to Compare and Contrast</p>	<p>Similarities & Differences</p>	<p>B Communication Critical Thinking</p>
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		<p>We chose to put a closing in our imitation, so students will sign their own notes in later applications. After you review the pronoun-antecedent connections, you may want to review patterns use in personal letters.</p> <p>Day 3: Invitation to Imitate As a shared writing activity, lead students in writing a letter from something they use in school to the principal or an audience of their choice, modeling pronoun case and antecedent reference. Dear Mrs. Miller,</p> <p>As yellow pencils we are feeling ignored. Everyone wants a bright-colored mechanical pencil. They don't need to be sharpened like us. Well, la-di-da is all we have to say to that. We think that as our school's principal, you need to make sure all pencils are valued equally. Sincerely, No.2</p> <p>Continued: Invite students to imitate independently</p>	Homework & Practice							
4	L.3.2a	<p>Grammar: Do You Capitalize All Words in a Title? Reread the title of this activity. Did we capitalize all of the words? Nope. The general rule of thumb is to capitalize all of the important words, leaving short words such as articles (<i>a, an, the</i>) lowercase. Prepositions and conjunctions aren't usually capitalized, unless they are five or more letters or if they are the first or last word. This is mostly true, a few caveats exist. If any word is positioned as the first or last word of a title, it is always capitalized-always.</p> <p>Use the chart below to help you identify other words that are capitalized in titles, even when they are not in first or last position:</p> <table border="1" data-bbox="495 1136 1545 1450"> <tr> <th colspan="2" data-bbox="495 1136 1545 1198">Beyond First and Last Words: What Other Words Do I Capitalize in a Title?</th> </tr> <tr> <td data-bbox="495 1198 871 1386">Nouns/Pronouns</td> <td data-bbox="871 1198 1545 1386"> <ul style="list-style-type: none"> • <i>A Big Guy Took My Ball!</i> By Mo Willems • <i>Penny and Her Marble</i> by Kevin Henkes • <i>Zack Delacruz: Just My Luck</i> by Jeff Anderson (Possessive pronouns are capitalized, too) </td> </tr> <tr> <td data-bbox="495 1386 871 1450">Verbs</td> <td data-bbox="871 1386 1545 1450"> <ul style="list-style-type: none"> • <i>Hippos Are Huge!</i> By Jonathan London </td> </tr> </table>	Beyond First and Last Words: What Other Words Do I Capitalize in a Title?		Nouns/Pronouns	<ul style="list-style-type: none"> • <i>A Big Guy Took My Ball!</i> By Mo Willems • <i>Penny and Her Marble</i> by Kevin Henkes • <i>Zack Delacruz: Just My Luck</i> by Jeff Anderson (Possessive pronouns are capitalized, too)	Verbs	<ul style="list-style-type: none"> • <i>Hippos Are Huge!</i> By Jonathan London 	Similarities & Differences	B Communication Critical Thinking
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			<ul style="list-style-type: none"> • <i>How to Outrun a Crocodile When Your Shoes Are Untied</i> by Jess Keating 		
		Adjectives	<ul style="list-style-type: none"> • <i>A Sick Day for Amos McGee</i> by Philip Stead • <i>One Crazy Summer</i> by Rita Williams-Garcia • <i>The Right Word: Roget and His Thesaurus</i> by Jen Bryant 		
		Adverbs	<ul style="list-style-type: none"> • <i>Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i> by Duncan Tonatiuh • <i>"Slowly, Slowly, Slowly," Said the Sloth</i> by Eric Carle • <i>Now One Foot, Now the Other</i> by Tomie dePaola 		
		Conjunctions and Prepositions Only When Five or More Letters	<ul style="list-style-type: none"> • <i>Over and Under the Snow</i> by Kate Messner • <i>No Passengers Beyond this Point</i> by Gennifer Choldenko • <i>I Love You Because You're You</i> by Liza Baker 		
2		Cursive Handwriting Teacher will pace students throughout the year through the FHSD Third Grade Cursive Handwriting Book.		Practice	A Communication

Unit 1: Resources

UNIT RESOURCES

Teacher Resources:

- *Stone Fox* by John Reynolds Gardiner (HarperCollins)- see pacing guide on page xv of Reading Unit 1
- *Come on, Rain!* By Karen Hesse
- Writer's Notebook for teacher
- Anchor Chart Post-Its
- Lucy Reading Unit 1, Book 1: Building a Reading Life

- Lucy Writing Unit 1, Book 1: Crafting True Stories
- [Heinemann Website](#)
- [Appendix Documents](#)
- [Assessment Resources](#)
- Benchmark Phonics

Student Resources:

- Fiction books at various levels (in library or leveled bins)
- Reader’s Log
- Personal Word Wall
- Writer’s Notebooks and/or drafting booklet
- Websites - Seesaw, Google Drive
- Apps - Seesaw, Flipgrid
- FHSD Cursive Handwriting Book

Vocabulary:

Antonym: a word that has the opposite meaning from another words: e.g., *cold* versus *hot*.

Character traits: what a character is-what they look like and who they are, which is revealed by what they do. Their motivations and feelings, thoughts, words, and actions.

Conclusion: the end of a narrative where the writer brings the piece to an end by telling the reader how things turned out.

Conventions: In writing, formal usage that has become customary in written language. Grammar and usage, capitalization, punctuation, spelling, and handwriting and word-processing are categories of writing conventions.

Descriptions: details of people, places, and events, bringing alive the details in vivid ways that capture the reader’s imagination.

Dialogue: actual words the characters say. Dialogue is written with quotation marks and is a conversation between two or more characters.

Fluency: in reading, this term names the ability to read continuous text with good momentum, phrasing, appropriate pausing, intonation, and stress. In word solving, this term names the ability to solve words with speed, accuracy, and flexibility.

Figurative language: Language that compares two objects or ideas to allow the reader to see something more clearly or understand something in a new way. An element of a writer’s style, figurative language changes, or goes beyond literal meaning.

Genre: A kind of category of text that has a characteristic form or technique

Narrative: a story one tells. A narrative can be fictional or grounded in facts, such as an autobiographical or historical narrative, or a recount of personal experience in one’s life.

Organization: The arrangement of ideas in a text according to a logical structure, either narrative or nonnarrative. Another term for organization is *text structure*.

Summarizing: Putting together and remembering important information, disregarding irrelevant information, while reading.

Synonym: One of two or more words that have different sounds but the same meaning: e.g., *high*, *tall*

Temporal words or phrases: words that signal the position of an event in time. They can express duration and frequency as well.

Text structure: The overall architecture or organization of a piece of writing.

Unit 2: Mystery: Foundational Skills in Disguise & Changing the World (BK.3)

Content Area: English Language Arts	Course: Third Grade	UNIT: Mystery: Foundational Skills in Disguise & Changing the World
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<p>Unit Description:</p> <p>Reading: Mystery: Foundational Skills in Disguise provides an opportunity to hook readers into new series—many of which, at levels K-O, are mostly plot driven—while also providing children the chance to practice the foundational skills they need at the start of third grade. This unit draws on much of what has made Mystery Book Clubs a longtime favorite third grade unit. It revisits some of the foundational reading work of <i>Building a Reading Life</i>, and deepens students’ literal comprehension before the more interpretive and analytical comprehension work begins. Throughout this unit, teachers and students will work with many of the literal strands of the reading learning progression.</p> <p>Writing: Writing: Changing the World: Persuasive Speeches, Petitions, and Editorials -Third graders are full of opinions and are eager to persuade others. This unit channels those opinions into writing that can make a difference. In this unit, students learn to introduce topics, support these by listing reasons, using transition words to connect the various parts of their pieces and to conclude. Across the unit, there is a focus on considering audience and considering word choice in light of audience. This unit moves writers from writing opinion speeches to forming cause groups to support various causes. This unit, then has two major goals. The first is to help writers live more wide-awake lives, taking in all that is happening around them--injustices, small kindnesses, and so on--and writing about these in ways that move others to action and new thinking. The second major goal is to help writers become increasingly more adept at opinion writing in ways that provide the beginning steps for more formal essay writing.</p>	<p>Unit Timeline:</p> <p>20 days</p>
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DESIRED Results

<p>Transfer Goal - Students will be able to independently use their learning to.....</p> <ul style="list-style-type: none"> ● Be empowered to become lifelong, independent readers and writers in order to engage with the world around them. ● Communicate written and oral ideas authentically and effectively for a variety of audiences and purposes. ● Productively collaborate with others using 21st Century Skills to reach a common goal.
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Understandings – Students will understand that... (Big Ideas)

1. Effective readers use appropriate strategies to construct meaning.
2. Effective writers use appropriate strategies to convey their ideas with audience and purpose in mind.
3. Effective speakers and listeners make meaning through collaborative conversations and presentations that share, clarify, and grow ideas.
4. Intelligible readers, writers, and speakers use the rules of grammar and conventions to support communication.

Essential Questions: Students will keep considering...

- What strategies can a reader use when they do not understand a text?
- What do readers think about as they read?
- How do effective readers prepare to read?
- How does accuracy and fluency impact one’s understanding of a text?
- How does each step in the process impact one’s writing?
- How can evaluation and reflection be used to improve writing?
- How is a writer’s style of writing influenced by audience and purpose?
- What is the importance of sharing?
- What impact does effective listening and speaking have on one’s ability to collaborate and grow?
- How do the rules of grammar and conventions support communication?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
RL.3.1	<ul style="list-style-type: none"> ● Draw inferences is to understand the text by generalizing, deducing, and concluding from reasoning and evidence that is not presented literally or explicitly. These conclusions are based on textual clues ● Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning ● What makes a quality question ● Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. 	<ul style="list-style-type: none"> ● Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole ● Close reading emphasizes not only surface surface details but the deeper meanings and larger connotations between words, sentences, and the full text ● Not all text evidence is created equal ● Readers ask questions before, during and after, reading a text ● Details in the text can be used to support your ideas 	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p>

RL.3.2	<ul style="list-style-type: none"> • Central ideas or message are when some ideas are more important to a work than others; these are the ideas you could not cut out without fundamentally changing the meaning or quality of the text. • Moral is a lesson that concerns what is the right or the correct thing to do. • A fable is a legendary story of supernatural happenings or a narrative that attempts to impart a truth (often through a moral)-especially in stories where animals speak and have human characteristics. A fable can also be about legendary people and their tales. • Folktale started as an oral tradition passed down by word of mouth. These tales or legends were part of a common group of people or folk, and may include supernatural elements. Folktales generally reflect or validate certain aspects of the culture or group. (Fairy tales are a subgenre of folktales) • Myths a traditional or legendary story, usually with super natural beings, ancestors, and heroes. These stories serve to explain the worldview of a people by explaining customs, society, or phenomenon of nature. 	<ul style="list-style-type: none"> • Central ideas of a text are similar to beams of a building, the main elements that make up the text and that all the supporting details help to develop. • Stories are retold in chronological order • Which ideas are the key versus non-essential details • How characters respond to challenges throughout a text • There are often common messages or lessons in literature 	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	<ul style="list-style-type: none"> • Character traits are what a character is-what they look like and who they are, which is revealed by what they do. Their motivations and feelings, thoughts, words, and actions. • Major event is the most important event in the story, typically related to how the main character resolves a problem or handles a challenge. • Cause/effect relationship is the relationship between the reason (“why) something happens and the consequences of that action. The <i>cause</i> is why something happens. The <i>effect</i> is what happens as a result. 	<ul style="list-style-type: none"> • Analyzing text means to look closely at something for the key parts to see how they work together, this leads to greater understanding of the text. • A lot can be learned by observing how a character handles difficult situations • As stories unfold, events and characters change; these changes are the consequence of the interactions that take place between people, events, and ideas within a story or an actual event. • Character’s actions add to the plot and move along the sequence of events toward the ending • Feelings often motive characters to act in a certain way 	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	<ul style="list-style-type: none"> • Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. 	<ul style="list-style-type: none"> • Figurative language changes or goes beyond literal meaning. • Language creates mental pictures 	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

	<ul style="list-style-type: none"> • Literal language is factual and explicit, the reader does not need to infer to glean the meaning. • Nonliteral language implies figurative language—often similes, metaphors, personification, and abstract words. • Authors repeat the same lines for emphasis or effect • A metaphor compares two things that are not typically associated with each other (e.g., “That room is an oven.”) • A simile typically uses the word like or as when making a comparison (e.g., “A blue whale’s skin is as slippery as a bar of soap.”) • Personification involved attributing human characteristics to something that is non-human. 	<ul style="list-style-type: none"> • Language helps keep readers engaged 	
RL.3.5	<ul style="list-style-type: none"> • A verse is a line in a poem. • Verses are separated by line breaks and groups of verses or lines create stanzas in a poem. • A meter helps to create a rhythm to the poem. • Stanza is a group of two or more lines separated by a space in poems. • Structure of texts refers to how authors organize their ideas and the text as a whole. • Drama is written to primarily be performed. The elements of drama are characters, setting, descriptions, dialogue, stage directions, and theme. There is a structure to drama that includes plot an additional stages and sets and scenes. 	<ul style="list-style-type: none"> • Poetry is made up of stanzas and lines • Parts of a text build on one another to make a whole. • Sequencing parts of a text • Function of stanzas • Scenes in drama 	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6	<ul style="list-style-type: none"> • Narrator is the one telling the story • Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. • First person is when one person (one character) usually the main character, expresses his/her thoughts, ideas, and feelings • Third person is when a narrator who usually identifies with the main character’s point of view. 	<ul style="list-style-type: none"> • You can create their own opinions or points of view. • Readers must analyze different perspectives from various accounts to gain an understanding or position about a subject. 	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.9	<ul style="list-style-type: none"> • Comparing themes/settings/plots is finding what is similar between those themes/settings/plots • Contrasting themes/settings/plots is finding what is different between those themes/settings/plots 	<ul style="list-style-type: none"> • Themes are what the author wants you to come away with • Different authors approach their subject matter, through stylistic elements such as voice, imagery, or 	Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters (e.g., books from a series).

	<ul style="list-style-type: none"> • Theme is the idea the text explains, develops and explores; there can be more than one, but themes are what the text is actually about. Themes can be the central message, the lesson, or what the author wants you to come away with; a theme is never stated explicitly, it must be inferred by the reader from the evidence in the text. 	format.	
RL.3.10	<ul style="list-style-type: none"> • A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill. • To comprehend a text is to understand what is read in the text 	<ul style="list-style-type: none"> • Readers read books to grow as readers and learners. • Readers check their comprehension as they read 	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.3.10	<ul style="list-style-type: none"> • A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill. • To comprehend a text is to understand what is read in the text 	<ul style="list-style-type: none"> • Readers read books to grow as readers and learners. • Readers check their comprehension as they read 	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
RF.3.3	<ul style="list-style-type: none"> • Grade-level phonics refers to the phonics instruction that is appropriate for students at a particular age and grade level. • Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word. • Base word is a word in its simplest form, which can be modified by adding affixes. (e.g., <i>read</i>; <i>reread</i>, <i>reading</i>) A base word has meaning, can stand on its own, and is easily apparent in the language. 	<ul style="list-style-type: none"> • Determining where a word is broken into syllables helps in decoding and pronunciation. • How to apply the knowledge of letter-sound relationships • 	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3a	<ul style="list-style-type: none"> • Common prefixes are meaningful units of letters that come before a root word (e.g., <i>dis-</i>, <i>re-</i>, <i>un-</i> and <i>in-</i>) • Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>) 	<ul style="list-style-type: none"> • Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood. • The meaning of a word can be altered by changing the prefix or suffix 	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b	<ul style="list-style-type: none"> • Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>) 	<ul style="list-style-type: none"> • Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood. 	Decode words with common Latin suffixes.

RF.3.3c	<ul style="list-style-type: none"> Syllable patterns are units of pronunciation containing a single vowel sound or “sound chunk.” Common syllable patterns are: <i>closed</i>, <i>open</i>, <i>silent e</i>, <i>vowel teams</i>, <i>r. control</i>, and <i>consonant e</i>. Multisyllabic word is a word with many syllables 	<ul style="list-style-type: none"> Determining where a word is broken into syllables helps in decoding and pronunciation. 	Decode multisyllable words.
RF.3.3d	<ul style="list-style-type: none"> Irregularly spelled words are words that do not follow regular spelling patterns, such as <i>been</i> and <i>come</i>, and cannot be easily sounded out. 	<ul style="list-style-type: none"> Some words are not able to be decoded 	Read grade-appropriate irregularly spelled words.
RF.3.4	<ul style="list-style-type: none"> Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression Accuracy refers to reading words correctly or precisely. Readers read with expression, conveying emotion or feeling while reading. Readers use strategies to help their understanding (e.g., self-correct, reread, etc) Readers have a plan when they don’t know a word. 	<ul style="list-style-type: none"> Readers read with expression, fluently and accurately to get an author’s intended meaning. Strategies for when we don’t know a word. Audiences should understand text when it is read aloud. 	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	<ul style="list-style-type: none"> Reading with purpose and understanding is reading for a reasons (to be entertained, to learn, to get information, etc) and with comprehension of what is being read. 	<ul style="list-style-type: none"> Reading is meant to be understood and remembered Readers read a text for a variety of reasons 	Read on-level text with purpose and understanding.
RF.3.4b	<ul style="list-style-type: none"> Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression Accuracy refers to reading words correctly or precisely. Readers read with expression, conveying emotion or feeling while reading. 	<ul style="list-style-type: none"> Readers read with expression, fluently and accurately to get an author’s intended meaning. 	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4c	<ul style="list-style-type: none"> Readers use strategies to help their understanding (e.g., self-correct, reread, etc) 	<ul style="list-style-type: none"> Readers read with expression, fluently and accurately to get an author’s intended meaning. Strategies for when we don’t know a word. 	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.3.1	<ul style="list-style-type: none"> Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. 	<ul style="list-style-type: none"> Point of view can be different for each person even based on the same experience Understand the concept of having an opinion. 	Write opinion pieces on topics or texts, supporting a point of view with reasons.

	<ul style="list-style-type: none"> Opinion is a belief, conclusion, or judgement based on reasoning. 	<ul style="list-style-type: none"> Opinions are supported by facts 	
W.3.1a	<ul style="list-style-type: none"> Organizational structure is the logical progression and the completeness of ideas in a text. Opinion is a belief, conclusion, or judgement based on reasoning. 	<ul style="list-style-type: none"> Structure helps the reader make meaning of the piece Opinions are supported by facts 	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1b	<ul style="list-style-type: none"> Reasons/reasoning are what writer bases claims and ideas on more than personal preference. The reasons to support an opinion must be based on evidence, information, and logic. 	<ul style="list-style-type: none"> There is a difference between a fact and an opinion Opinions are supported by facts 	Provide reasons that support the opinion.
W.3.1c	<ul style="list-style-type: none"> Linking words and phrases connect one sentence, ideas, or paragraph to another, allowing writer to express the nature or importance of the relationship between the two ideas. 	<ul style="list-style-type: none"> Linking words provide a connection to the opinion statement 	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.1d	<ul style="list-style-type: none"> Concluding statement or section comes at the end of an opinion piece where the writer brings their piece to an end; writer provides statement or section that connects all reasons, facts, and details, and shows how they support the opinion presented in the paper. 	<ul style="list-style-type: none"> Wrapping up a piece helps the reader feel a sense of closure 	Provide a concluding statement or section
W.3.2c	<ul style="list-style-type: none"> Linking words and phrases connect one sentence, ideas, or paragraph to another, allowing writer to express the nature or importance of the relationship between the two ideas. 	<ul style="list-style-type: none"> Linking words and phrases help provide a connection between relationships or ideas 	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.3.3c	<ul style="list-style-type: none"> Temporal words or phrases are words that signal the position of an event in time. They can express duration and frequency as well. Event sequence is the order of events in which the story occurs. 	<ul style="list-style-type: none"> Words and phrases allow writers to express the passage of time or sequence of events 	Use temporal words and phrases to signal event order.
W.3.4	<ul style="list-style-type: none"> (Grade-specific expectations for writing types are defined in standards 1-3 above.) Knowing the audience of a piece will help an author anticipate and respond appropriately to their concerns and questions about a topic That pieces on the same topic can differ depending on the audience and task Effective writers produce clear compositions by using precise words, proper grammar, and sentence structure. 	<ul style="list-style-type: none"> (Grade-specific expectations for writing types are defined in standards 1-3 above.) Determine who the audience for the piece of writing will be and make decisions for the piece based on the following questions: <i>what do they already know or need to learn to understand the writer's message?</i> <i>How is the audience likely to respond</i> 	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.)

	<ul style="list-style-type: none"> Writers develop the character(s), place(s), or event (s) as they move through time and change if they are to seem real. Development includes everything from examples and quotations, to details and other forms of evidence used to support and illustrate whatever the writer is saying about the subject. Organization comes in a variety of approaches, what matters most is a clear, appropriate, logical, and effective structure to the idea. Purpose is what the writer is trying to accomplish with the piece Task is the purpose for the writing and the genre. 	<p><i>to the piece? What biases do they have that as the writer I must anticipate and address to effectively advance my argument?</i></p> <ul style="list-style-type: none"> Attention to detail is important to produce a quality piece, it includes revision, editing, and receiving feedback from others Development should extend, clarify, or enhance the writer's claims or, in narratives, advance the story. It can look like figures, tables, dialogue, or images that add more information or further illustration. Organization of a text helps the reader create meaning Writer's purpose is shapes by the occasion, the topic, and the audience 	
W.3.5	<ul style="list-style-type: none"> Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. Editing is fixing spelling, punctuation, and grammar errors Purpose is what the writer is trying to accomplish with the piece Plan are what writers do to prepare for writing for a piece (e.g., outline ideas, gather and generate ideas, create an outline, brainstorm, mind map, etc.) Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) Conventions are the rules that apply to and govern the genre, format, grammar, spelling, and other aspects of writing a paper. Strengthening a piece is revising for concision, clarity, and coherence. 	<ul style="list-style-type: none"> Revising helps to make our writing sound better. Editing makes our writing look better and helps the reader understand the piece. It can be done while composing the piece, not just at the end of the process. Writer's purpose is shapes by the occasion, the topic, and the audience Planning helps a writer develop a strong piece based on their purpose Conventions help a reader create meaning from a text Strengthening a piece tightens wording, refines arguments, removes unnecessary information so key ideas, reasoning, and evidence are emphasized. 	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 an including grade 3).
W.3.6	<ul style="list-style-type: none"> The function of various tools for writing and publishing Basic technology vocabulary such as mouse, keyboard, menu, cursor, etc. How to access and use technology as intended 	<ul style="list-style-type: none"> Writing can be improved through collaboration with others Etiquette of collaborating using various digital tools Online safety etiquette 	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.

	<ul style="list-style-type: none"> Using technology allows us to interact with others on our writing Using technology provides a means for publishing our writing 	<ul style="list-style-type: none"> That different tools offer a better means of creating and working with others on a project 	
W.3.7	<ul style="list-style-type: none"> Researching is asking yourself and others questions about the causes, types, effects, meaning, and importance of anything being studied. Inquiries on those questions through looking up facts or conducting in depth investigations results in answering the questions. Researchers generate questions Sources must be established and trustworthy to be cited or used to support a claim. 	<ul style="list-style-type: none"> Research can be done in a variety of ways to learn about a topic Research allows us to become an expert and develop an opinion about a topic Shared research builds knowledge of everyone as information and ideas are shared collaboratively Questions are the driving purpose of the research A writer must consider multiple sources (some offering alternative perspectives) to be considered reliable, valid, and substantial. 	Conduct short research projects that build knowledge about a topic.
W.3.8	<ul style="list-style-type: none"> Accuracy is correctness. The information used as evidence for a claim or support for a hypothesis is true, current, and precise. Credibility is the measure of believability of the source of information, based on how current, established, and relevant the source is. Research can be done in a variety of ways to learn about a topic Research allows us to become an expert and develop an opinion about a topic Shared research builds knowledge of everyone as information and ideas are shared collaboratively 	<ul style="list-style-type: none"> Some sources are more credible than others Writing can answer questions others or I have about a topic Information for a writing piece can come from a variety of sources 	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
SL.3.1	<ul style="list-style-type: none"> Collaborative discussion refers to discussing ideas and working jointly with others to create new thinking. Partners take the remarks of others and add details or further develop the thoughts. Draw conclusions is using the key ideas and evidence and also the implied or inferred meaning. Elaborating on others remarks, either adding details or further developing a thought Prepared is making use of any notes, ideas, any materials needed for a discussion. Expressing is articulating and conveying an idea Question is you ask to gain information or clarify 	<ul style="list-style-type: none"> Building upon others' talk in conversation deepens the discussion Collaborative discussions lead to a collective understanding Synthesizing information into a conclusion helps wrap up a discussion Being prepared requires anticipating the demands and directions for a discussion. Expressing your ideas isn't restating what someone else has said During a conversation everyone is responsible for including other views 	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> building on others' ideas and expressing their own clearly.

	understanding	and making all in the group feel involved	
SL.3.2	<ul style="list-style-type: none"> • Determine the main ideas and supporting details • Diverse media are the different forms and information, evidence and data come in, as well as mixed media, such as websites or presentation slides with embedded digital imagery and audio. • Evaluate is to determine the quality, value, use, or importance of data, details, or other forms of information. • Formats are the ways information can be presented-charts, slides, graphics, images, as well as multiple media. • Integrate is to join different sources or data into a cohesive body of evidence used to support one's claims. • Paraphrase is a restatement of text or spoken thinking using different words than the original but maintaining the same meaning. 	<ul style="list-style-type: none"> • Examining how structures, grammar, syntax, or more media-based features serve to emphasize the main idea or supporting idea in the text. • Some information is more important and a higher quality than other information • A speaker can present information in a variety of ways 	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3	<ul style="list-style-type: none"> • Evaluate is to determine the quality, value, use, or importance of data, details, or other forms of information. • Evidence is the data, details, quotations, or examples the speaker uses in the presentation and how credible, accurate, and valid they are. • The speaker's main message 	<ul style="list-style-type: none"> • Some information is more important and a higher quality than other information • A speaker has a point of view that influences their discussion of a topic. A speaker may have bias about a subject and it's important for an audience to understand how this could influence the topic. • Questions should be ask about the information presented 	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	<ul style="list-style-type: none"> • Appropriate to the task, purpose, and audience is when a student organizes, develops, or speaks is varied dependent on the objective, the purpose of the presentation, and the audience to whom one is speaking. • Findings are conclusions drawn from observations, investigations, experiments, or inquiries about questions or problems. • Organization is an appropriate and effective structure for the presentation • Relevant, descriptive details are details that relate to the topic and provide description. 	<ul style="list-style-type: none"> • Presentations vary depending on the task, purpose, and audience • A clear organization structure allows listeners to hear and process the ideas presented • Not all information is relevant 	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

	<ul style="list-style-type: none"> Supporting evidence is the data, information, quotation,s examples, or other information that the speaker uses to support whatever they are saying or presenting. 		
SL.3.6	<ul style="list-style-type: none"> Adapt speech to change the language, style of delivery, tone, or format of the presentation or speech as needed to suit the audience, purpose, and occasion. Informal discourse is the talk and discussions between peers that is relaxed, casual, and familiar. 	<ul style="list-style-type: none"> Each presentation or talk has its own unique audience each time one speaks, and so it's important to know how to speak to address the audience and the occasion. 	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See <i>grade 3 Language standards L.3.1 and L.3.3 for specific expectations.</i>)
L.3.1e	<ul style="list-style-type: none"> Verb tense means time, the verb tense should show the appropriate time: present, past, or future. 	<ul style="list-style-type: none"> Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning Grammar rules help us be effective communicators 	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
L.3.1f	<ul style="list-style-type: none"> Pronoun-antecedent agreement is a word that is used to stand for or take the place of a noun. Subject-verb agreement means they match, the a singular nouns has a singular verb, a plural noun must have a plural verb 	<ul style="list-style-type: none"> Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning Grammar rules help us be effective communicators 	Ensure subject-verb and pronoun-antecedent agreement.
L.3.2d	<ul style="list-style-type: none"> Possessives who that something belongs to somebody or something. Generally, the rule is to add 's to singular words and s' to plurals to show possession. 	<ul style="list-style-type: none"> Standard English has convention rules help us be effective communicators Convention rules help the reader understand what we have written 	Form and use possessives.
L.3.3a	<ul style="list-style-type: none"> Effective choices for meaning or style 	<ul style="list-style-type: none"> Drawing on elements such as syntax, rhetoric, punctuation, and diction, writers choose words and arrange them to serve a purpose or for effect 	Choose words and phrases for effects.
L.3.4	<ul style="list-style-type: none"> A phrase is a sequence of two or more words Affixes are the morphemes attached to the beginning or endings of root words; can be prefixes or suffixes. A prefix is a group of letters place in front of a base word to change its meaning (e.g., <i>preplan</i>) 	<ul style="list-style-type: none"> Language has specific rules How to break apart a word to determine meaning Context clues help determine word meaning Word parts change the meaning of the sentences/phrases 	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.

	<ul style="list-style-type: none"> • A suffix is a group of letters added at the end of a base word or word to change its function or meaning (e.g., <i>handful</i>, <i>hopeless</i>). • Root words are base words and they have meaning • Inflections are groups of letters added to the end of a word to change its meaning (e.g., -es, -s, ed). • Resources can be utilized to determine the meaning of words or phrases (e.g., glossary, thesaurus, dictionary) 		
L.3.4a	<ul style="list-style-type: none"> • Multiple-meaning words are words that mean more than one thing, depending on the context 	<ul style="list-style-type: none"> • Context clues help determine word meaning 	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.5	<ul style="list-style-type: none"> • Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. • Literal language is factual and explicit, the reader does not need to infer to glean the meaning. • Nonliteral language implies figurative language-often similes, metaphors, personification, and abstract words. • A metaphor compares two things that are not typically associated with each other (e.g., “That room is an oven.”) • A simile typically uses the word like or as when making a comparison (e.g., “A blue whale’s skin is as slippery as a bar of soap.”) • Personification involved attributing human characteristics to something that is non-human. • Real-Life Connection is when students connect what they’re learning to what they’re experiencing in their lives • Intensity of words how a word can change the emotion/energy of the word 	<ul style="list-style-type: none"> • Figurative language changes or goes beyond literal meaning. • Language creates mental pictures • Language helps keep readers engaged • Real life connections help anchor meaning of words • Words have a variety of meaning • Words express how the author feels 	Demonstrate understanding of word relationships and nuances in word meanings.
L.3.6	<ul style="list-style-type: none"> • Content or academic vocabulary words • words and phrases that signal time or relationships (after, before, next) in conversation 	<ul style="list-style-type: none"> • Readers constantly learn and use new words through conversations and texts • Identify unknown words and seek meaning • certain words are used during certain grade-appropriate and/or academic conversations • the importance of using and understanding subject specific 	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., <i>After dinner that night we went looking for them</i>).

		vocabulary during classroom conversation <ul style="list-style-type: none"> academic words being used frequently during class are important to know and use 	
ISTE 1a	<ul style="list-style-type: none"> Set learning goals Variety of technology tools 	<ul style="list-style-type: none"> Develop strategies that help them meet their learning goals Reflection is part of the learning process 	Students will: <ol style="list-style-type: none"> Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
ISTE 1c	<ul style="list-style-type: none"> Technology is a tool Feedback is given and received 	<ul style="list-style-type: none"> Feedback can help us grow 	Students will: <ol style="list-style-type: none"> use technology to seek feedback that informs and improves their practice and demonstrate their learning in a variety of ways.
ISTE 3a	<ul style="list-style-type: none"> Research How to locate information 	<ul style="list-style-type: none"> Research allows us to learn about a topic A variety of strategies can be used to research 	Students will: <ol style="list-style-type: none"> Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Unit 2: Assessment

EVIDENCE of LEARNING

<u>Understanding</u> 2, 4	<u>Standards</u> W.3.1 L.3.3	<p>Writing: <i>“Think of a topic or issue that you know and care about, an issue around which you have strong feelings. You will have two forty-five minute sessions to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you’ll have two forty-five minute sessions to complete this, so you will need to plan, draft, revise, and edit in two sittings. If you want to find and use information from a book or other outside source, you may bring that with you tomorrow. In your writing, make sure you:</i></p> <ul style="list-style-type: none"> <i>Write an introduction</i> <i>State your opinion or claim</i> <i>Give reasons and evidence</i> <i>Organize your writing</i> <i>Acknowledge counterclaims</i> <i>Use transition words</i> 	<u>R/R Quadrant</u> <u>21 Century</u> C 4C- Critical thinking Communication Creativity
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		<ul style="list-style-type: none"> • Write conclusions” Standards Assessed: W.3.1, L.3.3 Opinion Rubric	
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Unit 2: Sample Activities

SAMPLE LEARNING PLAN
Pre-assessment: Teacher can administer reading pre-assessment prior to beginning of the unit to guide instruction. Reading pre-assessment resources.

Reader’s Workshop				
Mystery: Foundational Skills in Disguise (Separate Book)				
<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
1, 2, 3	RL 3.1 RL 3.2 RL 3.3 ISTE 1c ISTE 3a	1. Activity: Whodunit (Session 1) Objective: Students will: <ul style="list-style-type: none"> • Know what a mystery is • Understand that a mystery needs to be solved. • Be able to identify the mystery and crime solver in a story <i>Note to Teacher: Students could utilize technology to track their reading goals, a couple of possibilities are utilizing Google Drive, SeeSaw, or in Microsoft Office.</i> a. Connection: Teacher will <ol style="list-style-type: none"> i. Rally kids to come quickly to the meeting area: a new unit is about to begin! Ask them to bring the books you helped them select prior to this 	Setting Objectives	B/C Communication Critical Thinking

		<p>unit.</p> <ol style="list-style-type: none"> ii. Let your readers know there is a big problem - something (perhaps your glasses) has gone missing! Recruit their help in solving this mystery. iii. Share students' ideas for how to start solving the mystery. Take on idea and model trying it out so that the mystery is soon solved. iv. Let readers know what they have just done to solve this real-life mystery can help them as they enter this new reading unit - a unit on mysteries. <p>b. Teaching: Teacher will</p> <ol style="list-style-type: none"> i. Show the new read-aloud. Demonstrate how you note that the book is a mystery and after that, you draw on all you know about solving mysteries to help you start reading the book. ii. Debrief quickly, pointing out the replicable steps you have taken that you want children to follow. <p>c. Active Engagement: Teacher will</p> <ol style="list-style-type: none"> i. Give students a chance to preview their mysteries, asking the questions that mystery solvers always ask. ii. Call readers back and highlight some of what you've heard. <p>d. Link: Teacher will send children up to fill out their logs, set a reading goal, and then begin reading in the meeting area. As you see them get started, send them off to their reading spots. (Teachers could provide an opportunity for digital log to allow teacher, class mate or virtual classmate from a partner class to provide feedback periodically)</p> <p>e. Mid-Workshop Teaching: Teacher will guide students to identify the mystery and think more about the crime solver.</p> <p>f. Share: Teacher will give students an opportunity to share what they notice from the start of their mystery books.</p> <p>Session 1 Appendix Documents</p>	<p>Advance Organizer</p> <p>Setting Objectives</p>	
1,2	<p>RL3.1 RL3.3 RL3.5 RL3.6</p>	<p>2. Activity: Mystery Readers Do a Special Kind of Predicting (Session 3)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know that readers make predictions. • Understand all characters have motives. • Be able to consider a suspect's opportunity and motive to make strong predictions. <p>a. Connection:</p> <ol style="list-style-type: none"> i. Teacher will channel students to study the "envisioning/predicting" strand of the narrative reading learning progression and to talk to their partner about the third- and fourth-grade expectations. ii. Share out the expectations for third-grade predictions. <p>b. Teaching: Teacher will</p>	<p>Setting Objectives</p>	<p>B</p> <p>Communication Collaboration Critical Thinking</p>

		<ul style="list-style-type: none"> i. Demonstrate how to consider a suspect's opportunity and motive as a means to support stronger prediction work. ii. Debrief how you made predictions by thinking backward about each suspect's motives and opportunities. <p>c. Active Engagement: Teacher will</p> <ul style="list-style-type: none"> i. Use the class read-aloud to support students in analyzing suspects' motives and opportunities. ii. Encourage students to bring the information they glean about suspects' motives and opportunities into their predictions about who did the crime. <p>d. Link: Teacher will remind students of the teaching point and rally them to get started with independent reading..</p> <p>e. Mid-Workshop Teaching: Teacher will guide students to make a mental list of all of the characters in the story to realize everyone is a possible suspect.</p> <p>f. Share: Teacher will</p> <ul style="list-style-type: none"> i. Remind students of the revision work they did in writing workshop and encourage them to do the same now - to revise their first predictions. ii. Tell the story of one child who has revised her predictions as she reads. Ask partners to do this work together, explaining how their thinking has changed - or been confirmed - as they have read on. <p>Session 3 Appendix Documents</p>	Note-taking	Cooperative Learning	
1, 2	RL.3.1 RL3.2 RL.3.3 RL3.5 RL3.6 ISTE 1a	<p>3. Activity: When the Going Gets Tough, Readers Need Strategies (Session 4)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know strategies they can use when they are reading • Understand that readers take action when their reading doesn't make sense. • Be able to apply strategies to tricky parts of the text. <p>a. Connection:</p> <ul style="list-style-type: none"> i. Teacher will let readers know that you have been watching them read - and thinking about what you can teach them. Let them know that you think they are ready for an important lesson. ii. Ask readers to think about a time something outside of school was tricky for them, and then to think about what they did to deal with the challenge. Tell them to share this with a partner. iii. Let readers know that just as they each did something to address an outside-of-school challenge, similarly, they need to address tricky parts in mysteries. <p>b. Teaching and Active Engagement: Teacher will</p> <ul style="list-style-type: none"> i. Show students what two other readers, who are not in the class, said was tricky about reading mysteries. <i>Teachers could use this as an opportunity</i> 	Setting Objectives	Cooperative Learning	B/C Critical Thinking Collaboration Communication Creative Thinking

		<p><i>to bring in an outside expert in a Hangout/Skype. Seek experts via Twitter, Google +, Microsoft Educator Community or local library.</i></p> <ol style="list-style-type: none"> ii. Challenge the class to help the two students by “inventing” strategies to figure out the tricky parts. iii. Channel half the class to help one reader; half, the other. Distribute a passage from the class read-aloud to help students invent and test strategies. As they work, listen in and offer tips as needed. <i>(A note-taker (or team of note-takers) can be recording statements through a back channel to help keep all students engaged in this activity.)</i> iv. Gather readers back together and co-create a chart of invented strategies. <p>c. Link: Teacher will congratulate readers on helping to invent strategies. Then ask them to think about their own challenges and what they can do about those. Send readers off and remind them to try to invent their own strategies.</p> <p>d. Mid-Workshop Teaching: Teacher will point out the purpose of rereading with a clear purpose.</p> <p>e. Share: Teacher will let the class know how one reader invented a strategy to figure out a tricky part of mystery reading. Invite students to share other invented strategies.</p> <p>Session 4 Appendix Documents</p>	<p>Reinforcing Effort & Feedback</p> <p>Setting Objectives</p>	
1, 2, 3, 4	<p>RL.3.1 RL3.2 RL3.3 W.3.4 W.3.8</p>	<p>4. Activity: Thoughtful Writing and Talking about Reading (Session 5)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know reading and writing are connected • Understand writing about reading helps us understand the story better • Be able to write to think more about their reading <p>a. Connection: Teacher will bring to mind the detectives from the current read-aloud, <i>The Absent Author</i>, using this to suggest that readers jot quick notes and use them to gather information about their mystery.</p> <p>b. Teaching and Active Engagement: Teacher will</p> <ol style="list-style-type: none"> i. Tell their kids that to study how skilled readers use writing to help them grow thoughtful ideas about their reading, they recruited adults from the school to jot notes about the class read-aloud. ii. Suggest that for kids to think hard about the kids of notes that grown-ups took, they might work in partnerships to take the kind of notes that get them to grow big ideas. iii. Converge two partnerships. Encourage small groups of four to study distributed copies of the writing about reading, noting what makes it a skillful example. iv. Debrief in a way that highlights what children have learned from the 	<p>Setting Objectives</p> <p>Note-taking</p> <p>Cooperative Learning</p>	<p>B/C</p> <p>Collaboration Critical Thinking Communication</p>

		<p>inquiry: how to write skillfully about reading. As students share, co-create the class chart “Ways to Strengthen Writing About Reading.”</p> <p>c. Link: Teacher will send students off to read, explaining that they will be writing about their reading and meeting up with partners later.</p> <p>d. Mid-Workshop Teaching: Teacher will guide students to pause to check on their jots.</p> <p>e. Share: Teacher will ask children to skim their jots to prepare to discuss ideas with partners.</p> <p>Session 5 Appendix Documents</p>	Setting Objectives	
1, 2	<p>RL.3.1 RL.3.2 RL.3.3 RL.3.5 RL.3.9</p>	<p>5. Activity: How Mystery Books Go (Session 8)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know the structure of a mystery ● Understand that books in a genre follow the same story structure ● Be able to identify how mysteries tend to go <p>a. Connection: Teacher will</p> <ol style="list-style-type: none"> i. Tell readers that as they’ve been working to get stronger at reading each of their mysteries, they have also been learning about the genre of mystery books, in general. ii. Convene readers and let them know that they have come up with theories. Explain that now they need to test those theories. iii. Set readers up to investigate and test their theory of how mystery books go. <p>b. Teaching: Teacher will</p> <ol style="list-style-type: none"> i. Explain that to test a theory about all mysteries, it is important to read a bunch of mysteries, studying whether the theory holds true across books. ii. Let the class know that they will practice testing on theory together. Read aloud the start of a very short primary-level mystery, pausing once the theory has seemed to be proven right or wrong. iii. Debrief quickly, point out replicable steps you have taken. <p>c. Active Engagement: Teacher will</p> <ol style="list-style-type: none"> i. Set readers up to listen to the rest of the mystery with their own theories in mind about mystery books. ii. After you finish reading the rest of the mystery book, ask students to talk to a partner about whether their theories held true in the mystery you just read aloud. <p>d. Link: Teacher will send students off to continue raising and testing theories about what is the same across all mysteries.</p> <p>e. Mid-Workshop Teaching: Teacher will use a whole-class voiceover to guide</p>	<p>Setting Objectives</p> <p>Reinforcing Effort & Feedback</p> <p>Practice</p> <p>Cooperative Learning</p>	<p>B/C</p> <p>Collaboration Critical Thinking Communication</p>

		<p>students in analyzing the mysteries on their log to see how they are the same or different.</p> <p>f. Share: Teacher will</p> <ol style="list-style-type: none"> i. Channel readers to identify what they found from reading several short mysteries while they job their observations. ii. Wrap up sharing and set up homework. <p>Session 8 Appendix Documents</p>	Similarities & Differences	
1, 2, 3, 4	<p>RL.3.1 RL.3.2 RL.3.3 RL.3.5 RL.3.9 SL.3.3 SL.3.4</p>	<p>. Activity: Raising the Level of Partner Talk (Session 10)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know strategies they can use when they are reading • Understand that talking about a story can help us understand it. • Be able to help partners through discussion when they are stuck <p>a. Connection: Teacher will remind students of a conversation the entire class had together around problem solving and collaboration.</p> <p>b. Teaching: Teacher will</p> <ol style="list-style-type: none"> i. Describe the situation. A reader is stuck, not able to find clues or a suspect. The reader’s partner is then called upon to be of help, but how? ii. Suggest that partners need to emotionally prop each other up and to suggest possible strategies. iii. Demonstrate being a good - and less good - partner for an adult you recruit from the school (or for a students if you take the time to set that up). Channel kids to evaluate your partner work. iv. Run through a quick list of other possible strategies you could have suggested so that kids won’t all simply repeat your demonstration when given a chance to do this themselves. <p>c. Active Engagement: Teacher will channel readers to work with partners, helping one to sign on as the reader and the other as partner, and recruiting them to role-play and exaggerate. After in this mini-lesson they will talk for real.</p> <p>d. Link: Teacher will recruit kids for real conversations. One partner talks honestly about the work he or she has been doing with mysteries. The other partner aims to help. Keep this from feeling scripted.</p> <p>e. Mid-Workshop Teaching: Teacher will guide students to prepare for partner talk.</p> <p>f. Share: Teacher will guide students in partner talk by giving a structure to the students and providing feedback.</p> <p>Session 10 Appendix Documents</p>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Feedback</p>	<p>C</p> <p>Communication Critical Thinking Collaboration</p>
1, 2, 3, 4	<p>RL.3.1 RL.3.2 RL.3.3</p>	<p>7. Activity: What Kind of Mind-Work Does This Mystery Want the Reader to Do? (Session 13)</p> <p>Objective: Students will:</p>	<p>Setting</p>	<p>B/C</p> <p>Communication</p>

	RL.3.4 RL.3.5 RL.3.9 L.3.5	<ul style="list-style-type: none"> ● Know that readers self monitor ● Understand that a text can tell us when to slow down and speed up ● Be able to use the signals in a text to read at an appropriate pace <p>a. Connection: Teacher will remind kids they'll soon teach all they know about mysteries to others. Suggest that when reading a mystery, it's not an anchor chart or a minilesson that will channel them to do one kind of work or another - it's the text itself.</p> <p>b. Teaching and Active Engagement: Teacher will</p> <ul style="list-style-type: none"> i. Explain more about what it means to know how to read mysteries. Offer an example of a student whose work shows that he or she is thinking about how to read mysteries well. ii. Using a GDoc or Backchannel to create a student-generated list where partners think about and record signals that make readers read closely or quickly. Reflect on list as a class. Remind students that tips help readers follow the signals that texts give as to whether they should be reading quickly - or closely. iii. Invite children to join a class read-aloud of the demonstration text, recognizing cues from the text about when to read forward at a normal pace - and when to slow down and read closely. iv. Encourage readers to share their thinking with their partners. Then debrief, pointing out that the text sometimes cues readers to read quickly, while at other times it signals readers to read closely. <p>c. Link: Teacher will remind students that to truly comprehend a story, they need to turn their minds on - to be ready to notice a book's cues, knowing when reading closely is warranted.</p> <p>d. Mid-Workshop Teaching: Teacher will draw attention to the figurative language that readers will see in a text to help them notice it and be ready to discuss it.</p> <p>e. Share: Teacher will</p> <ul style="list-style-type: none"> i. Provide students with a quick list of places worth closely reading in a mystery. Invite them to locate such a place in their books and to think whether they slowed down when reading that part. ii. Encourage students to talk with partners and to reread these passages together now, aiming to notice more than they had before. <p>Session 13 Appendix Documents</p>	Objectives Note-taking Cooperative Learning Setting Objectives	Collaboration
1, 2	RL.3.1 RL.3.2 RL.3.3 RL.3.10	8. Activity: Readers Apply the Work of One Kind of Fiction to All Fiction (Session 15) Objective: Students will: <ul style="list-style-type: none"> ● Know mysteries are fiction ● Understand readers use the same skills to read all types of fiction books 	Setting Objectives	C Communication Critical Thinking

	ISTE 7a	<ul style="list-style-type: none"> ● Be able to apply reading strategies to all types of fiction <p>a. Connection: Teacher will:</p> <ol style="list-style-type: none"> i. Rally excitement for the new work of Bend III by dramatically handing our new “just-right” fiction books to all students. ii. Tell children they are now holding the last book in the mystery unit - though you’ve just distributed books that are <i>not</i> mysteries. Explain that skilled readers read <i>all</i> fiction as if it is a mystery. <p>b. Teaching: Teacher will</p> <ol style="list-style-type: none"> i. Summarize the reading work you and the class did when reading a recent class read-aloud. Set partners up to research ways one reads to figure out what is going to happen in a story. (If working with a partner class on a Shared GDoc or in Classroom this would be an opportunity for Asynchronous share out. Students can ask questions or share ideas about how they make predictions.) ii. Channel students to share their observations in small groups comprised of two partnerships. Then restate what you’ve overheard, crystallizing their language. <p>c. Active Engagement: Teacher will direct students to orient themselves to their new texts, thinking about what the mysteries might be in this new book.</p> <p>d. Link: Teacher will channel students to start reading their new books as if they are mysteries. Explain that if a child wants to switch to a different text, that student can bookshop quietly and quickly.</p> <p>e. Mid-Workshop Teaching: Teacher will guide students to be alert to parts of the text that help us answer questions.</p> <p>f. Share: Teacher will</p> <ol style="list-style-type: none"> i. Invite children to share the mystery reading strategies they have applied to their new fiction reading. ii. Channel students toward revisiting their reading logs looking for patterns. Then rally them to set goals. <p>Session 15 Appendix Documents</p>	Summarize Setting Objectives	Collaboration
1, 2	RL.3.1 RL.3.2 RL.3.3 RL.3.10	<p>9. Activity: Using Clues to Drive Predictions (Session 17)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know readers make predictions ● Understand readers use what has happened in the story to make predictions ● Be able to use clues they find in the story to make predictions <p>a. Connection: Teacher will connect students’ keen character observation work from yesterday to work they did in Bends I and II of the unit. Then set up today’s new</p>	Setting Objectives Advance Organizer	B Communication Critical Thinking

		<p>fiction learning.</p> <ul style="list-style-type: none"> b. Teaching: Teacher will <ul style="list-style-type: none"> i. Remind students of an example from a familiar read-aloud where knowing about a character has helped them make stronger predictions. Reread a scene and discuss a few significant clues about a character. ii. Explain how these earlier clues helped lift the level of prediction work. c. Active Engagement: Teacher will <ul style="list-style-type: none"> i. Give children a chance to try predicting based on their knowledge of the characters in their own books. Guide them through the deeper thinking needed for higher-level predictions. ii. Debrief the steps needed to lift the level of prediction work. d. Link: Teacher will send students off with a reminder of the importance of predicting with earlier clues in mind. e. Mid-Workshop Teaching: Teacher will help students notice that the depth of jotting matters, not the length. f. Share: Teacher will <ul style="list-style-type: none"> i. Direct students to take out the “Envisioning/Predicting” strand of the Narrative Reading Learning Progression and self-assess today’s prediction jot. ii. Call on reading partners to give each other feedback. Then celebrate the children’s growth. <p><u>Session 17 Appendix Documents</u></p>	Setting Objectives	
1, 2, 3, 4	SL.3.1 SL.3.4 SL.3.6 L.3.6 ISTE 6c ISTE 6d	10. Activity: Celebration (Session 18) Objective: Students will: <ul style="list-style-type: none"> • Know to stop and think while reading. • Understand readers read with alertness. • Be able to share their thinking with others. <p><i>Note To Teachers: Some ideas to incorporate technology in the share is to utilize Google Classroom, Google Drive, See Saw, allow students to create videos and share via class webpage, Remind 101, or another tool.</i></p> <ul style="list-style-type: none"> a. Connection: Teacher will <ul style="list-style-type: none"> i. Invite students to think about how they have grown as readers since the start of the year. (Using Google Drawing or Flipgrid, students can create a Book Snap which includes a teaser sentence, imagery, and a link to the student reading their mystery or an excerpt. This would be a good opportunity to share with a partner class or even a parent "fan club" so that students can share what they learned about reading a mystery.) ii. Highlight a few examples of students who have new and more engaged 	Setting Objectives Reinforcing Effort	C/D Collaboration Critical Thinking Creative Thinking Communication

		<p>habits as readers.</p> <p>b. Teaching: Teacher will</p> <ol style="list-style-type: none"> i. Point out that skilled readers don't just read with alertness, but are also aware of the mind work they do. ii. Explain to students that talking to others about their thinking helps them. <p>c. Active Engagement: Teacher will explain that tomorrow they will have a chance to show others about the thinking work they do as readers.</p> <p>d. Link: Teacher will use remaining time to brainstorm for tomorrow's mini-seminar where they will teach others about the thinking work they have done as a reader.</p> <p>e. Mid-Workshop Teaching: Teacher will make a anchor chart or tool and guide students in a quick inquiry of what makes it useful.</p> <p>f. Share: Teacher will</p> <ol style="list-style-type: none"> i. Pair students up and have them rehearse how tomorrow's seminar will look and sound. ii. On the day of the seminar, show clips from something like Full House. iii. Set up the room so each 3rd grader can sit next to a buddy. iv. Students will take turns leading their seminar and teaching the class for a few minutes. <p>Session 18 Appendix Documents</p>	Cooperative Learning	
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Writer's Workshop

Changing the World: Persuasive Speeches, Petitions, and Editorials (BK. 3)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
2	W.3.1.a,b ISTE 7d	<p>1. Gathering Brave, Bold Opinions for Persuasive Writing (session 2)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know ways to generate ideas for their persuasive speeches • Understand speech writing is a process • Be able to see a problem and generate a possible solution <p>a. Connection: Teacher will:</p> <ol style="list-style-type: none"> i. Generate excitement around the upcoming persuasive writing unit. ii. Rally the students to collect entries for speeches.They will begin collecting seed ideas for changes they would like to see in the school and community. (Students could generate questions/create a Google Form to 	<p style="text-align: center;">Setting Objectives</p> <p style="text-align: center;">Cues, Questions, &</p>	<p>B/C Communication Collaboration Critical Thinking Creativity</p>

		<p>ask about issues. This can be shared with classmates, PTO, administrators or parents.)</p> <p>b. Teaching:</p> <ol style="list-style-type: none"> i. Recruit students to join you in looking out at part of the world to see not only what it is but what could be there. ii. Demonstrate that you see a problem and generate a possible solution, writing both to name the problem and to tell about your imagined solution. iii. Debrief in ways that show how to apply the strategy you just demonstrated to the work students will do today and often throughout the unit. <p>c. Active Engagement: Students will envision a time/place where they felt that something was wrong or could be better. When they find a problem, they will orally share the idea with those around them.</p> <p>d. Link: The teacher will have students list a few problems and solutions they feel passionate about and choose one and start writing about it in large group until the mid-workshop teaching point.</p> <p>e. Mid-Workshop Teaching: Teacher will encourage students to find where they wrote their opinion (thesis) and consider stronger, bolder ways to word it.</p> <p>f. Share: Teacher will recruit writers to find an example from their writing that shows their best work. Then have students share this example with their table partners, getting ideas from one another.</p> <p>Session 2 Appendix Documents</p>	<p>Advance Organizers</p> <p>Nonlinguistic Representation / Cooperative Learning</p> <p>Practice</p> <p>Reinforcing Effort & Providing Recognition Cooperative Learning</p>	
2, 4	W.3.1.a,b L.3.3	<p>2. Activity: Considering Audience to Say More (session 4)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know strategies to enhance persuasion • Understand that addressing the audience directly makes a speaker more persuasive. • Be able to rewrite a speech to address audience concerns <p>a. Connection: The teachers will:</p> <ol style="list-style-type: none"> i. Give children practice stating their opinions in clear, unambivalent ways. ii. Show the students a sentence with qualifiers mixed in and work with the class to make it brave and bold. <p>b. Teaching:</p> <ol style="list-style-type: none"> i. By giving an incendiary speech (tending to arouse strong emotion or conflict) to your class and ignoring their response, dramatize the effect of a speaker ignoring listeners, running off at the mouth without giving listeners a thought. ii. Explain that a cardinal rule of persuasion is that the speaker needs to bring listeners along. Rewrite your speech to directly address audience 	<p>Setting Objectives</p> <p>Cues, Questions, & Advance Organizers</p>	<p>B/C Communication Collaboration Creativity</p>

		<p>concerns, and name what you are doing.</p> <p>c. Active Engagement: Teacher will:</p> <ol style="list-style-type: none"> i. Recruit the class to work together to anticipate audience response when working with a speech they wrote earlier in the unit. Read aloud, inviting kids to signal when the audience would ask “How come?” or “Like What?” or “Huh?” ii. Channel children to write sentences that could be added to the draft, in which they directly address the audience. iii. Debrief quickly, pointing out the replicable steps you have taken that you want others to follow. <p>d. Link: Teacher will channel writers to continue writing page-long entries, drawing on the strategies for generating persuasive writing and recalling tips for writing bold opinions, supporting those opinions with reasons, and keeping their audience in mind.</p> <p>e. Mid-Workshop Teaching: Teacher will lead students to find another way to address the audience by asking questions that the reader might have.</p> <p>f. Share: Teacher will:</p> <ol style="list-style-type: none"> i. Teach writers that they can reread with audience in mind, imagining questions that the audience might ask. ii. Set up writers to reread their own pieces with the eyes of an audience, finding places where someone might ask a question. <p>Session 4 Appendix Documents</p>	<p>Cooperative Learning</p> <p>Providing Practice</p> <p>Providing Practice</p>	
2	W.3.4	<p>3. Organizing and Categorizing (session 8)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know writers plan how to organize their information. ● Understand that writers group like information together in their writing. ● Be able to organize and categorize their evidence in a logical way <p>a. Connection: Teacher will gather the writers at the meeting area and show them a variety of items that relate to each other in some way. Ideally, they all relate to being ready to do a large task or project.</p> <p>b. Teaching: Teacher will:</p> <ol style="list-style-type: none"> i. Engage writers in helping you organize your evidence for the class opinion you have been working on. ii. Highlight examples of how to categorize the evidence, demonstrating this process as you go. <p>c. Active Engagement: Teacher will listen in and coach partnerships as students discuss different ways of categorizing evidence.</p>	<p>Setting Objectives</p> <p>Nonlinguistic Representation</p> <p>Cooperative Learning</p>	<p>B/ C Communication Critical Thinking Collaboration Creativity</p>

		<p>d. Link: Teacher will send students off to begin organizing their evidence. Remind writers that anytime they are writing opinion texts, they will need to plan how to organize their information.</p> <p>e. Mid-Workshop Teaching: Teacher will:</p> <ol style="list-style-type: none"> i. Point out to students that when they are categorizing their information that they may notice that they don't have enough information for every section. ii. Lead students to make a plan for getting more information. <p>f. Share: Teacher will:</p> <ol style="list-style-type: none"> i. Have students practice teaching their evidence to their partner, figuring out the best way to organize their categories. ii. Remind writers that they need to make a plan for gathering missing evidence. <p>Session 8 Appendix Documents</p>	<p>Reinforcing Effort & Providing Recognition</p> <p>Providing Practice</p> <p>Cooperative Learning</p>	
2	W.3.4	<p>4. For Example: Proving by Showing (from session 9)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know writers include details in their writing • Understand that examples can make speeches more persuasive. • Be able to include examples in their writing to support what they are saying. <p>a. Connection: Teacher will:</p> <ol style="list-style-type: none"> i. Tell writers about a time when you saw examples of something and began to care more. <p>b. Teaching: Teacher will:</p> <ol style="list-style-type: none"> i. Set writers up to watch as you demonstrate coming up with a personal example to support your opinion. ii. Debrief quickly, pointing out the replicable steps you have taken that you want your writers to notice. <p>c. Active Engagement: Teacher will:</p> <ol style="list-style-type: none"> i. Set writers up to locate a place in their text in which they told something, and ask them to think of a way to show the reader that part, sharing with partners. <p>d. Link: Teacher will:</p> <ol style="list-style-type: none"> i. Emphasize that volume of evidence matters. Remind writers of all they could be doing today, including rereading to be sure they have used specific details - getting the name of the dog - to convince readers of their opinion. <p>e. Mid-Workshop Teaching: Teacher will:</p> <ol style="list-style-type: none"> i. Model for students that evidence should match the opinion and reason. <p>f. Share: Teacher will:</p>	<p>Setting Objectives</p> <p>Cues, Questions, & Advance Organizers</p> <p>Cooperative Learning</p>	<p>B/C Communication Collaboration Creativity</p>

		<ol style="list-style-type: none"> i. Explain to students that when writing opinion essays, the writer shifts between writing about the present, the past, and the future. Those shifts in time need to be accompanied by shifts in tense. ii. Remind writers that verbs are action words and can be written in past, present, or future tense. iii. Reread the class demonstration text, literally walking between the three tenses as you name whether an action is occurring now, in the past, or could occur in the future, and stand on top of that sheet. iv. Channel students to reread their work, and make sure their verbs match the time - past, present, or future. <p>Session 9 Appendix Documents</p>	Providing Practice	
2	W.3.1.c	<p>5. Paragraphing to Organize Our Drafts (from session 11)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know writers use paragraphs to organize their writing. • Understand that ideas are grouped by paragraphs • Be able to use paragraphs to organize their speeches. <p>a. Connection: Teacher will rally children's excitement over writing by talking about how to invite the muse when the day comes to write.</p> <p>b. Teaching: Teacher will:</p> <ol style="list-style-type: none"> i. Set writers up to help you think of how to organize the sections for the class speech. ii. Prompt writers to look over the evidence and ask, "Is each part saying something about the same idea, or are there several ideas within this subtopic?" iii. Pause to debrief, pointing out the replicable steps you have taken that you want other writers to follow. <p>c. Active Engagement: Teacher will:</p> <ol style="list-style-type: none"> i. Set writers up to reread sections of their own writing and decide where there should be paragraphs. ii. Invite your students to extrapolate the underlying principles informing their planned paragraphs by asking them to talk in partnerships about what prompts them to start a new paragraph. iii. Create an opportunity for students to try creating a succinct thesis for the class piece, coaching into this work. <p>d. Link: Teacher will:</p> <ol style="list-style-type: none"> i. Emphasize that it is non negotiable that students paragraph. ii. Rally students to recall the power and message and audience of their speech, and to write fast and furiously. 	<p>Setting Objectives</p> <p>Cues, Questions, & Advance Organizers</p> <p>Providing Practice</p> <p>Cooperative Learning</p>	<p>B/C</p> <p>Communication</p> <p>Critical Thinking</p> <p>Collaboration</p> <p>Creativity</p>

		<p>e. Mid-Workshop Teaching: Teacher will:</p> <ul style="list-style-type: none"> i. Transfer and apply all we know as we write. ii. Use resources to remind yourself of how to spell words. <p>f. Share: Teacher will:</p> <ul style="list-style-type: none"> i. Introduce students to transition words and phrases that will help them link different parts of their opinion writing. ii. Demonstrate how to add transition words using the class demonstration speech. iii. Debrief, pointing out the replicable steps student should be following in their own writing. <p>Session 11 Appendix Documents</p>	Providing Practice	
2, 3, 4	W.3.5 SL.3.2 L.3.3.a	<p>6. Choosing Words that Sound Right and Evoke Emotion (from session 12)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know strategies for revision ● Understand speechwriters use techniques to make their speeches more powerful to hear. ● Be able to use revision strategies to make their speeches more powerful <p>a. Connection: Teacher will let writers know that you have tried to revise your own speech and are not sure what makes for an effective, powerful speech.</p> <p>b. Teaching: Teacher will:</p> <ul style="list-style-type: none"> i. Teach students that they can revise their speech so it evokes emotion, packing an emotional punch. ii. Collect students' observations on a chart, highlighting the ways writers make their speeches more powerful. <p>c. Active Engagement: Teacher will:</p> <ul style="list-style-type: none"> i. Set writers up to watch a video clip of a speech, letting them know that they should watch while thinking about the inquiry lesson. ii. Set students up with prompting to look for powerful, emotive diction. <p>d. Link: Teacher will:</p> <ul style="list-style-type: none"> i. Send students off to revise their speeches, keeping in mind all the strategies they have learned so far for revising their writing and for making powerful and effective speeches. <p>e. Mid-Workshop Teaching: Teacher will:</p> <ul style="list-style-type: none"> i. Introduce that writers can learn from other writers to revise their work and make it stronger. <p>f. Share: Teacher will:</p> <ul style="list-style-type: none"> i. Teach students that they can revise their speech so that it evokes emotion, packing an emotional punch. 	Setting Objectives	<p>B</p> <p>Communication Collaboration Critical Thinking Critical Thinking Creativity</p> <p>Nonlinguistic Representation</p>

		<ul style="list-style-type: none"> ii. Set writers up to help you revise a part of the class speech to make it pack more of an emotional punch. iii. Set up writers to look through a section of their own writing, deciding what emotion(s) they want an audience to feel and then revising to bring out that emotion. <p>Session 12 Appendix Documents</p>	Providing Practice	
2	W.3.1.a,d	<p>7. Revising your Introductions and Conclusions to Get your Audience to Care (from session 17)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know strategies for writing introductions and conclusions. • Understand writers use introductions to draw the reader into the text. • Be able to craft introductions to hook the reader. <p>a. Connection: Teacher will:</p> <ul style="list-style-type: none"> i. Remind writers of the work they've done so far in this unit--the process that opinion writers use. <p>b. Teaching: Teacher will:</p> <ul style="list-style-type: none"> i. Explain that a small group of students studied introductions in some mentor texts, and ask one child to list the ways they found for hooking in readers. Explain that kids are skilled already at this. ii. Suggest that students seem less skilled at stating their opinion succinctly, and give them some tips for doing so. iii. Create an opportunity for students to try creating a succinct thesis for the class piece, coaching into this work. iv. Pause to debrief, point out the replicable steps the students have taken that you hope they transfer to another day and another text. <p>c. Active Engagement: Teacher will:</p> <ul style="list-style-type: none"> i. Now channel students to use the same process to create a succinct thesis for their own opinion writing. <p>d. Link: Teacher will:</p> <ul style="list-style-type: none"> i. Remind writers that the deadline for completing their opinion writing is fast approaching, and encourage them to carry and employ all they have learned. <p>e. Mid-Workshop Teaching: Teacher will:</p> <ul style="list-style-type: none"> i. Remind yourself of goals. ii. This piece you are writing should show everything you have learned to do. <p>f. Share: Teacher will:</p> <ul style="list-style-type: none"> i. Give writers the opportunity to study and rank three different conclusions for a piece and discuss the reasons for their ranking decisions. 	<p>Setting Objectives</p> <p>Cues, Questions, & Advance Organizers</p> <p>Providing Practice</p> <p>Providing Practice / Reinforcing Effort & Providing Recognition</p>	<p>B/C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p> <p>Creativity</p>

		Session 17 Appendix Documents		
2	W.3.5	<p>8. Getting Our Writing Ready for Readers (from session 22)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know editing includes looking at the details within their writing. • Understand that people will take a text more seriously when the writing looks professional. • Be able to use a checklist to edit writing. <p>a. Connection: Teacher will remind writers about all they know to do to edit their pieces. Introduce an editing checklist.</p> <p>b. Teaching: Teacher will:</p> <ol style="list-style-type: none"> Show writers how professionals proofread. Demonstrate reading through and using the proofreading marks to edit the beginning of the piece. Debrief, pointing out the replicable steps you have taken. Set writers up to continue editing the marks. <p>c. Active Engagement: Teacher will set writers up to talk over edits they missed and strategies for not missing any in the future.</p> <p>d. Link: Teacher will send students off to continue editing their pieces.</p> <p>e. Mid-Workshop Teaching: Teacher will:</p> <ol style="list-style-type: none"> Use partners to help proofread. Use proofreading marks and check for capitalization, spelling, and punctuation. <p>f. Share: Teacher will recruit writers to think about where in the world their opinion pieces will go.</p> <p>Session 22 Appendix Documents</p>	<p>Setting Objectives</p> <p>Cues, Questions, & Advance Organizers</p> <p>Providing Practice</p> <p>Cooperative Learning</p>	<p>C</p> <p>Communication Critical Thinking Collaboration Creativity</p>
3	SL.3.4 ISTE 6 a ISTE 6 d	<p>9. Author Celebration (from session 23)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know the importance of writing for audience • Understand the necessary steps to write a piece that is engaging for an audience. • Be able to share their writing with and audience <p>Celebrating Activism will be a celebration of the opinion authors and their work to let students know they have been heard. Each classroom may choose to hold the celebration differently, some ideas include:</p> <ul style="list-style-type: none"> • Various stations around the room <ul style="list-style-type: none"> ○ Station 1 - filmed speeches from the end of Bend II, ○ Station 2 - a bulletin board showing the process, ○ Station 3 - quick student presentations 	<p>Setting Objectives</p> <p>Reinforcing Effort & Providing Feedback / Cooperative</p>	<p>D</p> <p>Communication Collaboration, Creativity</p>

		<ul style="list-style-type: none"> • Mail letters if applicable and take a ceremonial walk to the mailbox • Take photographs of where their pieces have gone and display in the hallway, cafeteria, etc. • Partnering with another grade level classroom to read aloud • Inviting in parents, community members, authors in the classroom to read students writing • Share writing via class website or students digital portfolios • Send writing out to an audience via apps such as Remind 101, Google Drive, and more <p>Most importantly, allow students to share the work they have done and have an opportunity to have their voices heard.</p> <p>Session 23 Appendix Resources</p>	Learning	
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Language/Word Study Block

1	RL.3.1	<p>Interactive Read Aloud: <i>The Absent Author</i> by Ron Roy and <i>The Diamond Mystery</i> by Martin Widmark</p> <p>Read Aloud Before Mini lesson in the sessions listed below (p. xiii)</p> <p>Bend 1:</p> <ul style="list-style-type: none"> • Session 1: Read blurb on back of <i>The Absent Author</i> • Session 2: Read through the end of chapter 2. • Session 3: Read through the end of chapter 4. • Session 4: Read through the end of chapter 6. • Session 5: No specific reading • Session 6: Read through the end of chapter 7. • Session 7: Read through the end of chapter 9. <p>Bend 2:</p> <ul style="list-style-type: none"> • Session 8: Read through the end of chapter 10. • Session 9: Finish book, if not finished. • Session 10: Begin reading <i>The Diamond Mystery</i> through chapter 1. • Session 11: Read through the end of chapter 3. • Session 12: Read through the end of chapter 5. • Session 13: Read through the end of chapter 6. • Session 14: Read through the end of chapter 8. <p>Bend 3: No specific reading</p>	Communication	B Critical Thinking
4	L.3.2d	<p>Grammar</p> <p>Possessive Apostrophes</p>		B Communication Critical Thinking

		<p>Day 1: Invitation to Notice Write on board: They passed Fadil's Falafel, Tony's Pizza, and Dot's Deli. -Yangsook Choi, <i>The Name Jar</i></p> <p><i>Students often note that the restaurants are owned. Ask, "How do you know?" You may have to explain what a falafel is-a Middle Eastern food, specifically a spicy mixture of ground chickpeas or fava beans shaped into a ball or patty and fried. Delis is short for delicatessen; delis usually serve foods such as sandwiches, cold cuts, salads, and pickles.</i></p> <p>Day 2: Invitation to Compare and Contrast Write on board: They passed Fadil's Falafel, Tony's Pizza, and Dot's Deli. I saw Jennifer's shoes, Delia's iPad, and the dog's toys on the living room rug.</p> <p><i>Students see from the imitations that restaurants are not the only thing we own, and we use an apostrophe -s after all singular nouns to indicate what is owned or possessed.</i></p> <p>Day 3: Invitation to Imitate Imitate together: Invite writers to use interactive or shared writing to compose a sentence with you. <i>I tripped over John's backpack.</i></p> <p>Allow students time to imitate independently.</p>	<p>Similarities & Differences</p> <p>Practice</p>																		
<p>1, 4</p>	<p>L.3.4 L.3.4a RF.3.3a RF.3.3b RF.3.3c RF.3.3d RF.3.4</p>	<p>Benchmark Phonics: Unit 2: Characters Shape Their Stories</p> <table border="1" data-bbox="525 998 1222 1193"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Whole Group</th> <th colspan="2">Small Group</th> </tr> <tr> <th>LESSON 1</th> <th>LESSON 2</th> <th>LESSON 3</th> <th>LESSON 4</th> <th>LESSON 5</th> </tr> </thead> <tbody> <tr> <td>WEEK 1</td> <td> Long o (e, o, ea, ee, ey, y, ie, oe) • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect </td> <td> Long e (e, o, ea, ee, ey, y, ie, oe) • Spelling-Sound Correspondences • Read Accountable Text "Julie's Bike" • Spelling Patterns: Closed Sort • High-Frequency Words • Share and Reflect </td> <td> Long o (e, o, ea, ee, ey, y, ie, oe) • Reread to Build Fluency "Julie's Bike" • Writing Follow-Up Dictation • Spelling Patterns: Common Features Sort • Share and Reflect </td> <td> Long o (e, o, ea, ee, ey, y, ie, oe) • Read Interactive Text "Yay for Pete" • Use Reading Big Word Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency </td> <td> Long o (e, o, ea, ee, ey, y, ie, oe) • Reread for Fluency "Yay for Pete" and/or "Yay for Pete" • Decode by Analogy • Spelling Patterns: Assessment • Spelling and Dictation • High-Frequency Words • Extend Learning • Cumulative Assessment </td> </tr> </tbody> </table>		Whole Group			Small Group		LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	WEEK 1	Long o (e, o, ea, ee, ey, y, ie, oe) • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect	Long e (e, o, ea, ee, ey, y, ie, oe) • Spelling-Sound Correspondences • Read Accountable Text "Julie's Bike" • Spelling Patterns: Closed Sort • High-Frequency Words • Share and Reflect	Long o (e, o, ea, ee, ey, y, ie, oe) • Reread to Build Fluency "Julie's Bike" • Writing Follow-Up Dictation • Spelling Patterns: Common Features Sort • Share and Reflect	Long o (e, o, ea, ee, ey, y, ie, oe) • Read Interactive Text "Yay for Pete" • Use Reading Big Word Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency	Long o (e, o, ea, ee, ey, y, ie, oe) • Reread for Fluency "Yay for Pete" and/or "Yay for Pete" • Decode by Analogy • Spelling Patterns: Assessment • Spelling and Dictation • High-Frequency Words • Extend Learning • Cumulative Assessment	<p>Similarities & Differences</p> <p>Homework & Practice</p> <p>Cooperative Learning</p>	<p>B</p> <p>Collaboration Critical Thinking</p>
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<p>2</p>		<p>Cursive Handwriting Teacher will pace students throughout the year through the FHSD Third Grade Cursive Handwriting Book.</p>	<p>Practice</p>	<p>A Communication</p>																	

1, 2, 3, 4	L.3.4 L.3.6	<p>Interactive Vocabulary</p> <p>The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include:</p> <ul style="list-style-type: none"> • Organizers like concept mapping or Frayer model • Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write • Similarities and differences looking at similar and different words to the term • Nonlinguistic representation 	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representati on	B/C Critical Thinking Communication Collaboration
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Unit 2: Resource

UNIT RESOURCES

Teacher Resources:

- *Stone Fox* by John Reynolds Gardiner (HarperCollins)- see pacing guide on page xv of Reading Unit 1
- *Come on, Rain!* By Karen Hesse
- Writer’s Notebook for teacher
- Anchor Chart Post-Its
- *Mystery: Foundational Skills in Disguise*
- *Mystery: Foundational Skills in Disguise* [Appendix Documents](#)
- *Changing the World: Persuasive Speeches, Petitions, and Editorials* (BK. 3)
- *Changing the World: Persuasive Speeches, Petitions, and Editorials* [Appendix Documents](#)
- [Heinemann Website](#)
- [Appendix Documents](#)
- [Assessment Resources](#)
- Benchmark Phonics

Student Resources:

- Reader’s Log
- Personal Word Wall
- Writer’s Notebooks and/or drafting booklet
- Websites - Seesaw, Google Drive
- Apps - Seesaw, Flipgrid

- FHSD Cursive Handwriting Book

Vocabulary:

Editorial: a statement that is shared with others that presents the opinion of author

Mystery: anything that is kept a secret or is unexplained or unknown.

Persuasive: a piece written or spoken with the intention to convince an audience of the validity of a set of ideas-usually a particular point of view

Speech: a form of expository, procedural, or persuasive text written to be spoken orally to an audience.

Petition: a request made for something desired

Purpose: What the writer is trying to accomplish through a piece. Most common purposes are to persuade, inform/explain, entertain, or inspire.

Shades of meaning: Words that are similar in meaning, but have a subtle change in meaning

Voice:The style that makes an author’s writing unique. That which which conveys the author’s attitude, personality, and character.

Unit 3: Reading to Learn: Grasping Main Ideas and Text Structures (Bk. 2) & The Art of Information Writing (Bk. 2)

Content Area: English Language Arts	Course: Third Grade	UNIT: Reading to Learn: Grasping Main Ideas and Text Structures & The Art of Information Writing
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<p>Unit Description:</p> <p>Reading: Reading to Learn: Grasping Main Ideas and Text Structures In this unit, students will read to learn by choosing topics they are already passionate about and seeking to learn even more than they may already know. This unit spotlights skills and habits essential to readers of expository nonfiction: reading with a pencil, determining importance, finding main idea and supporting details; figuring out and using new content-specific vocabulary; and comparing and contrasting information learned across texts. In Topic 1 (Bend One) of the unit, students will begin by filling their book boxes with rich nonfiction books about topics they wish to pursue. Teachers will help students tackle slightly more difficult texts--helping them to read with stamina and fluency, monitor for understanding and get the gist of the text. In Topic 2 (Bend Two) of the unit, students will begin to see that nonfiction takes a special kind of reading. A large part of this bend will focus on students determining main ideas by grasping the text’s features and structures. In Topic 3 (Bend Three) of the unit, students will synthesize information across parts and grow ideas. They will begin to ask how parts fit together as well as think and talk about the texts they are reading.</p>	<p>Unit Timeline: 20 days</p>
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Writing: The Art of Informational Writing This unit builds upon the skills students have learned as writers of information in 2nd grade. It is centered on a particular type of information writing--a structured, written-to-teach, expert-based project. During the unit you will teach students a handful of qualities of strong informational writing. Students will learn to write introductions, organize information, and include text features that help their readers. Students will also be taught many different ways to elaborate on their topics through the use of facts, definitions, and other important details, but also through the use of descriptions and anecdotes. Initially, students will be guided through the writing process, with guidance from teachers. There is an extensive amount of time spent teaching students various strategies for “planning, revising, and editing”. By the end of the unit, students will be pushed toward independence and transference. In Topic 1 (Bend One) of the unit, students will be writing texts that aim to teach others about topics on which the students have expertise, you will position students to write with authority, for real audiences, by inviting them to actually do some teaching on their topics. Students also learn how powerful a table of contents can be as a tool for structuring an expository piece. Students will be taught the power of rehearsing various structures with a partner before drafting. They will learn the importance of structure in the early drafting process. In Topic 2 (Bend Two), the emphasize will be on drafting and revising. Students will revise by learning concrete strategies and using those strategies to lift the level of all the work they have done to date. They will draw upon strategies taught in prior grades, but then learn newer, more complex revision strategies such as using grammar with meaning and tapping research for elaboration. In Topic 3 (Bend Three), guides students through preparing for publication. You will emphasize the importance of being aware of one’s audience, keeping in mind: using text features, fact checking, and being aware of grammar and conventions. In Topic 4 (Bend Four), students will work more independently, transferring all they have learned about writing information texts to teach others about a topic they’ve been studying in school. Students will be encouraged to write this final information piece in the form of a speech, brochure, article, or guidebook.

DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

- Be empowered to become lifelong, independent readers and writers in order to engage with the world around them.
- Communicate written and oral ideas authentically and effectively for a variety of audiences and purposes.
- Productively collaborate with others using 21st Century Skills to reach a common goal.

Understandings – *Students will understand that... (Big Ideas)*

1. Effective readers use appropriate strategies to construct meaning.
2. Effective writers use appropriate strategies to convey their ideas with audience and purpose in mind.
3. Effective speakers and listeners make meaning through collaborative conversations and presentations that share, clarify, and grow ideas.
4. Intelligible readers, writers, and speakers use the rules of grammar and conventions to support communication.

Essential Questions: *Students will keep considering...*

- What strategies can a reader use when they do not understand a text?
- What do readers think about as they read?
- How do effective readers prepare to read?
- How does accuracy and fluency impact one's understanding of a text?
- How does each step in the process impact one's writing?
- How can evaluation and reflection be used to improve writing?
- How is a writer's style of writing influenced by audience and purpose?
- What is the importance of sharing?
- What impact does effective listening and speaking have on one's ability to collaborate and grow?
- How do the rules of grammar and conventions support communication?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
RL.3.1	<ul style="list-style-type: none"> ● Draw inferences is to understand the text by generalizing, deducing, and concluding from reasoning and evidence that is not presented literally or explicitly. These conclusions are based on textual clues ● Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning ● What makes a quality question ● Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. 	<ul style="list-style-type: none"> ● Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole ● Close reading emphasizes not only surface surface details but the deeper meanings and larger connotations between words, sentences, and the full text ● Not all text evidence is created equal ● Readers ask questions before, during and after, reading a text ● Details in the text can be used to support your ideas 	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p>
RL.3.2	<ul style="list-style-type: none"> ● Central ideas or message are when some ideas are more important to a work than others; these are the ideas you could not cut out without fundamentally changing the meaning or quality of the text. ● Moral is a lesson that concerns what is the right or the correct thing to do. ● A fable is a legendary story of supernatural happenings or a narrative that attempts to impart a truth (often through a moral)-especially in stories where animals speak and have human characteristics. A fable can also be about legendary people and their tales. 	<ul style="list-style-type: none"> ● Central ideas of a text are similar to beams of a building, the main elements that make up the text and that all the supporting details help to develop. ● Stories are retold in chronological order ● Which ideas are the key versus non-essential details ● How characters respond to challenges throughout a text ● There are often common messages or lessons in literature 	<p>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.</p>

	<ul style="list-style-type: none"> Folktales started as an oral tradition passed down by word of mouth. These tales or legends were part of a common group of people or folk, and may include supernatural elements. Folktales generally reflect or validate certain aspects of the culture or group. (Fairy tales are a subgenre of folktales) Myths are traditional or legendary stories, usually with supernatural beings, ancestors, and heroes. These stories serve to explain the worldview of a people by explaining customs, society, or phenomena of nature. 		
RL.3.3	<ul style="list-style-type: none"> Character traits are what a character is—what they look like and who they are, which is revealed by what they do. Their motivations and feelings, thoughts, words, and actions. Major event is the most important event in the story, typically related to how the main character resolves a problem or handles a challenge. Cause/effect relationship is the relationship between the reason (“why”) something happens and the consequences of that action. The <i>cause</i> is why something happens. The <i>effect</i> is what happens as a result. 	<ul style="list-style-type: none"> Analyzing text means to look closely at something for the key parts to see how they work together; this leads to greater understanding of the text. A lot can be learned by observing how a character handles difficult situations As stories unfold, events and characters change; these changes are the consequence of the interactions that take place between people, events, and ideas within a story or an actual event. Character’s actions add to the plot and move along the sequence of events toward the ending Feelings often motivate characters to act in a certain way 	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	<ul style="list-style-type: none"> Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. Literal language is factual and explicit; the reader does not need to infer to glean the meaning. Nonliteral language implies figurative language—often similes, metaphors, personification, and abstract words. Authors repeat the same lines for emphasis or effect A metaphor compares two things that are not typically associated with each other (e.g., “That room is an oven.”) A simile typically uses the words like or as when making a comparison (e.g., “A blue whale’s skin is as slippery as a bar of soap.”) Personification involves attributing human characteristics to something that is non-human. 	<ul style="list-style-type: none"> Figurative language changes or goes beyond literal meaning. Language creates mental pictures Language helps keep readers engaged 	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5	<ul style="list-style-type: none"> • A verse is a line in a poem. • Verses are separated by line breaks and groups of verses or lines create stanzas in a poem. • A meter helps to create a rhythm to the poem. • Stanza is a group of two or more lines separated by a space in poems. • Structure of texts refers to how authors organize their ideas and the text as a whole. • Drama is written to primarily be performed. The elements of drama are characters, setting, descriptions, dialogue, stage directions, and theme. There is a structure to drama that includes plot an additional stages and sets and scenes. 	<ul style="list-style-type: none"> • Poetry is made up of stanzas and lines • Parts of a text build on one another to make a whole. • Sequencing parts of a text • Function of stanzas • Scenes in drama 	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.10	<ul style="list-style-type: none"> • A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill. • To comprehend a text is to understand what is read in the text 	<ul style="list-style-type: none"> • Readers read books to grow as readers and learners. • Readers check their comprehension as they read 	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	<ul style="list-style-type: none"> • Read closely emphasized not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text • Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning • What makes a quality question • Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. 	<ul style="list-style-type: none"> • Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole • Close reading emphasizes not only surface surface details but the deeper meanings and larger connotations between words, sentences, and the full text • Not all text evidence is created equal • Readers ask questions before, during and after, reading a text • Details in the text can be used to support your ideas • Literal questions questions are answered within the text. • Analytical questions are answered by inferring with details from the text 	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	<ul style="list-style-type: none"> • Main idea is the most important or central idea of a paragraph or a larger part of a text. The main idea tells the reader what the text is about and what the author wants you to remember most. • Key details are the parts of a text that support the main idea • To summarize a story it includes main idea and details 	<ul style="list-style-type: none"> • What you are reading you have to understand what the text is mostly about • That key details support that the text is mostly about • Readers draw conclusions and infer what the text is about by using main ideas and key details 	Determine the main idea of a text; recount the key details and explain how they support the main idea.

	<ul style="list-style-type: none"> Evidence is not always created equal 	<ul style="list-style-type: none"> Readers choose pieces of evidence that provide the best proof of what they are asserting about a text 	
RI.3.3	<ul style="list-style-type: none"> Sequence of events are the order that events take place. Scientific ideas are concepts Technical procedure are the steps or stages in a course of action Cause and effect relationships are the reasons something has happened and the consequences of the action. 	<ul style="list-style-type: none"> Historical events are tied together (cause/effect relationships) The connection between scientific ideas and concepts Some steps or stages are more important than others depending on how it affects the outcome (ie. people, events, environment) 	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4	<ul style="list-style-type: none"> Domain specific are the certain words that are unique to each discipline and are essential for students to know in order to read, discuss, and write about complex texts in that subject. 	<ul style="list-style-type: none"> Texts have supports in place to help readers understand the words within the text (i.e., text features) 	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to <i>grade 3 topic or subject area</i> .
RI.3.5	<ul style="list-style-type: none"> Text features are the features of an informational text that help the reader get information (e.g., table of contents, headings, index, etc) Search tools can be utilized to locate information efficiently digitally 	<ul style="list-style-type: none"> Online resources have tools that can be used to speed up the process of locating information 	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	<ul style="list-style-type: none"> Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. Opinion is a belief, conclusion, or judgment based on reasoning. 	<ul style="list-style-type: none"> Point of views can differ even when describing the same situation, telling the story, or making the same argument POV can come from not just written text, but also from illustrations Readers point of view may be different from the author's 	Distinguish their own point of view from that of the author of a text.
RI.3.7	<ul style="list-style-type: none"> Visual information refers to displays of information such as charts, graphs, diagrams, timelines, maps, images, animations, or interactive elements on webpages. Demonstrate is to make evident Understanding is the mental process of comprehending 	<ul style="list-style-type: none"> How to interpret graphics Synthesize information from text and visuals Visual information is used to help the reader gain more information from the text 	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8	<ul style="list-style-type: none"> Comparison is demonstrating the similarities and differences in a topic Cause/Effect relationship is the relationship between the reason "why" something happens and the consequences of that action. The <i>cause</i> is why something happens. The <i>effect</i> is what happens as a result. 	<ul style="list-style-type: none"> Text structure affects the meaning of the story Determining relationships between sentences and paragraphs helps the reader understand the text 	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

	<ul style="list-style-type: none"> Sequence is a structure refers to the order Paragraph is a group of sentences focused on an idea, topic, group, etc. Connection is when one idea, event, piece of information interacts with or is related to another idea, event, piece of information Problem/Solution is a structure pattern used in nonfiction texts to define a problem and clearly propose a solution Text structure is the overall organization of a text 		
RI.3.10	<ul style="list-style-type: none"> A strategy is a step-by-step how-to. A reading strategy is a "deliberate" effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill. To comprehend a text is to understand what is read in the text 	<ul style="list-style-type: none"> Readers read books to grow as readers and learners. Readers check their comprehension as they read 	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
RF.3.3	<ul style="list-style-type: none"> Grade-level phonics refers to the phonics instruction that is appropriate for students at a particular age and grade level. Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word. 	<ul style="list-style-type: none"> Determining where a word is broken into syllables helps in decoding and pronunciation. How to apply the knowledge of letter-sound relationships Some words are not able to be decoded 	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3a	<ul style="list-style-type: none"> Common prefixes are meaningful units of letters that come before a root word (e.g., <i>dis-</i>, <i>re-</i>, <i>un-</i> and <i>in-</i>) Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>) 	<ul style="list-style-type: none"> Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood. The meaning of a word can be altered by changing the prefix or suffix 	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b	<ul style="list-style-type: none"> Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>) 	<ul style="list-style-type: none"> Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood. 	Decode words with common Latin suffixes.
RF.3.3c	<ul style="list-style-type: none"> Syllable patterns are units of pronunciation containing a single vowel sound or "sound chunk." Common syllable patterns are: <i>closed</i>, <i>open</i>, <i>silent e</i>, <i>vowel teams</i>, <i>r control</i>, and <i>consonant e</i>. Multisyllabic word is a word with many syllables 	<ul style="list-style-type: none"> Determining where a word is broken into syllables helps in decoding and pronunciation. 	Decode multisyllable words.

RF.3.3d	<ul style="list-style-type: none"> Irregularly spelled words are words that do not follow regular spelling patterns, such as <i>been</i> and <i>come</i>, and cannot be easily sounded out. 	<ul style="list-style-type: none"> Some words are not able to be decoded 	Read grade-appropriate irregularly spelled words.
RF.3.4	<ul style="list-style-type: none"> Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression Accuracy refers to reading words correctly or precisely. Readers read with expression, conveying emotion or feeling while reading. Readers use strategies to help their understanding (e.g., self-correct, reread, etc) Readers have a plan when they don't know a word. 	<ul style="list-style-type: none"> Readers read with expression, fluently and accurately to get an author's intended meaning. Strategies for when we don't know a word. Audiences should understand text when it is read aloud. 	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	<ul style="list-style-type: none"> Reading with purpose and understanding is reading for a reasons (to be entertained, to learn, to get information, etc) and with comprehension of what is being read. 	<ul style="list-style-type: none"> Reading is meant to be understood and remembered Readers read a text for a variety of reasons 	Read on-level text with purpose and understanding.
RF.3.4b	<ul style="list-style-type: none"> Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression Accuracy refers to reading words correctly or precisely. Readers read with expression, conveying emotion or feeling while reading. 	<ul style="list-style-type: none"> Readers read with expression, fluently and accurately to get an author's intended meaning. 	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4c	<ul style="list-style-type: none"> Readers use strategies to help their understanding (e.g., self-correct, reread, etc) 	<ul style="list-style-type: none"> Readers read with expression, fluently and accurately to get an author's intended meaning. Strategies for when we don't know a word. 	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.3.2	<ul style="list-style-type: none"> Explanatory texts are defined by their objective; to explain or to inform the audience about a topic using facts and an objective tone 	<ul style="list-style-type: none"> Informative/explanatory texts need to contain facts, definitions, and details; to report what is seen by the writer Convey ideas and information clearly are when writers choose the most important facts and details about the subject, organizing, and grouping them to achieve a clear objective or focus. 	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2a	<ul style="list-style-type: none"> Explanatory texts are defined by their objective; to explain or to inform the audience about a topic using facts and an objective tone Organizational structure is the logical progression and the completeness of ideas in a text. 	<ul style="list-style-type: none"> Informative/explanatory texts need to contain facts, definitions, and details; to report what is seen by the writer Structure helps the reader make meaning of the piece 	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b	<ul style="list-style-type: none"> • Authors use text features to highlight important information • Research will help to find information about a topic • Concrete details are specific details that refer to action objects or places. 	<ul style="list-style-type: none"> • Informative/explanatory texts need to contain facts, definitions, and details; to report what is seen by the writer • Convey ideas and information clearly are when writers choose the most important facts and details about the subject, organizing, and grouping them to achieve a clear objective or focus. 	Develop the topic with facts, definitions, and details.
W.3.2d	<ul style="list-style-type: none"> • Concluding statement or section provides a final statement or section that connects all the ideas and information, and then relate this to the information or explanation presented, bringing a sense of closure to the piece. 	<ul style="list-style-type: none"> • Wrapping up a piece helps the reader feel a sense of closure 	Provide a concluding statement or section.
W.3.4	<ul style="list-style-type: none"> • (Grade-specific expectations for writing types are defined in standards 1-3 above.) • Knowing the audience of a piece will help an author anticipate and respond appropriately to their concerns and questions about a topic • That pieces on the same topic can differ depending on the audience and task • Effective writers produce clear compositions by using precise words, proper grammar, and sentence structure. • Writers develop the character(s), place(s), or event (s) as they move through time and change if they are to seem real. • Development includes everything from examples and quotations, to details and other forms of evidence used to support and illustrate whatever the writer is saying about the subject. • Organization comes in a variety of approaches, what matters most is a clear, appropriate, logical, and effective structure to the idea. • Purpose is what the writer is trying to accomplish with the piece • Task is the purpose for the writing and the genre. 	<ul style="list-style-type: none"> • (Grade-specific expectations for writing types are defined in standards 1-3 above.) • Determine who the audience for the piece of writing will be and make decisions for the piece based on the following questions: <i>what do they already know or need to learn to understand the writer's message? How is the audience likely to respond to the piece? What biases do they have that as the writer I must anticipate and address to effectively advance my argument?</i> • Attention to detail is important to produce a quality piece, it includes revision, editing, and receiving feedback from others • Development should extend, clarify, or enhance the writer's claims or, in narratives, advance the story. It can look like figures, tables, dialogue, or images that add more information or further illustration. • Organization of a text helps the reader create meaning • Writer's purpose is shapes by the occasion, the topic, and the audience 	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	<ul style="list-style-type: none"> • Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. • Editing is fixing spelling, punctuation, and grammar errors 	<ul style="list-style-type: none"> • Revising helps to make our writing sound better. • Editing makes our writing look better and helps the reader understand the piece. It can be done while composing the piece, not just at the end of the process. 	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 an including

	<ul style="list-style-type: none"> • Purpose is what the writer is trying to accomplish with the piece • Plan are what writers do to prepare for writing for a piece (e.g., outline ideas, gather and generate ideas, create an outline, brainstorm, mind map, etc.) • Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) • Conventions are the rules that apply to and govern the genre, format, grammar, spelling, and other aspects of writing a paper. • Strengthening a piece is revising for concision, clarity, and coherence. 	<ul style="list-style-type: none"> • Writer's purpose is shapes by the occasion, the topic, and the audience • Planning helps a writer develop a strong piece based on their purpose • Conventions help a reader create meaning from a text • Strengthening a piece tightens wording, refines arguments, removes unnecessary information so key ideas, reasoning, and evidence are emphasized. 	grade 3).
W.3.10	<ul style="list-style-type: none"> • Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) • Purpose is what the writer is trying to accomplish with the piece • Reflection is going beyond revisiting details of what happened, but considering what it meaning • Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. 	<ul style="list-style-type: none"> • Writer's purpose is shapes by the occasion, the topic, and the audience • Planning helps a writer develop a strong piece based on their purpose • Reflection helps a writer improve their piece • Revision makes our writing sound better 	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	<ul style="list-style-type: none"> • Collaborative discussion refers to discussing ideas and working jointly with others to create new thinking. Partners take the remarks of others and add details or further develop the thoughts. • Draw conclusions is using the key ideas and evidence and also the implied or inferred meaning. • Elaborating on others remarks, either adding details or further developing a thought • Prepared is making use of any notes, ideas, any materials needed for a discussion. • Expressing is articulating and conveying an idea • Question is you ask to gain information or clarify understanding 	<ul style="list-style-type: none"> • Building upon others' talk in conversation deepens the discussion • Collaborative discussions lead to a collective understanding • Synthesizing information into a conclusion helps wrap up a discussion • Being prepared requires anticipating the demands and directions for a discussion. • Expressing your ideas isn't restating what someone else has said • During a conversation everyone is responsible for including other views and making all in the group feel involved 	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> building on others' ideas and expressing their own clearly.
SL.3.3	<ul style="list-style-type: none"> • Evaluate is to determine the quality, value, use, or importance of data, details, or other forms of information. • Evidence is the data, details, quotations, or examples the speaker uses in the presentation and how credible, accurate, and valid they are. • The speaker's main message 	<ul style="list-style-type: none"> • Some information is more important and a higher quality than other information • A speaker has a point of view that influences their discussion of a topic. A speaker may have bias about a subject and it's important for an audience to understand how this could influence the topic. • Questions should be ask about the 	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

		information presented	
SL.3.6	<ul style="list-style-type: none"> Adapt speech to change the language, style of delivery, tone, or format of the presentation or speech as needed to suit the audience, purpose, and occasion. Informal discourse is the talk and discussions between peers that is relaxed, casual, and familiar. 	<ul style="list-style-type: none"> Each presentation or talk has its own unique audience each time one speaks, and so it's important to know how to speak to address the audience and the occasion. 	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <i>(See grade 3 Language standards L.3.1 and L.3.3 for specific expectations.)</i>
L.3.1	<ul style="list-style-type: none"> Noun is a word used to name a person, place, thing, animal, or abstract idea. Verb is a word that names and action or state of being; verbs change form to indicate tense, number, voice, or mood. Adjective are words that modify or describe another person or thing in a sentence. Adverb is a word that usually modifies verbs, but can also modify adjectives or other adverbs. They change or qualify the meaning of these parts of speech. <i>Adverbs often answer questions such as how? In what way? When? Where? And to what extent?</i> Pronouns are words that are used as replacements/substitutes for nouns and noun phrases Regular and irregular plural nouns: to make the plural of a regular noun, add "s." However, rules apply when changing irregular nouns to plurals-that may mean adding "es," adding "ies," or changing to the spelling (e.g., man-men) Abstract noun is a noun representing an idea, quality or state Irregular verb: is a verb that doesn't follow the rules while changing tenses (past/present) Subject-verb agreement means they match, the a singular nouns has a singular verb, a plural noun must have a plural verb Pronoun-antecedent agreement is a word that is used to stand for or take the place of a noun. Superlative adjectives are comparing more than two people, places, or ideas. Comparative adverbs comparing two items, people, places, or ideas. Conjunctions connect words, phrases, clauses, or sentences (e.g., <i>and, because, but, however,</i> etc.) Simple sentences join a noun with a verb to complete a thought or idea 	<ul style="list-style-type: none"> Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning Grammar rules help us be effective communicators 	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	<ul style="list-style-type: none"> Compound sentences are made when two or more sentences are joined together with a comma and a coordinating conjunction A complex sentence is composed of an independent clause and a subordinate or dependent clause 		
L.3.2e	<ul style="list-style-type: none"> Conventional spelling is the correct spelling of a word, the one you would find in a dictionary. Suffixes are word ending that add a certain meaning to a word. 	<ul style="list-style-type: none"> Standard English has convention rules help us be effective communicators Convention rules help the reader understand what we have written 	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).
L.3.2f	<ul style="list-style-type: none"> Generalize learned spelling patterns when writing words (e.g., cage->badge: boy->boil). 	<ul style="list-style-type: none"> Spelling patterns are common configurations of letters in several words 	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	<ul style="list-style-type: none"> Consult reference materials, including dictionaries, thesaurus, etc to check and correct spellings 	<ul style="list-style-type: none"> References are supports for writing 	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3	<ul style="list-style-type: none"> Effective choices for meaning or style Expand, combine, and reduce sentences for meaning, reader/listener interest, and style Language functions in different contexts 	<ul style="list-style-type: none"> Drawing on elements such as syntax, rhetoric, punctuation, and diction, writers choose words and arrange them to serve a purpose or for effect To create a variety of sentences and aid sentence fluency, students expand or lengthen sentences, combine two or more simple sentences into a more complex sentence, and short sentence to ensure reader interest and understanding Decisions about how we write, what features or format we choose, which words or sentence types we include, what tone or style we adopt are based on the context in which that document is written and presented 	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.4	<ul style="list-style-type: none"> A phrase is a sequence of two or more words Affixes are the morphemes attached to the beginning or endings of root words; can be prefixes or suffixes. A prefix is a group of letters place in front of a base word to change its meaning (e.g., <i>preplan</i>) 	<ul style="list-style-type: none"> Language has specific rules How to break apart a word to determine meaning Context clues help determine word meaning Word parts change the meaning of the sentences/phrases 	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.

	<ul style="list-style-type: none"> • A suffix is a group of letters added at the end of a base word or word to change its function or meaning (e.g., <i>handful</i>, <i>hopeless</i>). • Root words are base words and they have meaning • Inflections are groups of letters added to the end of a word to change its meaning (e.g., -es, -s, ed). • Multiple-meaning words are words that mean more than one thing, depending on the context • Resources can be utilized to determine the meaning of words or phrases (e.g., glossary, thesaurus, dictionary) 		
L.3.4c	<ul style="list-style-type: none"> • Root words are base words and they have meaning 	<ul style="list-style-type: none"> • How to break apart a word to determine meaning 	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i>).
ISTE 1a	<ul style="list-style-type: none"> • Personal goals • Strategies for setting and achieving goals • Variety of technology tools 	<ul style="list-style-type: none"> • Tracking goals helps one achieve them • Technology tools can be used for different purposes • Reflecting on goals helps you make next steps to achieve them 	Students will: <ul style="list-style-type: none"> a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
ISTE 1d	<ul style="list-style-type: none"> • Trouble-shooting techniques when using technology • Variety of technology tools • How to utilize technology tools, applications, and programs 	<ul style="list-style-type: none"> • There are a variety of ways to solve problems • There are a variety of steps that can be taken when using technology 	Students will: <ul style="list-style-type: none"> d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
ISTE 3a	<ul style="list-style-type: none"> • Research • How to locate information • Types of tools to be utilized for research 	<ul style="list-style-type: none"> • Research can be done in a variety of ways • Topics for research can vary 	Students will: <ul style="list-style-type: none"> a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
ISTE 3b	<ul style="list-style-type: none"> • How to evaluate a source 	<ul style="list-style-type: none"> • When using a source it needs to be evaluated for credibility • Not all sources are accurate 	Students will: <ul style="list-style-type: none"> b. Evaluate the accuracy, perspective, credibility and relevance of information, media, data, or other resources.

ISTE 7b	<ul style="list-style-type: none"> Types of collaborative technologies 	<ul style="list-style-type: none"> Purpose of collaboration We gain a greater understanding of a topic when we learn with others 	<p>Students will:</p> <p>b. Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</p>
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Unit 3: Assessment

EVIDENCE of LEARNING

<p><u>Understanding</u></p> <p>1, 2, 4</p> <p>1</p>	<p><u>Standards</u></p> <p>RL.3.10 RI.3.10</p> <p>RL.3.1 RL.3.2 RL.3.3 RI.3.1 RI.3.2 RI.3.8</p> <p>W.3.2 L.3.3</p>	<p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student’s F&P reading level.</p> <p>Standards Assessed:</p> <p>Mastery Levels:</p> <table border="1" data-bbox="554 951 993 1032"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Third Grade Reading Level Expectations</th> </tr> <tr> <th>Meets or Exceeds Quarterly Expectations</th> <th>Progressing On Quarterly Expectations</th> <th>Minimal Progress On Quarterly Expectations</th> </tr> </thead> <tbody> <tr> <td>1st Quarter</td> <td>M-N</td> <td>L</td> <td>K or below</td> </tr> <tr> <td>2nd Quarter</td> <td>N</td> <td>M</td> <td>L or below</td> </tr> <tr> <td>3rd Quarter</td> <td>O</td> <td>N</td> <td>M or below</td> </tr> <tr> <td>4th Quarter</td> <td>P</td> <td>O</td> <td>N or below</td> </tr> </tbody> </table> <p>Reading Benchmark Teachers will administer the Third Grade Reading Benchmark at the end of the quarter, utilizing the district protocol.</p> <p>Standards Assessed: Assessment & Blueprint</p> <p>Writing: <i>“Think of a topic that you’ve studied or that you know a lot about. You will have two, forty-five minute sessions to write an informational (or all-about) text that teachers others interesting and important information and ideas about that topic. Please keep in mind that you’ll have only these two sessions to complete this, so you’ll need to plan, draft, revise, and edit in two sittings. Write in a way that shows all that you know about informational writing. If you want to find and use information from a book or another outside source to help you with this writing, you may bring that with you</i></p>		Third Grade Reading Level Expectations			Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 st Quarter	M-N	L	K or below	2 nd Quarter	N	M	L or below	3 rd Quarter	O	N	M or below	4 th Quarter	P	O	N or below	<p>R/R Quadrant</p> <p>21 Century</p> <p>C/D</p> <p>Critical thinking Communication Creativity</p>
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3 rd Quarter	O	N	M or below																							
4 th Quarter	P	O	N or below																							

		<p>tomorrow. In your writing, make sure you:</p> <ul style="list-style-type: none"> • Write an introduction • Elaborate with a variety of information • Organize your writing • Use transition words • Write a conclusion” <p>Information Rubric</p>	
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Unit 3: Sample Activities

SAMPLE LEARNING PLAN	
<p>Pre-assessment: Teacher can administer reading pre-assessment prior to beginning of the unit to guide instruction. Reading pre-assessment resources.</p> <p>Writing: “Think of a topic that you’ve studied or that you know a lot about. You will have two, forty-five minute sessions to write an informational (or all-about) text that teaches others interesting and important information and ideas about that topic. Please keep in mind that you’ll have only these two sessions to complete this, so you’ll need to plan, draft, revise, and edit in two sittings. Write in a way that shows all that you know about informational writing. If you want to find and use information from a book or another outside source to help you with this writing, you may bring that with you tomorrow. In your writing, make sure you:</p> <ul style="list-style-type: none"> • Write an introduction • Elaborate with a variety of information • Organize your writing • Use transition words • Write a conclusion” 	

Reader’s Workshop				
Reading to Learn: Grasping Main Ideas and Text Structures (BK. 2)				
<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
1	RI. 3.2 RI.3.5 RI.3.7	1. Previewing Nonfiction (session 1) Objective: Students will:		B/C

	SL.3.4	<ul style="list-style-type: none"> • Know narrative, expository, and hybrid texts. • Know nonfiction text features. • Understand how to preview a nonfiction text before reading. • Be able to preview a nonfiction text to help them think about what they might learn. <p>a. Connection:</p> <ol style="list-style-type: none"> Tell kids that although some books require a lost-in-the-book sort of reading, others require a sit-up-and-learn posture. Rally them to dramatize the distinction. Name the teaching point, nonfiction readers get ready to read by revving up their minds. Even before they start reading a text, they preview it, identify the parts, and think about how the book might go. <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> Suggest that just as motorcyclists rev up the motor before shifting into drive, expository readers rev up their minds. They do this by skimming to figure out how the text works. Demonstrate how you preview the overall text, glean what it seems to be about by studying the text features and piecing together a hypothesis. Step back to recall what you have just done in ways that are transferable to another text and another day. <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> Channel readers to preview another chapter of the read-aloud text and to talk with partners about the way subheadings create expectations of what they may learn. Name the work children did as they previewed the all-about text. Do this in a way that sets them up to do similar work with other texts. <p>d. Link: The teacher will: Name what you've taught as a transferable skill. Channel each partnership to preview the text you gave them earlier, then to read the text together, in pairs.</p> <p>e. Mid-Workshop Teaching Point: Readers use prior knowledge to predict how a text will go, confirming or revising as they read</p> <p>f. Share: Channel partners to work together to prepare summaries of what they read, then to share as a text-orientation before exchanging articles.</p> <p>Session 1 Appendix Documents</p>	Setting Objectives	Communication Collaboration Critical Thinking
1	RI.3.2 RI.3.5 RI.3.7 RI.3.8 SL.3.2	<p>2. Looking for Structure within a Nonfiction Text (session 2)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know main idea and details. • Understand how to summarize nonfiction. • Be able to pause while reading nonfiction to summarize and remember important 	Setting Objectives	B/C Collaboration Communication

		<p>things in a text.</p> <p>a. Connection:</p> <ul style="list-style-type: none"> i. Tell partners to bring a text to the minilesson (the article from yesterday if they are still working on it or a new text) to preview a new section together ii. Name the teaching point-readers of expository texts pause when they read to make little summaries in their mind. Sometimes we refer to those summaries as boxes and bullets, this helps readers take in and remember the important things in a text. <p>b. Teaching: The teacher will:</p> <ul style="list-style-type: none"> i. Restate your teaching point, adding that readers organize new information by pausing after chunks of text and summarizing content, with a focus on main ideas and supporting details ii. Set children up to watch as you read a chunk of text, and then pause to recall content in summary form, boxes, and bullets, across your palm and fingers iii. Once you reach the end of the chunk of text, pause and recall what you have read, using your hand to help you retrieve the boxes-and-bullets summary you just gleaned from your reading iv. Name what you've just done in a way that is transferable to other texts and other days <p>c. Active Engagement: The teacher will</p> <ul style="list-style-type: none"> i. Recruit readers to join you in reading, pausing when their minds are full ii. Channel the class to work together in clusters to recall the entire text, either retelling it across their fingers or making box-and-bullet outlines on the whiteboards you distribute iii. Highlight today's teaching by unveiling a new anchor chart, reminding students of the goal <p>d. Link: The teacher will</p> <ul style="list-style-type: none"> i. Recall the importance of orienting to a text before reading. Encourage partners to read in synchrony, pausing to recollect information arranged by main ideas and supporting details <p>e. Mid-Workshop Teaching Point: Readers pause to think, "So what are the main ideas and the supporting details?"</p> <p>f. Share</p> <ul style="list-style-type: none"> i. Whistle a familiar song slowly, then quickly, and ask children to replicate it each time, explaining that reading, like whistling, works best if done at a fast clip ii. Remind students that they need to be in a within-reach book to read long and strong. Ask them to recall signs of within-reach reading and to decide 	<p>Cues, Nonlinguistic, Graphic organizer, Providing Practice</p> <p>Cooperative Learning</p> <p>Setting Objectives</p>	<p>Critical Thinking</p>
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		whether these apply to nonfiction reading Session 2 Appendix Documents	Cooperative Learning	
1, 2, 3	RI.3.2 SL.3.2 SL.3.4	<p>3. Becoming Experts and Teaching Others from Nonfiction Texts (session 4)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know main idea and details. ● Understand readers use their knowledge from nonfiction texts to teach others. ● Be able to teach others what they learned from their non-fiction texts, using main idea and supporting details. <p>a. Connection:</p> <ol style="list-style-type: none"> i. Tell the story of a nonfiction reader who became your teacher, giving you a miniature class on a topic. Suggest that the class is churning out lots of experts and lots of teachers ii. Name the teaching point-readers read nonfiction text and can become experts and teacher others what they want to know To teach someone, a reader needs to know the main ideas and supporting details. Its helps to use an explaining voice and gestures and to use a teaching finger to point out illustrations. <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Tell children that you are going to read in such a way that you become an expert. Then read the passage aloud to yourself ii. Ask children to observe you as you teach, and to notice teaching techniques that they, too, will use when they teach iii. Ask students to name some of the teaching methods they observed <p>c. Active Engagement: The teacher will: Ask children to try their hands at teaching, using another passage from the class book</p> <p>d. Link: The teacher will: Channel partners to read their independent reading books aloud to each other and then to teach each other what they have just read. Later they'll teach people who haven't read the text</p> <p>e. Mid-Workshop Teaching Point: Readers read differently when they anticipate teaching someone else.</p> <p>f. Share</p> <ol style="list-style-type: none"> i. Channel readers to pause to recollect what they have learned- to themselves. ii. Ask readers to teach each other about their texts. Coach into their work. <p>Session 4 Appendix Documents</p>	<p>Setting Objectives</p> <p>Cues, Similarities and differences</p> <p>Setting Objectives</p> <p>Cooperative learning, providing feedback</p>	<p>B/C</p> <p>Communication Collaboration Critical Thinking</p>
1, 2, 3	RI 3.1	<p>4. Reading for Significance:Approaching Nonfiction Reading as a Learner (session 7)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know monitoring (stopping and thinking, talking, and jotting) 	Setting	<p>B/C</p> <p>Communication</p>

		<ul style="list-style-type: none"> • Understand nonfiction texts teach us about a topic. • Be able to stop and monitor their reading in order to understand a nonfiction text. <p>a. Connection:</p> <ol style="list-style-type: none"> Explain to readers that the class is continuing to move forward in their nonfiction reading, now shifting the focus from reading for main ideas and details to reading to think. Name the teaching point-the difference between a boring text and a fascinating text is NOT the text itself; it's the person reading it. And to be a fabulous nonfiction reader, you need to be the kind of person who finds the world to be a fascinating place. <p>b. Teaching and Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> Explain that to be affected by nonfiction texts, readers have to read with engagement. Ask students to role-play viewing the world first as a curmudgeon, then as a learner. Suggest that monitoring for significance is an important way to approach nonfiction reading as a learner. <p>c. Link: The teacher will: Remind students to always read like learners instead of curmudgeons, which means <i>doing something</i> when they read.</p> <p>d. Mid-Workshop Teaching Point: Readers Notice surprising parts of a text</p> <p>e. Share:Ask students to choose a fascination idea from their reading to share with a partner.</p> <p>Session 7 Appendix Documents</p>	<p>Objectives</p> <p>Providing Recognition</p> <p>Setting Objectives</p> <p>Cooperative Learning</p>	<p>n Collaboration Critical Thinking</p>
1	RI.3.1	<p>5. Using Text Structure to Hold Onto Meaning in Narrative Nonfiction (session 11)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know different types of nonfiction (narrative, expository, biography). • Understand the difference between expository and narrative nonfiction texts. • Be able to show understanding of a nonfiction text by using different ways of reading depending on if it is expository or narrative. <p>a. Connection:</p> <ol style="list-style-type: none"> Recall a time when you failed at something until an expert advised you to adapt your approach based on the nature of the task. Relate this to reading nonfiction differently, based on structure. Name the teaching point-readers use different ways of reading depending on if a nonfiction text is an expository text or a story. Readers of nonfiction stories use their knowledge of how stories go to organize their understanding of the text. <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> Remind children that readers rev up their minds for reading by asking, 	<p>Setting Objectives</p> <p>Cues, Questions,</p>	<p>B/C</p> <p>Communicatio n Collaboration Critical Thinking</p>

		<p>“What sort of text is this?” and then bring what they know about that kind of text to their reading.</p> <p>ii. Read aloud a narrative nonfiction book (in this case, a biography) and recruit students to join you in listening for the familiar elements of story.</p> <p>c. Active Engagement: The teacher will:</p> <p>i. Continue reading aloud the narrative nonfiction text, this time asking children to tell each other what they notice about the character and his traits and struggles.</p> <p>d. Link: The teacher will: Remind readers to notice text structure and to vary their reading stance according. Specifically, remind them to bring their knowledge of story to narrative nonfiction.</p> <p>e. Mid-Workshop Teaching Point: Reading closely to infer character traits.</p> <p>f. Share: Ask students to summarize their biographies, following a story structure template.</p> <p>Session 11 Appendix Documents</p>	<p>Summarize</p> <p>Setting Objectives</p> <p>Cooperative Learning, Summarize</p>	
1, 2	<p>RI.3.1 SL.3.2 SL.3.3</p>	<p>6. Reading Biographies through Different Lenses (session 14)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know perspective (lenses) ● Understand the purpose of reading through different lenses. ● Be able to show understanding of a nonfiction text by reading as a story to gain information through different lenses. <p>a. Connection:</p> <p>i. Use the metaphor of looking at the world through sunglasses to explain that reading a text through different thing.</p> <p>ii. Name the teaching point-readers of narrative nonfiction read through different lenses. On of those lenses is the lens of the story, but narrative nonfiction is STILL nonfiction, which means it is mean to teach. So another lens through which readers of narrative nonfiction view texts is the lens of reading to learn.</p> <p>b. Teaching: The teacher will: Explain that the students will now learn to read through the lens of reading for information. Cite subjects of biographies and the information one might learn from those biographies.</p> <p>c. Active Engagement: The teacher will:</p> <p>i. Share what a student has already learned from a biography about a person’s life and traits. Then study a section of that text through the lens of reading for information.</p> <p>ii. Listen in and coach readers to raise the level of their work.</p>	<p>Setting Objectives</p> <p>Similarities & Differences</p> <p>Cooperative Learning, Providing Feedback</p>	<p>B/C</p> <p>Critical Thinking Creative Thinking Communication Collaboration</p>

		<ul style="list-style-type: none"> iii. Gather readers back and highlight what you heard, making sure to show readers how you organize the information in a boxes-and-bullets structure, using your hand to help you. iv. Provide a quick opportunity for readers to think back on their own texts and what information they might have learned in addition to the life story of the person. <p>d. Link: The teacher will: Send students off with a reminder that readers read narrative nonfiction through different lenses-the lens of story or the lens of reading for information.</p> <p>e. Mid-Workshop Teaching Point: Taking cues from the text about which lens to read through</p> <p>f. Share: The teacher will: Explain that strong readers think about what they have learned through both the lenses and how these fit together.</p> <p>Session 14 Appendix Documents</p>	<p>Setting Objectives</p> <p>Cooperative Learning</p>	
1, 2	<p>RL.3.1 RI.3.1 SL.3.4</p>	<p>7. Bringing Your Narrative Nonfiction Lenses to a Broader Range of Texts (session 16)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know biographies, narrative nonfiction, reading strategies. • Understand that reading strategies will help them understand narrative nonfiction. • Be able to use strategies they have developed for reading biographies on any text that is narrative nonfiction in order to understand and communicate about a text. <p>a. Connection: The teacher will:</p> <ul style="list-style-type: none"> i. Tell students, partly in jest, that you want to read them a new biography. Then read a snippet of a narrative nonfiction book that tells the life story of a plant or animal. ii. Name the teaching point-readers use strategies they've developed for reading biographies on any text that is narrative nonfiction. They read books about the life story of a lobster-or about the colonists coming to Plymouth-just as they read stories, thinking about the main characters struggles, traits, and wants. <p>b. Teaching & Active Engagement: The teacher will:</p> <ul style="list-style-type: none"> i. As you read part of a narrative nonfiction text whose main character is a plant or animal, ask children to consider who the characters are, what they want, and how they overcome obstacles. ii. Set children up to talk with each other about the story elements found in the narrative nonfiction text. iii. Show children how to produce a synthesis of a narrative text by leaning on 	<p>Setting Objectives</p> <p>Cues, Questions</p> <p>Cooperative Learning, Advanced Organizer, Reinforcing Effort</p> <p>Setting</p>	<p>B/C</p> <p>Critical Thinking Communication Collaboration</p>

		<p>the “Somebody... wanted... but... so...” scaffold.</p> <p>c. Link: The teacher will: Recap what you have taught about finding and using story elements to better understand a nonfiction narrative starring a plant or an animal.</p> <p>d. Mid-Workshop Teaching Point: Readers practice synthesizing a narrative nonfiction text</p> <p>e. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Ask students to tell their partners how they prepared their minds for reading their narrative nonfiction books. ii. Tell students that as they prepare their minds for reading narrative nonfiction, they can think about whether the text is an achievement story or a disaster story. <p>Session 16 Appendix Documents</p>	<p>Objectives</p> <p>Providing Practice, Cooperative Learning</p>	
1, 2, 3, 4	<p>RL 3.10, RI 3.10 ISTE 6a</p>	<p>8. A Celebration (session 19)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know monument. • Know non-fiction reading habits. • Understand that the reading habits and strategies for they have learned will be used for the rest of their lives. • Be able to represent their nonfiction reading life and communicate it to others. <p><i>Note To Teacher: Students could utilize technology to share their learning with an audience. Some resources for this are: Google Classroom, Google Drive, school website, class website, etc.</i></p> <p>A. Teaching/Active Engagement:</p> <ol style="list-style-type: none"> i. Students will create a monument to their nonfiction reading life, celebrating all that they have learned and the ways their nonfiction reading lives have changed over the past few years. ii. The teacher will provide students with a vision of the work you’re asking them to create (offering multiple ways children could craft a monument that will help them in the future as nonfiction readers). <p>B. Mid-Workshop Teaching Point: The teacher will review with students that labels are a good way of letting readers know what artifact they are looking at and what parts of the artifact you want to draw their attention to.</p> <p>C. Share: The students will set up their work around the classroom. Students will be quietly rotating around the room, studying their classmates’ work and jotting down their thoughts, compliments, and questions..</p> <p>You might have:</p> <ol style="list-style-type: none"> i. A special comment sheet prepared for each student 	<p>Setting Objectives</p> <p>Cooperative Learning, Nonlinguistic Representations</p> <p>Cooperative</p>	D

		<p>and then share overheard comments.</p> <p>d. Link: The teacher will: Divide the class into fourths, channeling them to sit with their groups in the four corners of the room. In each group, first one, then another child will teach his or her topic.</p> <p>e. Mid-Workshop Teaching Point: The teacher will be using your teaching as a rough draft and a source for insight about this genre.</p> <p>f. Share</p> <ol style="list-style-type: none"> i. Bring the teaching to a close-in time for a share session that is longer than usual. Channel children to chart moves they made while teaching their topics. These are moves writers as well as teachers might make. ii. Ask children to write long on their topics, filling pages with all they know. Explain the value of a throwaway draft. <p>Session 1 Appendix Documents</p>	<p>Cooperative Learning</p> <p>Setting Objectives</p> <p>Cooperative Learning</p>	
2	W.3.2 a,b W.3.4 W.3.5	<p>2. The Power of Organizing and Reorganizing (session 2)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know subtopics can be chapters • Understand how a table of contents organizes and structures their writing • Be able to plan and organize their writing by using subtopics in their table of contents <p>a. Connection:</p> <ol style="list-style-type: none"> i. Read a snippet of the writing you did during yesterday's share, choosing a passage that contains many possible subtopics and ways to organize the information. ii. Name the teaching point <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Demonstrate, using your hand as a graphic organizer, considering several ways your book could be structured. Perhaps list different kinds and then list different ways. ii. Debrief to highlight the work that could be replicated with another topic, on another day. <p>c. Active Engagement: The teacher will channel students to consider alternate ways to divide up their topics, coaching them to generate parallel topics illustrating ways, kinds, examples, or parts.</p> <p>d. Link: The teacher will let students know that they will most likely want to put tables of contents on paper.</p> <p>e. Mid-Workshop Teaching Point: The teacher will consider whether your book has a logical structure</p> <p>f. Share</p>	<p>Setting Objectives</p> <p>Cues, Nonlinguistic, Graphic organizer, Providing Practice Setting Objectives</p>	B/C

		<ul style="list-style-type: none"> i. Share a few examples of student work that show logical structures. ii. Tell the students that it might be helpful to see everyday they are learning from their tables of contents work on a chart so they can refer to it as they work. <p>Session 2 Appendix Documents</p>	Cooperative Learning	
2	W.3.2 a,b W.3.4 W.3.5 ISTE 1d	<p>3. Organization Matters in Texts Large and Small (session 5)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know table of contents • Understand a table of contents organizes their information and structures their writing • Be able to use a table of contents to organize chapters or any information you write <p>a. Connection:</p> <ul style="list-style-type: none"> i. Convey to children that you expect their written products will be very different than they were before because of what they have learned about organizing a table of contents and organizing a text. ii. Show children two fictional tables of contents- one exemplifying a novice way to organize an information text and the other exemplifying a more proficient plan. iii. Point out that although the chapters they've written should reflect their learning about building logical structures, it actually seems like many kids overlooked structure iv. Name the teaching point <p>b. Teaching: The teacher will:</p> <ul style="list-style-type: none"> i. Let students know that organization skills transfer. The way kids go about organizing the whole book can be transferred so that it is also the way they go about organizing any chapter. ii. Explain and demonstrate that planning for a short text can be quick. Remind students they can draw on all they know even while planning quickly. iii. Defined in a way that pops out the transferable aspects of what you have just done. <p>c. Active Engagement: The teacher will ask students to verbally practice their plans for one of the chapters in their books and write-in-the-air the first line or two of their chapters.</p> <p>d. Link: The teacher will channel writers to either consider another alternative structure for the upcoming chapter or to decide and draft it- or else to revise previous chapters</p> <p>e. Mid-Workshop Teaching Point: The teacher will use code words to help planning</p>	<p>Setting Objectives</p> <p>Cues, Questions, Similarities and differences</p> <p>Cues, reinforcing effort</p> <p>Setting Objectives</p>	<p>B/C</p> <p>Critical Thinking Collaboration Communication</p>

		<p>f. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Channel students to think back on their experiences with writing checklists and how the checklists helped them to not only assess their current writing but also to set new writing goals. (<i>Note for teachers: A tech tool that can be used to develop checklists is Google Keep. Can be used to share with teacher or peers. In the drafting process, the "Tools" menu allows Keep notes to drop down to be visible while students are writing. Teachers can also create a Keep checklist and share with students</i>). ii. Introduce the checklist and read through it with the students iii. Read through a piece of student work together, using the checklist as you go along <p>Session 5 Appendix Documents</p>	Cooperative learning, providing feedback	
2 & 4	W.3.2 a,b,c L.3.2 e,f,g ISTE 1a	<p>4. Making Connections within and Across Chapters (session 7)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know transition words • Understand sentences, paragraphs, and chapters build upon one another • Be able to connect ideas between sentences, paragraphs, and chapters <p>a. Connection:</p> <ol style="list-style-type: none"> i. Describe an object that is made up of various connected pieces. ii. Name the teaching point. <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Before demonstrating how to link pieces of information, explain that you first need to have compiled information. Review yours. ii. Review your writing and highlight the replicable things you did to link things together in your writing. <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Return to the class book, choose a chapter to draft together, and have the students try a quick rehearsal. ii. Once students have orally rehearsed, record on chart paper a combined version of their various ideas, which you have modified to match your goals. <p>d. Link: The teacher will:</p> <ol style="list-style-type: none"> i. Rename the teaching point and remind students that this lesson pertains not only to today but also to any day. ii. Recruit students to reread the work they've done so far in their book, and then to make plans for what they'll do today based on that. <p>e. Mid-Workshop Teaching Point: The teacher will use research resources to help fine-tune spelling</p>	<p>Setting Objectives</p> <p>Providing Recognition</p> <p>Cues, Questions</p> <p>Setting Objectives</p>	<p>B/C</p> <p>Critical Thinking Collaboration Communication</p>

		<p>f. Share</p> <ol style="list-style-type: none"> i. Remind writers of the goals they set earlier and channel them to look between their latest writing and the checklist they previously studied. ii. Demonstrate how to look between the checklist and your writing, highlighting the fact that you discover new goals. iii. Ask students to try using the checklist to get a first impression of their pieces, to get a sense of where they are as writers today. iv. Tell students that one great way to make sure their writing from today forward is stronger than it has ever been is to use the checklist to set goals. <i>(Note for teacher: Students can create goals on Seesaw or Google Doc and share with a partner class, partner classmate and/or teacher to elicit feedback and to revisit later in the process.)</i> <p>Session 7 Appendix Documents</p>	Cooperative Learning	
2	W.3.5 ISTE 3b ISTE 7b	<p>5. Researching Facts and Ensuring Text Accuracy (session 9) Objective: Students will:</p> <ul style="list-style-type: none"> • Know important facts specific to a topic • Understand how to use reliable resources to research a topic; how to use resources to elaborate • Be able to use information from a resource to write about a topic <p>a. Connection:</p> <ol style="list-style-type: none"> i. Enlist students' help in listing the tools people in various professions use and then ask the class to suggest the tools writers need. ii. Name the teaching point <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Let students know that experts don't just magically know everything- they often have resources at their fingertips that they use frequently ii. Point out all the resources available in the classroom and outside of it <i>(Teacher Note: Discuss online resources and what makes a credible source)</i> iii. Set up students to watch you research iv. Debrief about the various quick ways you researched <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Ask the students to consider their own subjects and where they might want to look for more information ii. Highlight any ideas for research that students discussed with partners <p>d. Link: The teacher will:</p> <ol style="list-style-type: none"> i. Tell a short story about an author who regularly uses research in his or her writing <i>(Technology Integration Idea: Arrange for a virtual guest speaker so</i> 	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Cues, Questions, Note-taking, Summarize</p> <p>Note-Taking</p>	<p>B/C Critical Thinking Collaboration Communication</p>

		<p><i>that students can ask questions regarding research. Virtual guest speakers can be found through Twitter, Google+ Communities, local media, or the Microsoft Educators Community.)</i></p> <ul style="list-style-type: none"> ii. Let students know that if it makes sense for them, they might consider bringing their nonfiction reading lives into their information writing or vice versa iii. Set students up for their work today <p>e. Mid-Workshop Teaching Point: The teacher will embed topic-specific vocabulary to help readers get smart on the topic they are teaching</p> <p>f. Share</p> <ul style="list-style-type: none"> i. Remind writers that mentor texts can help them with whatever they aspire to do ii. Divide the class into small groups and channel each group to study one page of this class mentor text and emulate the use of expert terminology iii. As children work and talk, compile a list of ways the mentor and the children incorporate expert terminology into texts <p>Session 9 Appendix Documents</p>	<p>Setting Objectives</p> <p>Cooperative Learning</p>	
2 & 4	W.3.2 a,d	<p>6. Creating Introductions through Researching Mentor Authors (session 11)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know mentor texts, introductions, and conclusions ● Understand how introductions and conclusions are related ● Be able to use mentor texts to help create an introduction and conclusion <p>a. Connection:</p> <ul style="list-style-type: none"> i. Explain why now, toward the end of the writing process, you'll channel students to consider their endings and their beginnings. ii. Name the question that will guide the class inquiry. <p>b. Teaching and Active Engagement: The teacher will:</p> <ul style="list-style-type: none"> i. Set the writers up to investigate a mentor text with you, guiding the work in a series of steps that help them answer the inquiry question. ii. Direct children to get into conversation circles to talk about how the mentor author wrote the introduction. iii. Channel students to try the same work with another text, then to discuss it in small groups. Coach these groups with voiceovers. <p>c. Link: The teacher will complement students on their sophisticated work, and let them know that the work they did today can be carried with them into future writing.</p> <p>d. Mid-Workshop Teaching Point: The teacher will write conclusions that leave readers understanding what they just read</p>	<p>Setting Objectives</p> <p>Cooperative Learning, Note-taking, summarize</p> <p>Setting Objectives</p>	<p>B/C</p> <p>Critical Thinking Collaboration Communication Creative Thinking</p>

		<p>e. Share</p> <ol style="list-style-type: none"> i. Enthusiastically welcome students back to the meeting area, making a big show of how hard they have worked thus far. ii. Encourage students to complement their writing partners on the efforts they've put forth. <p>Session 11 Appendix Documents</p>	Cooperative Learning, Reinforcing Effort	
1 & 2	RI.3.5 RI.3.7 ISTE 3a	<p>7. Using Text Features Makes It Easier for Readers to Learn (session 14)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know text features • Understand how text features help them locate relevant information • Be able to use text features in their own writing <p>a. Connection:</p> <ol style="list-style-type: none"> i. Acknowledge that the students have become quite the nonfiction experts, invite them to list what they know, and if text features are on their list, exclaim that they've stolen your tip. ii. Name the teaching point. <p>b. Teaching: The teacher will list possible text features and their uses, giving children a few minutes to see which of these are used in a non-fiction text they have on hand.</p> <p>c. Active Engagement: The teacher will use a piece of student work to engage children in thinking about what kinds of text features go with a certain kind of information writing.</p> <p>d. Link: The teacher will:</p> <ol style="list-style-type: none"> i. Remind students that what they learned about text features needs to fit into the structure of their books. ii. Convey that you expect they will be doing various kinds of work today. Explain that writers always think about supporting their readers when they write. <p>e. Mid-Workshop Teaching Point: The teacher will integrate technology to enhance text features (<i>Note to teacher: Identify text features in credible sources such as Kids Discover, Sports Illustrated Kids, National Geographic Kids, etc</i>)</p> <p>f. Share</p> <ol style="list-style-type: none"> i. Tell students that mentor texts can help them with text features by giving them ideas of what they might include, as well as how to best use them effectively. ii. Model looking at a text feature in the class mentor text. Name what kind of feature it is. Comment on what you notice about how it helps the piece. 	<p>Setting Objectives</p> <p>Summarize</p> <p>Cues, Questions</p> <p>Setting Objectives</p> <p>Providing Practice, Cooperative Learning</p>	<p>B/C</p> <p>Critical Thinking Collaboration Communication</p>

		<p>iii. Ask partners to share a mentor text to locate an eye-catching text feature, name it, and discuss why it is effective and how they might use it in their own writing.</p> <p>Session 14 Appendix Documents</p>		
1 & 2	W.3.5 RI.3.8	<p>8. Letter to Teachers: Fact-Checking through Rapid Research (session 15)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know accurate facts ● Understand how to use different resources to check for fact accuracy ● Be able to check their own writing for accurate facts <p>a. Connection:</p> <ol style="list-style-type: none"> i. Make sure the facts the students included are accurate. ii. Name the teaching point: When information writers get close to the end of their projects, it is important that they check the major facts that they've included to make sure they are as accurate as possible. <p>b. Teaching/Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Model your own fact-checking by showing students how to use a student-safe search engine quickly and efficiently. ii. Scan their own drafts for facts that feel as if they might be shaky and then quickly look to another source (or two) to confirm that these facts are true. If they are not, the writer revises those facts. <p>c. Mid-Workshop Teaching Point: The teacher will make sure the students understand that all parts of their books need to be as factual as possible.</p> <p>d. Share:</p> <ol style="list-style-type: none"> i. Encourage students to take their fact-checking home if they did not have time to finish in class. ii. Let the students know that they will be moving on to editing tomorrow. 	Setting Objectives Note- Taking, Providing Feedback, Questions	B/C Critical Thinking Collaboration Communication
1, 2, 3, & 4	W.3.2 W.3.4	<p>9. Crafting Speeches, Articles, or Brochures Using Information Writing Skills (session 19)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know different forms of presentation/communication (brochures, speeches, articles) ● Understand the most useful way to communicate their topic with an audience ● Be able to create different informational texts (brochures, speeches, articles) <p>a. Connection:</p> <ol style="list-style-type: none"> i. Tell a story that illustrates that you came to an understanding that knowing 	Setting Objectives	D Critical Thinking Collaboration Communication Creative Thinking

		<p>how to write one sort of information text allows writers to write all kinds of texts.</p> <p>ii. Name the teaching point.</p> <p>b. Teaching: The teacher will:</p> <p>i. Show a sample of something that has many of the same qualities of information writing that your students studied.</p> <p>ii. After giving children time to think to themselves about aspects of the text that reflect what they have learned information writers do, name a few of these yourself, jotting them on a chart.</p> <p>iii. Show a sample of another type of text, perhaps one related to your content-area study or a hot topic of interest for your students.</p> <p>iv. Cite and chart ways in which the writer of the article has used moves that students studied when writing their information chapter books.</p> <p>v. List possible forms for information writing, and stress that writers need to choose among these forms.</p> <p>vi. Demonstrate your own process for deciding on a form and then beginning to draft.</p> <p>c. Active Engagement: The teacher will:</p> <p>i. Ask students to consider yet another form and to spot some of those information text moves.</p> <p>ii. Break down what they noticed and add new items to chart.</p> <p>iii. Prod students to think about what form they could imagine working in while considering their content-area topic.</p> <p>d. Link: The teacher will let students know that they'll have two days to rewrite their writing, putting it into a new form and angling it for an audience.</p> <p>e. Mid-Workshop Teaching Point: The teacher will explain to students that writers use power tools</p> <p>f. Share: The teacher will channel writers to use partners to double-check that they've got the basics in place.</p> <p>Session 19 Appendix Documents</p>	<p>Advanced Organizer, Note- Taking, Summarize</p> <p>Providing feedback, Cues, Questions, Providing Practice</p> <p>Setting Objectives</p> <p>Cooperative Learning</p>	
1, 2, & 3	SL.3.1 SL.3.6 ISTE 6a	<p>10. Letter to Teachers: A Final Celebration: Using Knowledge about Nonfiction Writing to Teach Younger Students (session 21)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know the importance of writing for audience • Understand the necessary steps to write a piece that is engaging for an audience. • Be able to share their writing with and audience <p>A Final Celebration will be a celebration of the informational authors and their expertise on</p>	<p>Setting Objectives</p>	<p>D</p> <p>Critical Thinking Collaboration Communication Creative Thinking</p>

their topic .. Each classroom may choose to hold the celebration differently, some ideas include:

- Partnering with another grade level classroom to read aloud
- Inviting in parents, community members, authors in the classroom to read students writing
- Share writing via class website or students digital portfolios
- Send writing out to an audience via apps such as Remind 101, Google Drive, and more

Most importantly give students to share the work they have done and have an opportunity to have their voices heard.

[Session 21 Appendix Documents](#)

Cooperative Learning

Language/Word Study

1, 4

RF.3.3a
RF.3.3b
RF.3.3c
RF.3.3d
RF.3.4

Benchmark Phonics: Unit 3: We the People & Unit 4: Different Perspectives, Different Points of View

Whole Group			Small Group	
LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Controlled Vowels (/br/, /br/) • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect	Controlled Vowels (/br/, /br/) • Spelling-Sound Correspondences • Read Accountable Text • "Electing a President" • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect	Controlled Vowels (/br/, /br/) • Reread to Build Fluency • "Electing a President" • Writing a Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect	Controlled Vowels (/br/, /br/) • Read Interactive Text • "Electing a President" and/or "Wave the Flag" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency	Review and Assess Controlled Vowels (/br/, /br/) • Reread to Build Fluency • "Electing a President" and/or "Wave the Flag" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning

Whole Group			Small Group	
LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Open Syllables • Spelling-Sound Correspondence • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect	Open Syllables • Spelling-Sound Correspondence • Read Interactive Text "Half-Empty or Half-Full?" • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect	Open Syllables • Reread to Build Fluency • "Half-Empty or Half-Full?" • Writing a Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect	Open Syllables • Read Interactive Text • "Half-Empty or Half-Full?" and/or "Two Crows and a Pitcher" • Use Reading Big Word Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency	Review and Assess Open Syllables • Reread for Fluency • "Half-Empty or Half-Full?" and/or "Two Crows and a Pitcher" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment

Similarities & Differences
Homework & Practice
Cooperative Learning

B
Collaboration
Critical Thinking

1

RI.3.1

Interactive Read Aloud
Teacher has option to choose a different read aloud or use the texts that will be used in the minilessons. Focus on standard **RI.3.1**.
Some options are:
Gorillas by Lori McManus
Frogs and Toads by Bobbie Kalman
Who is Jane Goodall? by Roberta Edwards

Communication
Collaboration

B/C
Critical Thinking
Communication

		Students will collaboratively discuss the text and use the asking and answering questions skilled they are learning to create meaning while reading their own nonfiction texts.		
1, 2, 3, 4	L.3.4 L.3.6	<p>Interactive Vocabulary</p> <p>The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include:</p> <ul style="list-style-type: none"> • Organizers like concept mapping or Frayer model • Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write • Similarities and differences looking at similar and different words to the term • Nonlinguistic representation 	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C Critical Thinking Communication Collaboration
4	SL.3.2 L.3.4c	<p>Use a known root word as a clue to the meaning of an unknown word with the same root</p> <p>Students will watch Brainpop Video and complete the online Quiz. Students can listen to the video again and again to answer the questions on the quiz.</p>	Practice	A/B Communication Critical Thinking
2		<p>Cursive Handwriting</p> <p>Teacher will pace students throughout the year through the FHSD Third Grade Cursive Handwriting Book.</p>	Practice	A Communication

Unit 3: Resources

UNIT RESOURCES

Teacher Resources:

- *Gorillas* by Lori McManus
- *Frogs and Toads* by Bobbie Kalman
- *Who is Jane Goodall?* by Roberta Edwards
- Writer's Notebook for teacher
- Anchor Chart Post-Its
- *Reading to Learn: Grasping Main Ideas and Text Structures*

- *The Art of Information Writing*
- [Heinemann Website](#)
- [Phonics Lessons](#)
- [Assessment Resources](#)
- [Appendix Documents](#)

Student Resources:

- Nonfiction books at various levels (in library or leveled bins)
- Reader’s Log
- Personal Word Wall
- Writer’s Notebooks and/or drafting booklet
- Websites - Seesaw, Google Drive
- Apps - Seesaw, Flipgrid
- FHSD Cursive Handwriting Book

Vocabulary:

- **Cause and effect:** a structural pattern used (especially in nonfiction texts) to propose the reasons or explanations for how and why something occurs
- **Elaboration:** to expand upon or add details to
- **Explanatory texts:** defined by their objective; to explain or to inform the audience about a topic using facts and an objective tone
- **Informational text:** A nonfiction text in which a purpose is to inform or give facts about a topic.
- **Key details:** the parts of a text that support the main idea
- **Main idea:** most important or central idea of a paragraph or a larger part of a text. The main idea tells the reader what the text is about and what the author wants you to remember most.
- **Prefix:** a group of letters placed in front of a base word to change its meaning: e.g., *preplan*, *rearrange*
- **Pronouns:** words that are used as replacements/substitutes for nouns and noun phrases
- **Suffix:** a group of letters added at the end of a base word or word *root* to change its function or meaning: e.g., *handful*, *hopeless*
- **Synthesizing:** combining new information or ideas from reading text with existing knowledge to create new understandings.

Unit 4: Character Studies (Bk. 3) & Baby Literary Essay

Content Area: English Language Arts	Course: Third Grade	UNIT: Characters
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Unit Description:**Reading:** Character Studies

This unit spotlights the study of characters and brings readers on an intellectual journey similar to the one that characters go on in books. Readers get to know characters by studying them deeply; first observing, then coming up with hunches or ideas, and then investigating patterns that reveal deeper character traits and motivations in order to articulate evidence-based theories. Students will be invited to compare and contrast characters across books--examining their traits, motivations, the way they respond to problems, and the life lessons they learn and teach. This unit is designed as a book club, so readers can support each other in reading more complex texts and hold each other accountable for using textual evidence to support their ideas.

Writing: Baby Literary Essay

In this unit your students will realize that they have significant ideas about the characters in the stories they are reading and the lessons these stories teach. Students will then see that they can write these ideas so that others are interested and persuaded. This unit will teach students to take the ideas they are having about stories, check that they can support those ideas with evidence from the text, and then write a quick draft of an essay. Students will be introduced to the 'baby' literary essay--meaning that the essay is a 'baby' form, or first step, in a genre that kids will have to write well in high school. Keep in mind that your third graders are not in high school! Third graders can write essays about the stories they are reading, and these don't have to be essays with parallel reasons, sophisticated quoting from the text, or insightful intellectual analysis. Kids will learn to do that work in fourth grade, fifth grade, and sixth grade, and beyond.

Unit Timeline:

20 days-Reading
10-15 days-Writing

DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

- Be empowered to become lifelong, independent readers and writers in order to engage with the world around them.
- Communicate written and oral ideas authentically and effectively for a variety of audiences and purposes.
- Productively collaborate with others using 21st Century Skills to reach a common goal.

Understandings – *Students will understand that... (Big Ideas)*

1. Effective readers use appropriate strategies to construct meaning.

2. Effective writers use appropriate strategies to convey their ideas with audience and purpose in mind.
3. Effective speakers and listeners make meaning through collaborative conversations and presentations that share, clarify, and grow ideas.
4. Intelligible readers, writers, and speakers use the rules of grammar and conventions to support communication.

Essential Questions: *Students will keep considering...*

- What strategies can a reader use when they do not understand a text?
- What do readers think about as they read?
- How do effective readers prepare to read?
- How does accuracy and fluency impact one's understanding of a text?
- How does each step in the process impact one's writing?
- How can evaluation and reflection be used to improve writing?
- How is a writer's style of writing influenced by audience and purpose?
- What is the importance of sharing?
- What impact does effective listening and speaking have on one's ability to collaborate and grow?
- How do the rules of grammar and conventions support communication?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
RL.3.1	<ul style="list-style-type: none"> ● Draw inferences is to understand the text by generalizing, deducing, and concluding from reasoning and evidence that is not presented literally or explicitly. These conclusions are based on textual clues ● Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning ● What makes a quality question ● Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. 	<ul style="list-style-type: none"> ● Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole ● Close reading emphasizes not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text ● Not all text evidence is created equal ● Readers ask questions before, during and after, reading a text ● Details in the text can be used to support your ideas 	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p>
RL.3.2	<ul style="list-style-type: none"> ● Central ideas or message are when some ideas are more important to a work than others; these are the ideas you could not cut out without 	<ul style="list-style-type: none"> ● Central ideas of a text are similar to beams of a building, the main elements that make up the text and that all the supporting details help to develop. 	<p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is</p>

	<p>fundamentally changing the meaning or quality of the text.</p> <ul style="list-style-type: none"> • Moral is a lesson that concerns what is the right or the correct thing to do. • A fable is a legendary story of supernatural happenings or a narrative that attempts to impart a truth (often through a moral)-especially in stories where animals speak and have human characteristics. A fable can also be about legendary people and their tales. • Folktale started as an oral tradition passed down by word of mouth. These tales or legends were part of a common group of people or folk, and may include supernatural elements. Folktales generally reflect or validate certain aspects of the culture or group. (Fairy tales are a subgenre of folktales) • Myths a traditional or legendary story, usually with super natural beings, ancestors, and heroes. These stories serve to explain the worldview of a people by explaining customs, society, or phenomenon of nature. 	<ul style="list-style-type: none"> • Stories are retold in chronological order • Which ideas are the key versus non-essential details • How characters respond to challenges throughout a text • There are often common messages or lessons in literature 	<p>conveyed through key details in the text.</p>
RL.3.3	<ul style="list-style-type: none"> • Character traits are what a character is-what they look like and who they are, which is revealed by what they do. Their motivations and feelings, thoughts, words, and actions. • Major event is the most important event in the story, typically related to how the main character resolves a problem or handles a challenge. • Cause/effect relationship is the relationship between the reason (“why) something happens and the consequences of that action. The <i>cause</i> is why something happens. The <i>effect</i> is what happens as a result. 	<ul style="list-style-type: none"> • Analyzing text means to look closely at something for the key parts to see how they work together, this leads to greater understanding of the text. • A lot can be learned by observing how a character handles difficult situations • As stories unfold, events and characters change; these changes are the consequence of the interactions that take place between people, events, and ideas within a story or an actual event. • Character’s actions add to the plot and move along the sequence of events toward the ending • Feelings often motive characters to act in a certain way 	<p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
RL.3.4	<ul style="list-style-type: none"> • Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. • Literal language is factual and explicit, the reader does not need to infer to glean the meaning. • Nonliteral language implies figurative 	<ul style="list-style-type: none"> • Figurative language changes or goes beyond literal meaning. • Language creates mental pictures • Language helps keep readers engaged 	<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>

	<p>language-often similes, metaphors, personification, and abstract words.</p> <ul style="list-style-type: none"> • Authors repeat the same lines for emphasis or effect • A metaphor compares two things that are not typically associated with each other (e.g., "That room is an oven.") • A simile typically uses the word like or as when making a comparison (e.g., "A blue whale's skin is as slippery as a bar of soap.") • Personification involved attributing human characteristics to something that is non-human. 		
RL.3.5	<ul style="list-style-type: none"> • A verse is a line in a poem. • Verses are separated by line breaks and groups of verses or lines create stanzas in a poem. • A meter helps to create a rhythm to the poem. • Stanza is a group of two or more lines separated by a space in poems. • Structure of texts refers to how authors organize their ideas and the text as a whole. • Drama is written to primarily be performed. The elements of drama are characters, setting, descriptions, dialogue, stage directions, and theme. There is a structure to drama that includes plot an additional stages and sets and scenes. 	<ul style="list-style-type: none"> • Poetry is made up of stanzas and lines • Parts of a text build on one another to make a whole. • Sequencing parts of a text • Function of stanzas • Scenes in drama 	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6	<ul style="list-style-type: none"> • Narrator is the one telling the story • Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. • First person is when one person (one character) usually the main character, expresses his/her thoughts, ideas, and feelings • Third person is when a narrator who usually identifies with the main character's point of view. 	<ul style="list-style-type: none"> • You can create their own opinions or points of view. • Readers must analyze different perspectives from various accounts to gain an understanding or position about a subject. 	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7	<ul style="list-style-type: none"> • An illustration is the picture that accompanies a text • A character is a person/animal in a story • A setting is where/when a story takes place • Mood is the atmosphere in the text that evokes a certain emotion or feeling. 	<ul style="list-style-type: none"> • Illustrations can convey meaning. • Stories can be told in multiple ways • Illustrations can help us understand text better • Ideas can be expressed in different ways, either through images or graphic representations. 	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create moode, emphasize aspects of a character or setting).

	<ul style="list-style-type: none"> Plot is the story line or sequence of actions that are built around a conflict or problem the main character is experiencing. Different types of media (e.g., print, pictures, and illustrations, and electronic and new media) 	<ul style="list-style-type: none"> Writers use different devices to set the mood of a text. 	
RL.3.9	<ul style="list-style-type: none"> Comparing themes/settings/plots is finding what is similar between those themes/settings/plots Contrasting themes/settings/plots is finding what is different between those themes/settings/plots Theme is the idea the text explains, develops and explores; there can be more than one, but themes are what the text is actually about. Themes can be the central message, the lesson, or what the author wants you to come away with; a theme is never stated explicitly, it must be inferred by the reader from the evidence in the text. 	<ul style="list-style-type: none"> Themes are what the author wants you to come away with Different authors approach their subject matter, through stylistic elements such as voice, imagery, or format. 	Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters (e.g., books from a series).
RL.3.10	<ul style="list-style-type: none"> A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill. To comprehend a text is to understand what is read in the text 	<ul style="list-style-type: none"> Readers read books to grow as readers and learners. Readers check their comprehension as they read 	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.3.10	<ul style="list-style-type: none"> A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill. To comprehend a text is to understand what is read in the text 	<ul style="list-style-type: none"> Readers read books to grow as readers and learners. Readers check their comprehension as they read 	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
RF.3.3	<ul style="list-style-type: none"> Grade-level phonics refers to the phonics instruction that is appropriate for students at a particular age and grade level. Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word. Base word is a word in its simplest form, which can be modified by adding affixes. (e.g., <i>read</i>; <i>reread</i>, <i>reading</i>) A base word has meaning, can stand on its own, and is easily apparent in the language. 	<ul style="list-style-type: none"> Determining where a word is broken into syllables helps in decoding and pronunciation. How to apply the knowledge of letter-sound relationships Some words are not able to be decoded 	Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a	<ul style="list-style-type: none"> Common prefixes are meaningful units of letters that come before a root word (e.g., <i>dis-</i>, <i>re-</i>, <i>un-</i> and <i>in-</i>) Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>) 	<ul style="list-style-type: none"> Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood. The meaning of a word can be altered by changing the prefix or suffix 	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b	<ul style="list-style-type: none"> Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>) 	<ul style="list-style-type: none"> Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood. 	Decode words with common Latin suffixes.
RF.3.3c	<ul style="list-style-type: none"> Syllable patterns are units of pronunciation containing a single vowel sound or "sound chunk." Common syllable patterns are: <i>closed</i>, <i>open</i>, <i>silent e</i>, <i>vowel teams</i>, <i>r. control</i>, and <i>consonant e</i>. Multisyllabic word is a word with many syllables 	<ul style="list-style-type: none"> Determining where a word is broken into syllables helps in decoding and pronunciation. 	Decode multisyllable words.
RF.3.3d	<ul style="list-style-type: none"> Irregularly spelled words are words that do not follow regular spelling patterns, such as <i>been</i> and <i>come</i>, and cannot be easily sounded out. 	<ul style="list-style-type: none"> Some words are not able to be decoded 	Read grade-appropriate irregularly spelled words.
RF.3.4	<ul style="list-style-type: none"> Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression Accuracy refers to reading words correctly or precisely. Readers read with expression, conveying emotion or feeling while reading. Readers use strategies to help their understanding (e.g., self-correct, reread, etc) Readers have a plan when they don't know a word. 	<ul style="list-style-type: none"> Readers read with expression, fluently and accurately to get an author's intended meaning. Strategies for when we don't know a word. Audiences should understand text when it is read aloud. 	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	<ul style="list-style-type: none"> Reading with purpose and understanding is reading for a reasons (to be entertained, to learn, to get information, etc) and with comprehension of what is being read. 	<ul style="list-style-type: none"> Reading is meant to be understood and remembered Readers read a text for a variety of reasons 	Read on-level text with purpose and understanding.
RF.3.4b	<ul style="list-style-type: none"> Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression Accuracy refers to reading words correctly or precisely. 	<ul style="list-style-type: none"> Readers read with expression, fluently and accurately to get an author's intended meaning. 	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

	<ul style="list-style-type: none"> • Readers read with expression, conveying emotion or feeling while reading. 		
RF.3.4c	<ul style="list-style-type: none"> • Readers use strategies to help their understanding (e.g., self-correct, reread, etc) 	<ul style="list-style-type: none"> • Readers read with expression, fluently and accurately to get an author’s intended meaning. • Strategies for when we don’t know a word. 	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.3.1	<ul style="list-style-type: none"> • Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. • Opinion is a belief, conclusion, or judgement based on reasoning. • Organizational structure is the logical progression and the completeness of ideas in a text. • Evidence is the detail the writer provides to support opinion (e.g., facts, quotations, examples, photographs, expert opinions, etc.). • Reasons/reasoning are what writer bases claims and ideas on more than personal preference. The reasons to support an opinion must be based on evidence, information, and logic. • Linking words and phrases connect one sentence, ideas, or paragraph to another, allowing writer to express the nature or importance of the relationship between the two ideas. • Concluding statement or section comes at the end of an opinion piece where the writer brings their piece to an end; writer provides statement or section that connects all reasons, facts, and details, and shows how they support the opinion presented in the paper. 	<ul style="list-style-type: none"> • Point of view can be different for each person even based on the same experience • Understand the concept of having an opinion. • Opinions are supported by facts • Structure helps the reader make meaning of the piece • There is a difference between a fact and an opinion • Linking words provide a connection to the opinion statement • Wrapping up a piece helps the reader feel a sense of closure 	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.4	<ul style="list-style-type: none"> • (Grade-specific expectations for writing types are defined in standards 1-3 above.) • Knowing the audience of a piece will help an author anticipate and respond appropriately to their concerns and questions about a topic • That pieces on the same topic can differ depending on the audience and task • Effective writers produce clear compositions by using precise words, proper grammar, and sentence structure. 	<ul style="list-style-type: none"> • (Grade-specific expectations for writing types are defined in standards 1-3 above.) • Determine who the audience for the piece of writing will be and make decisions for the piece based on the following questions: <i>what do they already know or need to learn to understand the writer’s message? How is the audience likely to respond to the piece? What biases do they have that as the writer I must anticipate and address to effectively advance my argument?</i> 	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.)

	<ul style="list-style-type: none"> Writers develop the character(s), place(s), or event (s) as they move through time and change if they are to seem real. Development includes everything from examples and quotations, to details and other forms of evidence used to support and illustrate whatever the writer is saying about the subject. Organization comes in a variety of approaches, what matters most is a clear, appropriate, logical, and effective structure to the idea. Purpose is what the writer is trying to accomplish with the piece Task is the purpose for the writing and the genre. 	<ul style="list-style-type: none"> Attention to detail is important to produce a quality piece, it includes revision, editing, and receiving feedback from others Development should extend, clarify, or enhance the writer's claims or, in narratives, advance the story. It can look like figures, tables, dialogue, or images that add more information or further illustration. Organization of a text helps the reader create meaning Writer's purpose is shapes by the occasion, the topic, and the audience 	
SL.3.1	<ul style="list-style-type: none"> Collaborative discussion refers to discussing ideas and working jointly with others to create new thinking. Partners take the remarks of others and add details or further develop the thoughts. Draw conclusions is using the key ideas and evidence and also the implied or inferred meaning. Elaborating on others remarks, either adding details or further developing a thought Prepared is making use of any notes, ideas, any materials needed for a discussion. Expressing is articulating and conveying an idea Question is you ask to gain information or clarify understanding 	<ul style="list-style-type: none"> Building upon others' talk in conversation deepens the discussion Collaborative discussions lead to a collective understanding Synthesizing information into a conclusion helps wrap up a discussion Being prepared requires anticipating the demands and directions for a discussion. Expressing your ideas isn't restating what someone else has said During a conversation everyone is responsible for including other views and making all in the group feel involved 	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> building on others' ideas and expressing their own clearly.
SL.3.2	<ul style="list-style-type: none"> Determine the main ideas and supporting details Diverse media are the different forms and information, evidence and data come in, as well as mixed media, such as websites or presentation slides with embedded digital imagery and audio. Evaluate is to determine the quality, value, use, or importance of data, details, or other forms of information. Formats are the ways information can be presented-charts, slides, graphics, images, as well as multiple media. Integrate is to join different sources or data into a cohesive body of evidence used to support one's claims. Paraphrase is a restatement of text or spoken 	<ul style="list-style-type: none"> Examining how structures, grammar, syntax, or more media-based features serve to emphasize the main idea or supporting idea in the text. Some information is more important and a higher quality than other information A speaker can present information in a variety of ways 	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.

	thinking using different words than the original but maintaining the same meaning.		
SL.3.3	<ul style="list-style-type: none"> Evaluate is to determine the quality, value, use, or importance of data, details, or other forms of information. Evidence is the data, details, quotations, or examples the speaker uses in the presentation and how credible, accurate, and valid they are. The speaker's main message 	<ul style="list-style-type: none"> Some information is more important and a higher quality than other information A speaker has a point of view that influences their discussion of a topic. A speaker may have bias about a subject and it's important for an audience to understand how this could influence the topic. Questions should be ask about the information presented 	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	<ul style="list-style-type: none"> Appropriate to the task, purpose, and audience is when a student organizes, develops, or speaks is varied dependent on the objective, the purpose of the presentation, and the audience to whom one is speaking. Findings are conclusions drawn from observations, investigations, experiments, or inquiries about questions or problems. Organization is an appropriate and effective structure for the presentation Relevant, descriptive details are details that relate to the topic and provide description. Supporting evidence is the data, information, quotation,s examples, or other information that the speaker uses to support whatever they are saying or presenting. 	<ul style="list-style-type: none"> Presentations vary depending on the task, purpose, and audience A clear organization structure allows listeners to hear and process the ideas presented Not all information is relevant 	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.6	<ul style="list-style-type: none"> Adapt speech to change the language, style of delivery, tone, or format of the presentation or speech as needed to suit the audience, purpose, and occasion. Informal discourse is the talk and discussions between peers that is relaxed, casual, and familiar. 	<ul style="list-style-type: none"> Each presentation or talk has its own unique audience each time one speaks, and so it's important to know how to speak to address the audience and the occasion. 	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <i>(See grade 3 Language standards L.3.1 and L.3.3 for specific expectations.)</i>
L.3.1g	<ul style="list-style-type: none"> Superlative adjectives are comparing more than two people, places, or ideas. Comparative adverbs comparing two items, people, places, or ideas. 	<ul style="list-style-type: none"> Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning Grammar rules help us be effective communicators 	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

<p>L.3.3</p>	<ul style="list-style-type: none"> • Effective choices for meaning or style • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style • Language functions in different contexts 	<ul style="list-style-type: none"> • Drawing on elements such as syntax, rhetoric, punctuation, and diction, writers choose words and arrange them to serve a purpose or for effect • To create a variety of sentences and aid sentence fluency, students expand or lengthen sentences, combine two or more simple sentences into a more complex sentence, and short sentence to ensure reader interest and understanding • Decisions about how we write, what features or format we choose, which words or sentence types we include, what tone or style we adopt are based on the context in which that document is written and presented 	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<p>L.3.4</p>	<ul style="list-style-type: none"> • A phrase is a sequence of two or more words • Affixes are the morphemes attached to the beginning or endings of root words; can be prefixes or suffixes. • A prefix is a group of letters place in front of a base word to change its meaning (e.g., <i>preplan</i>) • A suffix is a group of letters added at the end of a base word or word to change its function or meaning (e.g., <i>handful</i>, <i>hopeless</i>). • Root words are base words and they have meaning • Inflections are groups of letters added to the end of a word to change its meaning (e.g., -es, -s, ed). • Multiple-meaning words are words that mean more than one thing, depending on the context • Resources can be utilized to determine the meaning of words or phrases (e.g., glossary, thesaurus, dictionary) 	<ul style="list-style-type: none"> • Language has specific rules • How to break apart a word to determine meaning • Context clues help determine word meaning • Word parts change the meaning of the sentences/phrases 	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p>
<p>L.3.5</p>	<ul style="list-style-type: none"> • Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader.. • Real-Life Connection is when students connect what they're learning to what they're experiencing in their lives • Intensity of words how a word can change the emotion/energy of the word 	<ul style="list-style-type: none"> • Figurative language changes or goes beyond literal meaning. • Language creates mental pictures • Language helps keep readers engaged • Real life connections help anchor meaning of words • Words have a variety of meaning • Words express how the author feels 	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p>

L.3.5a	<ul style="list-style-type: none"> Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. Literal language is factual and explicit, the reader does not need to infer to glean the meaning. Nonliteral language implies figurative language-often similes, metaphors, personification, and abstract words. A metaphor compares two things that are not typically associated with each other (e.g., "That room is an oven.") A simile typically uses the word like or as when making a comparison (e.g., "A blue whale's skin is as slippery as a bar of soap.") Personification involved attributing human characteristics to something that is non-human. 	<ul style="list-style-type: none"> Figurative language changes or goes beyond literal meaning. Language creates mental pictures Language helps keep readers engaged 	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).
L.3.6	<ul style="list-style-type: none"> Content or academic vocabulary words words and phrases that signal time or relationships (after, before, next) in conversation 	<ul style="list-style-type: none"> Readers constantly learn and use new words through conversations and texts Identify unknown words and seek meaning certain words are used during certain grade-appropriate and/or academic conversations the importance of using and understanding subject specific vocabulary during classroom conversation academic words being used frequently during class are important to know and use 	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., <i>After dinner that night we went looking for them</i>).

Unit 4: Assessment

EVIDENCE of LEARNING

<u>Understanding</u> 1	<u>Standards</u> RL.3.1 RI.3.1	Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level.	<u>R/R Quadrant</u> <u>21 Century</u> C Communication Critical Thinking
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		<p>Standards Assessed: RL.3.10, RI.3.10</p> <p>Mastery Levels:</p> <table border="1"> <thead> <tr> <th colspan="4">Third Grade Reading Level Expectations</th> </tr> <tr> <th></th> <th>Meets or Exceeds Quarterly Expectations</th> <th>Progressing On Quarterly Expectations</th> <th>Minimal Progress On Quarterly Expectations</th> </tr> </thead> <tbody> <tr> <td>1st Quarter</td> <td>M-N</td> <td>L</td> <td>K or below</td> </tr> <tr> <td>2nd Quarter</td> <td>N</td> <td>M</td> <td>L or below</td> </tr> <tr> <td>3rd Quarter</td> <td>O</td> <td>N</td> <td>M or below</td> </tr> <tr> <td>4th Quarter</td> <td>P</td> <td>O</td> <td>N or below</td> </tr> </tbody> </table>	Third Grade Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 st Quarter	M-N	L	K or below	2 nd Quarter	N	M	L or below	3 rd Quarter	O	N	M or below	4 th Quarter	P	O	N or below	
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Unit 4: Sample Activities

SAMPLE LEARNING PLAN
Pre-assessment: <i>Teacher can administer pre-assessment to determine skills to focus on during the unit. Reading Pre-assessment</i>

Reader’s Workshop				
Character Studies (BK. 3)				
<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> 21C:
1, 4	RL.3.1 RL.3.3	1. From Observations to Ideas: Readers Think, “What is My Character Like?” (Session 2)		C

	<p>RL.3.6 L.3.3</p>	<p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know ways to describe their characters. ● Understand that readers draw on their observations to come up with ideas about characters. ● Be able to study their observations about characters to think about what type of characters they are. <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Ask children to reflect on the thinking they did yesterday as they read. ii. Ask targeted questions to help children name the work they did. iii. Tell readers that to know a person well takes some reflection. <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Invite children to join you in revisiting their observations of how a character talks and acts to develop ideas about what this character is like. ii. Demonstrate the way you read and reread, to check whether an initial hunch about a character is, in fact, borne out. iii. Debrief in ways that remind students of the work they can do another day, in another book, that they just tried here. <p>c. Active Engagement: The teacher will ask children to recall the idea they have begun growing about the main characters in their independent reading books.</p> <p>d. Link: The teacher will send readers off to read independently, reminding them to follow the ideas they are growing to push themselves to say more.</p> <p>e. Mid-Workshop Teaching: The teacher will encourage the students to come up with more than one idea about a character as they read on.</p> <p>f. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Invite partners to share their ideas, reading and pointing to specific places in the text that support these. ii. Remind children to move between thinking and evidence, and suggest prompts to support this work. <p>Session 2 Appendix Documents</p>	<p>Setting Objectives</p> <p>Cues, Questions, & Advance Organizers</p> <p>Providing Practice</p> <p>Setting Objectives</p> <p>Providing Practice</p> <p>Cooperative Learning</p>	<p>Collaboration</p>
<p>1</p>	<p>RL.3.1 RL.3.2 RL.3.5 RF.3.4</p>	<p>2. Noticing Patterns, Seeing More: Growing Theories about a Character (Session 3)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know that readers pay attention to characters. ● Understand that characters have patterns in their behavior that repeat again and again. ● Be able to develop theories about characters. 	<p>Setting Objectives</p>	<p>B/C Collaboration, Communication</p>

		<p>a. Connection: The teacher will point out that you are starting to detect patterns in your students' behavior</p> <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> Invite the children to notice whether there is a pattern of behavior further on in the story to support their initial ideas about a character. Debrief. Point out the steps you followed to grow your initial thinking about a the character by noticing patterns that contribute to a bigger theory. <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> Set students up to look across the pages they've read in their own books, noticing patterns that help them to come up with a bigger theory about their character. Recap the work children did in a way that is transferable to another text, another day. <p>d. Link: The teacher will reiterate the fact that readers can notice patterns in any character they come to know well.</p> <p>e. Mid-Workshop Teaching: The teacher will point out to students when a character breaks a pattern of behavior and encourage them to wonder why.</p> <p>f. Share: The teacher will invite partners to read aloud marked parts in their books that support their theories about what their character is like, using their voice to bring out that theory.</p> <p>Session 3 Appendix Documents</p>	<p>Cues, Questions, & Advance Organizers</p> <p>Providing Practice</p> <p>Setting Objectives</p>	
1, 3	<p>RL.3.1 RL.3.2 RL.3.3 RL.3.5 SL.3.1 SL.3.2</p>	<p>3. Stories are Shaped like a Mountain: Readers Watch Characters Go Up--and Down (Session 7)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> Know the structure of a story mountain. Understand that all characters face a problem in a story. Be able to identify where characters overcome hurdles. <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> Announce that starting today, children will talk about their books in newly formed reading clubs, and ask each club to choose a first book to read from the new stack you've provided. Emphasize the importance of clubs being on the same page in their books when they meet to talk. Channel them to set a goal for how many pages they will read today. Rally children around the new character work of this bend of the unit. <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> Show how characters from a familiar story move along a story mountain in 	<p>Setting Objectives</p> <p>Nonlinguistic</p>	<p>B/C Communication Collaboration</p>

		<p>predictable ways, encountering hurdles. Invite a child to put marks on the story mountain for each hurdle.</p> <p>ii. Debrief. Name today's strategy so that it is transferable to other stories.</p> <p>c. Active Engagement: The students will draw a story mountain and point to it as they say in the air the big events of one of their character's journeys.</p> <p>d. Link: The teacher will reiterate what you taught today and remind children to read on the alert for the predictable way the characters progress in stories.</p> <p>e. Mid-Workshop Teaching: The teacher will guide students to prepare for their book club conversations teaching them they have to bring something with them to it.</p> <p>f. Share: The teacher will set students up to have productive conversations in their book clubs. Guide them to look over all club members' jottings to find common ideas, and start conversations from there.</p> <p>Session 7 Appendix Documents</p>	<p>Representati on Setting Objectives Nonlinguistic Representati on</p> <p>Cooperative Learning</p>	
1, 3, 4	<p>RL.3.1 RL.3.3 RL.3.4 RL3.7 SL.3.2 L.3.6</p>	<p>4. Noticing the Roles Illustrations Play in a Story (Session 10)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know illustrations support comprehension. • Understand that illustrations contribute to stories. • Be able to explain how illustrations contribute to a story and relate to the words. <p>a. Connection: The teacher will:</p> <p>i. Point out that just as children have been tracking their characters' journeys up and down a story mountain they can also track this movement by looking at a book's illustrations.</p> <p>ii. Set readers up to investigate what illustrations contribute to stories.</p> <p>b. Teaching and Active Engagement: The teacher will channel children to work in their small groups, and give each group a copy of Peter's Chair to examine as they consider the inquiry questions.</p> <p>c. Link: The teacher will set up students for independent reading while forming quick, on-the-run small groups.</p> <p>d. Mid-Workshop Teaching: The teacher will guide the students to do a picture walk through a book and notice how the different illustrations in the book to compare and contrast the illustrations across the book.</p> <p>e. Share: The teacher will encourage students to make connections between illustrations and specific words on the page.</p> <p>Session 10 Appendix Documents</p>	<p>Setting Objectives</p> <p>Cues, Questions, & Advance Organizers</p> <p>Cooperative Learning</p> <p>Providing Practice</p>	A/B Collaboration, Communication
1, 3	<p>RL.3.1 RL.3.2</p>	<p>5. Readers Pay Close Attention to the Climax of a Story, Noticing How the Main Character is Tested (Session 11)</p>		C, Communication

	RL.3.3 RL.3.5 SL.3.1 SL.3.2 SL.3.4	<p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know every story has a climax. ● Understand that how a character reacts to the climax is important to their journey. ● Be able to identify the climax of the story. <p>a. Connection: The teacher will use the example of a boiling pot of water to illustrate how tension builds and builds in a story until the climax.</p> <p>b. Teaching: The teacher will read aloud the climax of the demonstration book. Show children how you consider in what ways the main character is being tested and why this is important to her journey.</p> <p>c. Active Engagement: The teacher will :</p> <ol style="list-style-type: none"> i. Read aloud the rest of the chapter and then ask children to talk as clubs about other ways they notice Opal being tested. ii. Debrief. Share what you saw children doing in their club conversations and then share out a little of their thinking. <p>d. Link: The teacher will reiterate the day's teaching point in a way that is transferable to any text.</p> <p>e. Mid-Workshop Teaching: The teacher will guide the students in naming the choice that the character makes during the climax of the story.</p> <p>f. Share: The teacher will ask clubs to take note of where they are in their book, and review the work that readers might do at the beginning, middle, and end of a book.</p> <p>Session 11 Appendix Documents</p>	Setting Objectives Nonlinguistic Representati on Cues, Questions, & Advance Organizers Cooperative Learning / Providing Practice Reinforcing Effort & Providing Recognition / Providing Feedback	Collaboration
1, 3, 4	RL.3.1 RL.3.2 RL.3.3 RL.3.5 RL.3.6 SL.3.1 SL.3.4 L.3.6	<p>6. Readers Learn Lessons alongside Their Characters (Session 13)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know stories have a central message. ● Understand that character learn lessons in stories. ● Be able to identify and support the central message in a story. <p>a. Connection: The teacher will reflect on the journey the class has taken so far, with the main character from the read-aloud text and with other characters, too.</p> <p>b. Teaching: The teacher will revisit a passage in the read-aloud book that reveals some lessons the main character has learned. Recruit children's help to uncover these.</p> <p>c. Active Engagement: The students will mine their club books for lessons characters have learned and then share these with their club mates.</p> <p>d. Link: The teacher will encourage children to continue looking for ways in which</p>	Setting Objectives Providing Practice /	C/D Communication and Collaboration

		<p>their characters have changed and grown, and to jot down any lessons they can apply to their own lives.</p> <p>e. Mid-Workshop Teaching: The teacher will guide students to write text evidence down to go along with their big ideas about their characters.</p> <p>f. Share: The teacher will explain to students that the lessons put forth are developed throughout the entire course of the story, and evidence can sometimes be found in past jottings.</p> <p>Session 13 Appendix Documents</p>	Setting Objectives	
1, 4	<p>RL.3.1 RL.3.2 RL.3.4 RL.3.5 RL.3.6 L.3.6</p>	<p>7. Lingering with a Story after It's Done: Looking Back to Analyze Author's Craft (Session 14)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know the basic story elements. ● Understand that all parts of a story fit together to make a whole story. ● Be able to explain how parts of a story connect with the story elements. <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Point out the importance of spending a little time with a book, admiring what the author has done to craft it. ii. Remind children of the elements that make up any story, and direct their attention to the story element chart you introduced in the last unit, that you've hung on the wall. <p>b. Teaching: The teacher will recruit children to help you determine what roles various parts of the class read-aloud play--what they do.</p> <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Reread a passage from your read-aloud and have students determine how it connects with the story elements. ii. Channel students to try the analytic work in their club books by rereading key parts and matching them to the story elements listed on the class chart. iii. Debrief the work that students did in their club books. <p>d. Link: The teacher will set students up to read and reread key scenes in their club books and to write about the roles of those parts as how they connect with the overall story.</p> <p>e. Mid-Workshop Teaching: Teacher will introduce the "Analyzing Parts of a Story in Relation to the Whole" Strand of the Learning Progression.</p> <p>f. Share: The teacher will</p> <ol style="list-style-type: none"> i. Suggest that students assess their writing by studying the learning progression. 	<p>Setting Objectives</p> <p>Cues, Questions, & Advance Organizers</p> <p>Providing Practice</p> <p>Cooperative Learning</p> <p>Setting Objectives</p> <p>Providing Practice / Cooperative</p>	C/D Communication Collaboration

		<ul style="list-style-type: none"> ii. Invite students to assess your writing about reading against the Narrative Reading Learning Progression. iii. Channel students to look at their own writing with another club member and assess it against the Narrative Reading Learning Progression. <p>Session 14 Appendix Documents</p>	<p>Learning</p> <p>Providing Feedback</p>	
1, 3	<p>RL.3.1 RL.3.3 RL.3.9 SL.3.1 SL.3.3 SL.3.4 SL.3.6</p>	<p>8. Readers Ask, “What Makes You Say That?”: Engaging in Text-Based Mini-Arguments about Characters (Session 17)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know readers discuss their thinking about books. • Understand that not all questions have one right answer. • Be able to support their arguments with evidence from the text. <p>a. Connection: The teacher will</p> <ul style="list-style-type: none"> i. Tell students about a mini-debate you and a friend got into about two movie characters and how the conversation was richer because of it. ii. Connect this example to debating across texts. <p>b. Teaching: The teacher will:</p> <ul style="list-style-type: none"> i. Show students some questions that readers can ask to set up debates across texts. ii. Demonstrate how to develop a quick flash-argument related to the class demonstration text, using one of the questions. iii. Debrief in ways that set students up to try what you have just done. <p>c. Active Engagement: The teacher will</p> <ul style="list-style-type: none"> i. Challenge clubs to gather evidence to support the opposing side, choosing evidence from the read-aloud text that you distribute, and using white boards or chart paper to record this. ii. Circulate and coach as students collect evidence, Then facilitate a bare-bones debate. Provide students with phrases that they can use to state and defend their positions. <p>d. Link: The teacher will channel clubs to choose one of the debatable questions from the list to talk across books.</p> <p>e. Mid-Workshop Teaching: The teacher will demonstrate how to prepare for debate work by marking text-based evidence.</p> <p>f. Share: The teacher will:</p> <ul style="list-style-type: none"> i. Encourage students to reread their notes and look at the classroom charts to prepare for debate. ii. Coach students as they debate by reminding them to refer back to specific parts of the book and to explain how each part supports their claim. 	<p>Setting Objectives</p> <p>Cues, Questions, & Advance Organizers</p> <p>Provide Practice</p> <p>Cooperative Learning</p> <p>Provide Feedback</p> <p>Reinforcing Effort</p>	<p>C/D Communication and Collaboration</p>

		<p>iii. Conclude the mini-debate by naming the best piece of evidence that the opposing side gave.</p> <p>Session 17 Appendix Documents</p>		
1	<p>RL.3.1 RL.3.2 RL.3.3</p>	<p>9. Comparing and Contrasting the Lessons Characters Learn (Session 18)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know common themes in texts. ● Understand that many stories have similar themes. ● Be able to compare and contrast themes from multiple books. <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Point out that you've noticed children sometimes relating to the challenges their characters face. <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Use the read-aloud texts to highlight parts where the main characters resolve similar challenges. ii. Debrief. Point out the process you just followed--and the questions you raised--to compare the two demonstration texts thematically. <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Introduce a topic that the authors of both demonstration texts explore, and challenge children to compare these, noticing similarities and differences, and positing (assume as a fact, put forward as a basis of argument) another possible theme. ii. Share out some of the children's thinking. <p>d. Link: The teacher will reiterate the day's teaching point in a way that is transferable to any text.</p> <p>e. Mid-Workshop Teaching: The teacher will compare signals authors give readers that a character has learned something big.</p> <p>f. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Set clubs up to study the differences between the third and fourth grade work around the "Determining Themes / Cohesion" strand of the Narrative Reading Learning Progression. ii. Establish a protocol for clubs to initiate a write-around in order to deepen their knowledge and understanding of theme. <p>Session 18 Appendix Documents</p>	<p>Setting Objectives</p> <p>Providing Practice</p> <p>Reinforcing Effort & Providing Recognition</p> <p>Setting Objectives</p> <p>Cooperative Learning</p>	<p>C, Communication Collaboration</p>
1, 3	<p>RL.3.1 RL.3.3 SL.3.1</p>	<p>10. Celebration (Session 19)</p> <p>Objective: Students will:</p>		<p>D Communication Collaboration,</p>

	SL.3.4 SL.3.6 ISTE 6.c ISTE 6.d	<ul style="list-style-type: none"> • Know basic story elements • Understand readers choose books based on books they have enjoyed in the past • Be able to categorize books by similarities in theme and plot <p><i>Note to Teachers: Students could publicly showcase their book categories utilizing technology. Students could collectively create a recommendation video to share on the school website or class website. Book recommendations could be shared through Google Classroom, in a blog, through Twitter, etc. A partnership could be created with the Learning Commons or St. Charles Public library where students create lists and recommendations, creating an audio recording, and having QR codes displayed with the books for scanning and listening to by patrons.</i></p> <p>Celebration:</p> <ul style="list-style-type: none"> • The teacher will issue an invitation to each club to put together new text sets. • Students can come up with new categories of titles - and characters - that go together in some way. • Display student created text sets in the classroom library or school library. • Students will work collaboratively to create resources to support the community of readers in the school. • Become real life versions of Amazon.com - When you buy something a message pops up saying something like "customers who viewed this item also enjoy." • Text sets will be on display for students for a gallery walk • Students can decide how to publicly showcase their display via computers, construction paper, etc.. 	Setting Objective Cooperative Learning Providing Feedback Reinforcing Effort & Providing Recognition	Creative Thinking
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Writer's Workshop

Baby Literary Essay (FHSD Created)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
1, 2, 3	RL.3.1 RL.3.3 W.3.1 W.3.4	1. Literary Essay Bootcamp Objective: Students will: <ul style="list-style-type: none"> • Know how to describe characters in a story (their traits, motivations, or feelings). • Understand how their actions contribute to the sequence of events • Be able to find examples from the text to support their opinion 	Setting Objectives	A/B Collaborate Critical Thinking Communicate

		<p>a. Connection: Teacher will remind students of the important work they did in the <i>Character Studies</i> unit.</p> <p>b. Teaching: Teacher will</p> <ol style="list-style-type: none"> i. Prompt students to share opinions about a character in a shared text (e.g. <i>Those Shoes</i> by Maribeth Boelts), and create a class list. ii. Work with the class to pick one idea to write today. iii. Model finding examples in the text that support the thesis. iv. Write this essay “in the air,” modeling naming the thesis, supporting the claim with evidence, and concluding the essay. v. Reveal the “When Writing a Literary Essay” Anchor Chart. <p>c. Active Engagement: Teacher will</p> <ol style="list-style-type: none"> i. Say, “Writers, you all know that once you have a clear opinion, or thesis, you don’t just let it go. You support it with evidence.” ii. Give students copies of the text to use to underline parts that support a thesis. iii. Have students work with partners to reread the text and find supporting examples. iv. Have partners work together to write the essay “in the air.” <p>d. Link: Teacher will</p> <ol style="list-style-type: none"> i. Reference “When Writing a Literary Essay” Chart to remind students of the steps. ii. Send students off to write a flash draft of the literary essay they just planned orally with their partner. <p>e. Mid-Workshop Teaching: Teacher will lead a quick lesson on looking back at the text for evidence that directly supports the thesis.</p> <p>f. Share: Teacher will call for students to share who have specific and relevant evidence as observed when reading over students’ shoulders during their flash draft process.</p> <p>Session 1 Appendix Documents</p>	<p>Cues</p> <p>Advance Organizer</p> <p>Cooperative Learning</p> <p>Advance Organizer</p> <p>Providing Practice</p> <p>Generating & Testing Hypotheses</p>	
1, 2, 3	<p>RL.3.1 RL.3.3 W.3.1 W.3.4</p>	<p>2. Developing an Essay Using Ideas that Span a Whole Text</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know opinions are beliefs, conclusions, or judgements based on reasoning. • Understand evidence is the detail the writer provides to support an argument or opinion. It might include facts, quotations, examples, photographs, expert opinions, and when appropriate, personal experience. • Be able to find evidence from the text (beginning, middle, and end) to support their opinion. 	<p>Setting Objectives</p>	<p>B/C Collaborate Critical Thinking Communicate</p>

		<p>a. Connection: Teacher will</p> <ol style="list-style-type: none"> i. Remind students that they know a lot about how to go about this work now. ii. Reference the “When Writing a Literary Essay” Chart. <p>b. Teaching: Teacher will</p> <ol style="list-style-type: none"> i. Explain that some ideas help readers write across the whole text (beginning, middle, and end). ii. Emphasize that this is especially true for ideas about character change or ideas characters learn. iii. Add a sample thesis about character change/lessons learned to the class list. <p>c. Active Engagement: Teacher will have students refer back to their copy of the text, this time finding evidence from the beginning, middle, and end that support this new thesis related to character change or lessons learned.</p> <p>d. Link: Teacher will</p> <ol style="list-style-type: none"> i. Remind students of the steps to follow when writing a literary essay and the importance of pulling relevant evidence from the text. ii. Send students off to flash draft this literary essay about character change or lessons learned in the sample text (e.g. <i>Those Shoes</i>). <p>e. Mid-Workshop Teaching: Teacher will</p> <ol style="list-style-type: none"> i. Reference the “Transition Words and Phrases” charts from the <i>Changing the World Unit</i>. ii. Remind that writers lead into their evidence with transitional phrases. iii. Give writers some phrases for leading into and out of quotes and evidence. <p>f. Share: Students will</p> <ol style="list-style-type: none"> i. Look at the flash drafts they have created. ii. Share their understanding for the structure of a literary essay. iii. Share patterns they see in their writing. <p>Appendix Documents</p>	<p>Cues & Advance Organizers</p> <p>Generating & Testing Hypotheses</p> <p>Providing Practice</p> <p>Cues, Questions, & Advance Organizers</p> <p>Identifying Similarities & Differences</p>	
1, 2, 3, 4	<p>RL.3.1 W.3.1 W.3.4</p>	<p>3. Inquiry into Introductions</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know the introduction captures the interest and engages them in their text. ● Know an introduction on can be its own paragraph. ● Understand writers provide an introduction statement of section in which they include the title of their story, and a big bold opinion.It might also include a little sentence about the story that is a hook. ● Be able to introduce the topic they are writing about. <p>a. Connection: Teacher will remind students that they have previously worked with</p>	<p>Setting Objectives</p> <p>Cues</p>	<p>B/C Collaborate Critical Thinking Communicate</p>

		<p>introductions.</p> <p>b. Teaching: Teacher will invite students into an inquiry to see what makes a literary essay introduction unique and strong. (See Teachers College Unit in appendix for examples of theses.)</p> <p>c. Active Engagement: Students will</p> <ol style="list-style-type: none"> Work with a partner to complete the inquiry into introductions. Share out with the rest of the class what they discovered about strong introductions. <p>d. Link: Teacher will</p> <ol style="list-style-type: none"> Record the important pieces of a literary essay introduction that students brainstorm (big bold opinion, title and author, hook) on an anchor chart. Send students away to begin drafting or revising introductions to any/all of the literary essays they have created. <p>e. Mid-Workshop Teaching: Teacher will</p> <ol style="list-style-type: none"> Ask students to find a place in their writing where they used the exact words from the text (or if they didn't use the exact words, find the page where one of their reasons came from). Teach students how to use quotation marks when the exact phrase is the best evidence. Direct students to go back and revise for this once they are finished working on introductions and anytime they pull words directly from a text in the future. <p>f. Share: Students will get with their writing partners and share their favorite version of one of their introductions.</p>	<p>Generating & Testing Hypotheses</p> <p>Cooperative Learning Providing Feedback</p> <p>Providing Practice</p> <p>Cooperative Learning</p>	
1, 2, 3, 4	<p>RL.3.1 W.3.1 W.3.4 L.3.3 L.3.5</p>	<p>4. Inquiry into Conclusions</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> Know a concluding statement or section comes at the end of an opinion piece where the writer brings his or her argument (piece) to an end. Know a conclusion can be its own paragraph. Understand writers provide a statement or section that restates their opinion, and offers some extra thinking about why they like the book or why the story is important, or a lesson the reader learns. Be able to provide a concluding statement or section <p>a. Connection: Teacher will remind students that they have previously worked with concluding their work.</p> <p>b. Teaching: Teacher will explain to students that in a conclusion, writers often restate their opinion, and offer some extra thinking about why they like the book, why the story is important, or a lesson the reader learns. (See Teachers College</p>	<p>Setting Objectives</p> <p>Cues</p>	<p>B/C Collaborate Critical Thinking Communicate</p>

		<p>Unit in appendix for example conclusions.)</p> <p>c. Active Engagement: Students will</p> <ol style="list-style-type: none"> i. Work with a partner to complete the inquiry into conclusions. ii. Share out with the rest of the class what they discovered about strong conclusions. <p>d. Link: Teacher will</p> <ol style="list-style-type: none"> i. Record the important pieces of a literary essay conclusion that students brainstorm on an anchor chart. ii. Send students away to begin drafting or revising conclusions to any/all of the literary essays <p>e. Mid-Workshop Teaching: Teacher will</p> <ol style="list-style-type: none"> i. Tell students that as they are looking back over their literary essays, it is important to remember that traits exist on a gradient and that people can be more or less of something. Say, "Writers, you need to make precisely true statements about your characters. You need to qualify your statement. You need to think are they <i>really</i> ... or are they only a little bit And then find the word that best matches that." ii. Give students a few examples. Use characters you have worked with throughout the year and provide students with a few similar, but distinct traits that could describe them. Have students work with a partner to choose the most precise trait. iii. Remind students that as they revise today, and every time they describe characters in the future, they should always work to use the most precise trait. <p>f. Share: Students will get with their writing partners and share their favorite version of one of their conclusions.</p>	<p>Generating and Testing Hypotheses</p> <p>Providing Practice</p> <p>Cooperative Learning Providing Practice</p> <p>Cooperative Learning Providing Feedback</p>	
1, 2, 3, 4	RL.3.1 W.3.1	<p>5. Raising the Level of Our Literary Essay</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know how to read closely to determine what the text says explicitly and to make logical inferences from it. • Understand how to refer explicitly to the text as the basis for answers. • Be able to write to support conclusions drawn from the text. <p>a. Connection: Teacher will</p> <ol style="list-style-type: none"> i. Say, "In the second bend of this unit, you are going to continue writing about your reading. This time, however, you will do it with less support from me - you'll choose your own idea, and then you'll write it!" 	<p>Setting Objectives</p>	<p>C/D Critical Thinking Communicate</p>

		<ul style="list-style-type: none"> ii. Remind students of all the work they have done on literary essays so far. (Reference class anchor charts.) b. Teaching: Teacher will <ul style="list-style-type: none"> i. Say, "Today, I want to teach you that literary essayists draw on strategies they've learned to develop opinions about their stories. Some ways to do this include thinking about character traits, character change, and lessons characters learn. Essayists choose an idea they can support with strong evidence." ii. Tell students that today they won't start flash drafting immediately, but instead will begin by creating a plan. c. Active Engagement: Teacher will <ul style="list-style-type: none"> i. Have students work in their book clubs (from Bend II of <i>Character Studies</i> Unit) to quickly jot some big ideas from their book. ii. Tell students that they should begin thinking about the structures they can use for gathering evidence. Lead students to begin jotting a "boxes and bullets" outline for their writing using their thesis as the box. d. Link: Teacher will remind students of their work in structuring claims and evidence, and send students off to do this next step independently with the idea they brainstormed as a group. e. Mid-Workshop Teaching: Teacher will <ul style="list-style-type: none"> i. Remind students that claims need to be supported by evidence, the same way houses need to be supported with a strong foundation. ii. Put up a claim that cannot be supported in the class text and ask partners try to find evidence for it. iii. Tell students that without something solid to hold it together, an entire house will fall apart. Likewise, if they do not have evidence to hold together their claim, their entire essay will fall apart. If they find themselves unable to support a claim with evidence, they should throw it out and start again with a fresh idea. f. Share: Teacher will <ul style="list-style-type: none"> i. Introduce the "demo piece" on page 18 from the Teachers College Unit in appendix. ii. Challenge writing partners to critique this literary essay based on what they have learned so far in this unit. What good things did the author do? What things should the author work on next? iii. Take a few moments to have partners share out their ideas with the class. 	<p>Cues</p> <p>Cooperative Learning</p> <p>Providing Practice</p> <p>Generating & Testing Hypotheses</p> <p>Cooperative Learning Identifying Similarities & Differences</p>	
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Language/Word Study

1	RL.3.1	<p>Interactive Read Aloud: <i>Because of Winn Dixie</i> by Kate DiCamillo Read Aloud Before Mini lesson in the sessions listed below (pacing on pg. xv): Bend I: Session 1: Read chapters 1 & 2 Session 2: Read chapters 3 & 4 Session 3: Read chapters 5, 6, 7 Session 4: Read chapter 8 Session 5: Read chapter 9 Session 6: Read chapters 10, 11, 12 Bend II: Session 7: Read chapters 13, 14, 15 Session 8: Read chapters 16 & 17 Session 9: Read chapters 18 & 19 Session 10: Read chapters 20-21 Session 11: Read chapters 22 & 23 Session 12: Read chapter 25 Session 13: Read chapter 26 Bend III: Session 15: Read chapters 1 & 2 of <i>Make Way for Dyamonde Daniel</i> by Nikki Grimes Session 16: Read chapters 3 & 4 Session 17: Read chapters 5 & 6 Session 18: Read to end of the book</p>	Practice	B Communication Critical Thinking																									
1, 4	RF.3.3a RF.3.3b RF.3.3c RF.3.3d RF.3.4 L.3.1g	<p>Benchmark Phonics: Unit 5: Technological Advancements & Unit 6: Decisions, Decisions</p> <table border="1" data-bbox="506 997 1150 1344"> <thead> <tr> <th colspan="3">Whole Group</th> <th colspan="2">Small Group</th> </tr> <tr> <th>LESSON 1</th> <th>LESSON 2</th> <th>LESSON 3</th> <th>LESSON 4</th> <th>LESSON 5</th> </tr> </thead> <tbody> <tr> <td>WEEK 1 Vowel-Consonant-e Syllables • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect</td> <td>Vowel-Consonant-e Syllables • Spelling-Sound Correspondences • Read Accountable Text "Medical Robots" • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect</td> <td>Vowel-Consonant-e Syllables • Reread to Build Fluency "Medical Robots" • Writing a Follow-Up "Medical Robots" • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect</td> <td>Vowel-Consonant-e Syllables • Read Interactive Text "Medical Robots" and/or "Robots at Work" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency</td> <td>Vowel-Consonant-e Syllables • Reread for Fluency "Medical Robots" and/or "Robots at Work" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment</td> </tr> <tr> <th>LESSON 1</th> <th>LESSON 2</th> <th>LESSON 3</th> <th>LESSON 4</th> <th>LESSON 5</th> </tr> <tr> <td>WEEK 1 Irregular Plurals • Word Study • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect</td> <td>Irregular Plurals • Word Study • Read Accountable Text "The Legend of Mally Pitcher" • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect</td> <td>Irregular Plurals • Reread to Build Fluency "The Legend of Mally Pitcher" • Writing a Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect</td> <td>Irregular Plurals • Read Interactive Text "Emma's Secret Dream" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency</td> <td>Review and Assess Irregular Plurals • Reread for Fluency "Emma's Secret Dream" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment</td> </tr> </tbody> </table>	Whole Group			Small Group		LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	WEEK 1 Vowel-Consonant-e Syllables • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect	Vowel-Consonant-e Syllables • Spelling-Sound Correspondences • Read Accountable Text "Medical Robots" • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect	Vowel-Consonant-e Syllables • Reread to Build Fluency "Medical Robots" • Writing a Follow-Up "Medical Robots" • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect	Vowel-Consonant-e Syllables • Read Interactive Text "Medical Robots" and/or "Robots at Work" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency	Vowel-Consonant-e Syllables • Reread for Fluency "Medical Robots" and/or "Robots at Work" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	WEEK 1 Irregular Plurals • Word Study • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect	Irregular Plurals • Word Study • Read Accountable Text "The Legend of Mally Pitcher" • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect	Irregular Plurals • Reread to Build Fluency "The Legend of Mally Pitcher" • Writing a Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect	Irregular Plurals • Read Interactive Text "Emma's Secret Dream" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency	Review and Assess Irregular Plurals • Reread for Fluency "Emma's Secret Dream" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment	Similarities & Differences Homework & Practice Cooperative Learning	B Collaboration Critical Thinking
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1	L.3.5a	Literal and nonliteral meanings of words and phrases		C																									

		<p>Teacher will take a moment to share examples of figurative and ask students to determine if it's used literally or nonliterally:</p> <ul style="list-style-type: none"> • Time flies when you're having fun • You crack me up • Green thumb (<i>My mom says grandpa has a green thumb, because he grows the best roses.</i>) • On it's last leg (<i>Our car is on it's last leg.</i>) • Time to hit the hay (<i>After a long day of soccer, it was time to hit the hay.</i>) • Raining cats and dogs (<i>We had to come inside because it was raining cats and dogs.</i>) <p>Allow students to discuss the phrases and determine if they are meant literally or nonliterally.</p> <p>Students could work in partners to create a list of nonliteral language, (<i>Technology integration: Students could utilize Padlet or a collaborative Google doc to create the list together.</i>)</p> <p>Throughout the year: Teacher will point out how an author utilizes nonliteral language in a text to create a mental picture for the readers. Explain to students that as authors they can begin to apply nonliteral language in their writing.</p>	<p>Similarities & Differences</p> <p>Cooperative Learning</p>	<p>Critical Thinking Communication Creative Thinking</p>
2		<p>Cursive Handwriting Teacher will pace students throughout the year through the FHSD Third Grade Cursive Handwriting Book.</p>	Practice	A Communication
1, 2, 3, 4	L.3.4 L.3.6	<p>Interactive Vocabulary</p> <p>The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include:</p> <ul style="list-style-type: none"> • Organizers like concept mapping or Frayer model • Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write • Similarities and differences looking at similar and different words to the term 	<p>Organizers Cooperative Learning Similarities & Differences</p>	<p>B/C Critical Thinking Communication Collaboration</p>

Unit 4: Resources

UNIT RESOURCES

Teacher Resources:

- *Lucy Unit 3: Character Studies*
 - p. xv, p. xvi- Pacing Guide for Because of Winn-Dixie and Dymondé Daniel
- *Because of Winn-Dixie* by Kate DiCamillo
- *Make Way for Dymondé Daniel* by Nikki Grimes
- *Wilma Unlimited* by Kathleen Krull
- [Those Shoes by Maribeth Boelts](#)
- [Baby Literary Essay Information](#)
- [Appendix Documents](#)
- Benchmark Phonics

Student Resources:

- Class Supplies (Post it notes, pencils, paper, reading logs, reader's notebooks, construction paper)
- bins with text sets of similarly themed books

Provide stories that are rich, complex, and well-crafted enough that they reward close study. Recommend using collections of short stories and picture books. Most can be found in your school library. A few that have proven particularly successful are:

- *The Stories Julian Tells*, by Ann Cameron
- *A Letter to Amy* by Ezra Jack Keats
- [Peter's Chair](#) by Ezra Jack Keats (Lucy Units of Study Trade book pack)
- *William's Doll* by Charlotte Zolotow
- [Brave Irene](#) by William Steig
- [Chrysanthemum](#) by Kevin Henkes
- [Those Shoes](#) by Maribeth Boelts,
- *Jamaica's Find* by Juanita Havill.

Vocabulary:

Character theory: A theory is a consideration of a character's personality grounded by evidence from multiple events, across multiple texts.

Compare / contrast : Identifying and analyzing what is similar (compare) and what is different.

Central Ideas or Messages: Some ideas are more important to a work than others, these are the ideas that you could not cut without fundamentally changing the meaning or quality of the text. Think of the "central" ideas of a text as you would the beams in a building; They are the main elements that make up the text and that all the supporting details help to develop.

Drawing Inferences: To understand the text by generalizing, deducing, and concluding from reasoning and evidence that is not presented literally or explicitly. These conclusions are based on textual clues

Literal: following the words of the original very closely or exactly

Literary device: technique used by a writer to convey or enhance the story, such as figure of speech, imagery, symbolism, and point of view.

Literary essay: a short nonfiction article that covers any literary topic imaginable. The purpose is to examine or evaluate a work of literature.

The end result is to provide enough convincing evidence to persuade the reader to believe the idea developed in the essay.

Sequence of Events: The order that events in a story or text occur or the order that specific tasks are performed.

Themes: The ideas the text explains, develops, explores; there can be more than one, but themes are what the text is actually about. Themes can be the central message, the lesson, or what the author wants you to come away with. Common themes are survival, good vs. evil, showing respect for others, adventure, love, and friendship and so on.

Text - In its broadest meaning, a text is whatever one is trying to read; a poem, essay, drama, story, or article; in its most modern sense, a text can also be an image, an artwork, speech, or multimedia format such as a website, film, or social media message such as a tweet.

Unit 5: Test Prep Unit

Content Area: English Language Arts	Course: Third Grade	UNIT: Test Prep Unit
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Unit Description: The test prep unit is designed to support teachers in their explicit instruction of the “testing genre.” Understanding that being test is part of being alive, the purpose of the unit is to support our students on the specific knowledge and skills it takes to be successful when they are being tested. The goals of this unit are to familiarize students with the online testing tools they could see on high stakes assessments such as the MAP test. Other goals are to familiarize students with different types of questions they will see on assessments and teach them strategies to solve the problems many students face when taking a high stakes assessments.	Unit Timeline: 10-15 days
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

- Be empowered to become lifelong, independent readers and writers in order to engage with the world around them.
- Communicate written and oral ideas authentically and effectively for a variety of audiences and purposes.

- Productively collaborate with others using 21st Century Skills to reach a common goal.

Understandings – Students will understand that... (Big Ideas)

1. Effective readers use appropriate strategies to construct meaning.
2. Effective writers use appropriate strategies to convey their ideas with audience and purpose in mind.
3. Effective speakers and listeners make meaning through collaborative conversations and presentations that share, clarify, and grow ideas.
4. Intelligible readers, writers, and speakers use the rules of grammar and conventions to support communication.

Essential Questions: Students will keep considering...

- What strategies can a reader use when they do not understand a text?
- What do readers think about as they read?
- How do effective readers prepare to read?
- How does accuracy and fluency impact one’s understanding of a text?
- How does each step in the process impact one’s writing?
- How can evaluation and reflection be used to improve writing?
- How is a writer’s style of writing influenced by audience and purpose?
- What is the importance of sharing?
- What impact does effective listening and speaking have on one’s ability to collaborate and grow?
- How do the rules of grammar and conventions support communication?

Standard	Students will know.....	Students will Understand...	Students Will Be Able to.....
RL.3.1	<ul style="list-style-type: none"> ● Draw inferences is to understand the text by generalizing, deducing, and concluding from reasoning and evidence that is not presented literally or explicitly. These conclusions are based on textual clues ● Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning ● What makes a quality question 	<ul style="list-style-type: none"> ● Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole ● Close reading emphasizes not only surface surface details but the deeper meanings and larger connotations between words, sentences, and the full text ● Not all text evidence is created equal 	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p>

	<ul style="list-style-type: none"> ● Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. 	<ul style="list-style-type: none"> ● Readers ask questions before, during and after, reading a text ● Details in the text can be used to support your ideas 	
RL.3.2	<ul style="list-style-type: none"> ● Central ideas or message are when some ideas are more important to a work than others; these are the ideas you could not cut out without fundamentally changing the meaning or quality of the text. ● Moral is a lesson that concerns what is the right or the correct thing to do. ● A fable is a legendary story of supernatural happenings or a narrative that attempts to impart a truth (often through a moral)-especially in stories where animals speak and have human characteristics. A fable can also be about legendary people and their tales. ● Folktale started as an oral tradition passed down by word of mouth. These tales or legends were part of a common group of people or folk, and may include supernatural elements. Folktales generally reflect or validate certain aspects of the culture or group. (Fairy tales are a subgenre of folktales) ● Myths a traditional or legendary story, usually with super natural beings, ancestors, and heroes. These stories serve to explain the worldview of a people by explaining customs, society, or phenomenon of nature. 	<ul style="list-style-type: none"> ● Central ideas of a text are similar to beams of a building, the main elements that make up the text and that all the supporting details help to develop. ● Stories are retold in chronological order ● Which ideas are the key versus non-essential details ● How characters respond to challenges throughout a text ● There are often common messages or lessons in literature 	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	<ul style="list-style-type: none"> ● Character traits are what a character is-what they look like and who they are, which is revealed by what they do. Their motivations and feelings, thoughts, words, and actions. ● Major event is the most important event in the story, typically related to how the main character resolves a problem or handles a challenge. ● Cause/effect relationship is the relationship between the reason ("why) something happens and the consequences of that action. The <i>cause</i> is why something happens. The <i>effect</i> is what happens as a result. 	<ul style="list-style-type: none"> ● Analyzing text means to look closely at something for the key parts to see how they work together, this leads to greater understanding of the text. ● A lot can be learned by observing how a character handles difficult situations ● As stories unfold, events and characters change; these changes are the consequence of the interactions that take place between people, events, and ideas within a story or an actual event. 	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

		<ul style="list-style-type: none"> Character's actions add to the plot and move along the sequence of events toward the ending Feelings often motivate characters to act in a certain way 	
RL.3.4	<ul style="list-style-type: none"> Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. Literal language is factual and explicit, the reader does not need to infer to glean the meaning. Nonliteral language implies figurative language—often similes, metaphors, personification, and abstract words. Authors repeat the same lines for emphasis or effect A metaphor compares two things that are not typically associated with each other (e.g., “That room is an oven.”) A simile typically uses the word like or as when making a comparison (e.g., “A blue whale’s skin is as slippery as a bar of soap.”) Personification involved attributing human characteristics to something that is non-human. 	<ul style="list-style-type: none"> Figurative language changes or goes beyond literal meaning. Language creates mental pictures Language helps keep readers engaged 	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.6	<ul style="list-style-type: none"> Narrator is the one telling the story Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. First person is when one person (one character) usually the main character, expresses his/her thoughts, ideas, and feelings Third person is when a narrator who usually identifies with the main character’s point of view. 	<ul style="list-style-type: none"> You can create their own opinions or points of view. Readers must analyze different perspectives from various accounts to gain an understanding or position about a subject. 	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.10	<ul style="list-style-type: none"> A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill. To comprehend a text is to understand what is read in the text 	<ul style="list-style-type: none"> Readers read books to grow as readers and learners. Readers check their comprehension as they read 	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.

<p>RI.3.1</p>	<ul style="list-style-type: none"> ● Read closely emphasized not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text ● Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning ● What makes a quality question ● Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. 	<ul style="list-style-type: none"> ● Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole ● Close reading emphasizes not only surface surface details but the deeper meanings and larger connotations between words, sentences, and the full text ● Not all text evidence is created equal ● Readers ask questions before, during and after, reading a text ● Details in the text can be used to support your ideas ● Literal questions questions are answered within the text. ● Analytical questions are answered by inferring with details from the text 	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
<p>RI.3.2</p>	<ul style="list-style-type: none"> ● Main idea is the most important or central idea of a paragraph or a larger part of a text. The main idea tells the reader what the text is about and what the author wants you to remember most. ● Key details are the parts of a text that support the main idea ● To summarize a story it includes main idea and details ● Evidence is not always created equal 	<ul style="list-style-type: none"> ● What you are reading you have to understand what the text is mostly about ● That key details support that the text is mostly about ● Readers draw conclusions and infer what the text is about by using main ideas and key details ● Readers choose pieces of evidence that provide the best proof of what they are asserting about a text 	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
<p>RI.3.3</p>	<ul style="list-style-type: none"> ● Sequence of events are the order that events take place. ● Scientific ideas are concepts ● Technical procedure are the steps or stages in a course of action ● Cause and effect relationships are the reasons something has happened and the consequences of the action. 	<ul style="list-style-type: none"> ● Historical events are tied together (cause/effect relationships) ● The connection between scientific ideas and concepts ● Some steps or stages are more important than others depending on how it affects the outcome (ie. people, events, environment) 	<p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
<p>RI.3.5</p>	<ul style="list-style-type: none"> ● Text features are the features of an informational text that help the reader get information (e.g., table of contents, headings, index, etc) ● Search tools can be utilized to locate information efficiently digitally 	<ul style="list-style-type: none"> ● Online resources have tools that can be used to speed up the process of locating information 	<p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>
<p>RI.3.6</p>	<ul style="list-style-type: none"> ● Point of view is the place, vantage point, or 	<ul style="list-style-type: none"> ● Point of views can differ even when 	<p>Distinguish their own point of view from that</p>

	<p>consciousness through which we hear or see someone describe a situation, tell a story, or make an argument.</p> <ul style="list-style-type: none"> Opinion is a belief, conclusion, or judgment based on reasoning. 	<p>describing the same situation, telling the story, or making the same argument</p> <ul style="list-style-type: none"> POV can come from not just written text, but also from illustrations Readers point of view may be different from the author's 	<p>of the author of a text.</p>
RI.3.10	<ul style="list-style-type: none"> A strategy is a step-by-step how-to. A reading strategy is a "deliberate" effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill. To comprehend a text is to understand what is read in the text 	<ul style="list-style-type: none"> Readers read books to grow as readers and learners. Readers check their comprehension as they read 	<p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>
RF.3.3	<ul style="list-style-type: none"> Grade-level phonics refers to the phonics instruction that is appropriate for students at a particular age and grade level. Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word. Base word is a word in its simplest form, which can be modified by adding affixes. (e.g., <i>read</i>; <i>reread</i>, <i>reading</i>) A base word has meaning, can stand on its own, and is easily apparent in the language. Syllable patterns are units of pronunciation containing a single vowel sound or "sound chunk." Common syllable patterns are: <i>closed</i>, <i>open</i>, <i>silent e</i>, <i>vowel teams</i>, <i>r. control</i>, and <i>consonant e</i>. Multisyllabic word is a word with many syllables 	<ul style="list-style-type: none"> Determining where a word is broken into syllables helps in decoding and pronunciation. How to apply the knowledge of letter-sound relationships Some words are not able to be decoded 	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p>
RF.3.3a	<ul style="list-style-type: none"> Common prefixes are meaningful units of letters that come before a root word (e.g., <i>dis-</i>, <i>re-</i>, <i>un-</i> and <i>in-</i>) Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>) 	<ul style="list-style-type: none"> Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood. The meaning of a word can be altered by changing the prefix or suffix 	<p>Identify and know the meaning of the most common prefixes and derivational suffixes.</p>
RF.3.3b	<ul style="list-style-type: none"> Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>) 	<ul style="list-style-type: none"> Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood. 	<p>Decode words with common Latin suffixes.</p>

RF.3.3c	<ul style="list-style-type: none"> Syllable patterns are units of pronunciation containing a single vowel sound or “sound chunk.” Common syllable patterns are: <i>closed, open, silent e, vowel teams, r. control, and consonant e.</i> Multisyllabic word is a word with many syllables 	<ul style="list-style-type: none"> Determining where a word is broken into syllables helps in decoding and pronunciation. 	Decode multisyllable words.
RF.3.3d	<ul style="list-style-type: none"> Irregularly spelled words are words that do not follow regular spelling patterns, such as <i>been</i> and <i>come</i>, and cannot be easily sounded out. 	<ul style="list-style-type: none"> Some words are not able to be decoded 	Read grade-appropriate irregularly spelled words.
RF.3.4	<ul style="list-style-type: none"> Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression Accuracy refers to reading words correctly or precisely. Readers read with expression, conveying emotion or feeling while reading. Readers use strategies to help their understanding (e.g., self-correct, reread, etc) Readers have a plan when they don't know a word. 	<ul style="list-style-type: none"> Readers read with expression, fluently and accurately to get an author's intended meaning. Strategies for when we don't know a word. Audiences should understand text when it is read aloud. 	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	<ul style="list-style-type: none"> Reading with purpose and understanding is reading for a reasons (to be entertained, to learn, to get information, etc) and with comprehension of what is being read. 	<ul style="list-style-type: none"> Reading is meant to be understood and remembered Readers read a text for a variety of reasons 	Read on-level text with purpose and understanding.
RF.3.4b	<ul style="list-style-type: none"> Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression Accuracy refers to reading words correctly or precisely. Readers read with expression, conveying emotion or feeling while reading. 	<ul style="list-style-type: none"> Readers read with expression, fluently and accurately to get an author's intended meaning. 	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4c	<ul style="list-style-type: none"> Readers use strategies to help their understanding (e.g., self-correct, reread, etc) 	<ul style="list-style-type: none"> Readers read with expression, fluently and accurately to get an author's intended meaning. Strategies for when we don't know a word. 	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.3.2	<ul style="list-style-type: none"> Determine the main ideas and supporting details Diverse media are the different forms and 	<ul style="list-style-type: none"> Examining how structures, grammar, syntax, or more media-based features serve to emphasize the main idea or supporting idea 	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats,

	<p>information, evidence and data come in, as well as mixed media, such as websites or presentation slides with embedded digital imagery and audio.</p> <ul style="list-style-type: none"> • Evaluate is to determine the quality, value, use, or importance of data, details, or other forms of information. • Formats are the ways information can be presented-charts, slides, graphics, images, as well as multiple media. • Integrate is to join different sources or data into a cohesive body of evidence used to support one's claims. • Paraphrase is a restatement of text or spoken thinking using different words than the original but maintaining the same meaning. 	<p>in the text.</p> <ul style="list-style-type: none"> • Some information is more important and a higher quality than other information • A speaker can present information in a variety of ways 	<p>including visually, quantitatively, and orally.</p>
SL.3.3	<ul style="list-style-type: none"> • Evaluate is to determine the quality, value, use, or importance of data, details, or other forms of information. • Evidence is the data, details, quotations, or examples the speaker uses in the presentation and how credible, accurate, and valid they are. • The speaker's main message 	<ul style="list-style-type: none"> • Some information is more important and a higher quality than other information • A speaker has a point of view that influences their discussion of a topic. A speaker may have bias about a subject and it's important for an audience to understand how this could influence the topic. • Questions should be ask about the information presented 	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>

Unit 5: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<p><u>Unit Performance Assessment:</u></p> <p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level.</p> <p>Standards Assessed:</p>	<p><u>R/R Quadrant</u> <u>21 Century</u></p> <p style="font-size: 1.5em;">C</p> <p>Communication Critical Thinking</p>
1	<p>RL.3.10 RI.3.10</p>		

1	RL.3.1 RL.3.2 RL.3.3 RI.3.1 RI.3.2 RI.3.8	<p>Mastery Levels:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th colspan="4">Third Grade Reading Level Expectations</th> </tr> <tr> <th></th> <th>Meets or Exceeds Quarterly Expectations</th> <th>Progressing On Quarterly Expectations</th> <th>Minimal Progress On Quarterly Expectations</th> </tr> </thead> <tbody> <tr> <td>1st Quarter</td> <td>M-N</td> <td>L</td> <td>K or below</td> </tr> <tr> <td>2nd Quarter</td> <td>N</td> <td>M</td> <td>L or below</td> </tr> <tr> <td>3rd Quarter</td> <td>O</td> <td>N</td> <td>M or below</td> </tr> <tr> <td>4th Quarter</td> <td>P</td> <td>O</td> <td>N or below</td> </tr> </tbody> </table> <p>Reading Benchmark Teachers will administer the Third Grade Reading Benchmark at the end of the quarter, utilizing the district protocol. Assessment & Blueprint</p>	Third Grade Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 st Quarter	M-N	L	K or below	2 nd Quarter	N	M	L or below	3 rd Quarter	O	N	M or below	4 th Quarter	P	O	N or below	
Third Grade Reading Level Expectations																											
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2 nd Quarter	N	M	L or below																								
3 rd Quarter	O	N	M or below																								
4 th Quarter	P	O	N or below																								

Unit 5: Sample Activities

SAMPLE LEARNING PLAN

Test Prep (FHSD Created)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
1, 4	ISTE 1	<p><u>Lesson 1: Map Test Taking Tools</u></p> <p>Testing-Taking Tools Video and practice on chromebooks</p> <ul style="list-style-type: none"> ● DRC Insight Video ● Navigation ● Options ● Types of manipulation <ul style="list-style-type: none"> ○ Multiple select ○ Highlight ○ Drag & Drop ○ In the drop down <p>Model and practice using the MAP tools</p>	Practice	B Communication

1	RL.3.1 RI.3.1	<p>Lesson 2: Test takers prepare for a test passage by quickly scanning the passage and questions to identify the type of passage it is.</p> <p>Mini Lesson: (7-10 minutes total)</p> <p>Connection: Boys and girls, when you are taking a test, there are a lot of questions and answers. It can be overwhelming to see all of those at once. However, if you take each section, and quickly scan the passage and the questions, you will already have an idea of what It’s going to be about. Of course, after scanning, you will go back and read it all carefully, including the questions. Remember, good readers quickly scan the passage before going back and carefully reading the same text.</p> <p>Teach: Today, we are going to look at some passages on a practice reading test. We want to identify what type of passage it is, whether it is narrative (fiction), non-narrative (non-fiction), science, how-to, history, biography, and informational. Knowing what type of passage it is, will help us better understand how to answer the questions. First we’re going to read the topic sentence, any bold, underlined, or italicized words, headings or captions, and look for any important sounding words so that we have an idea of the type of passage it is. Then we’ll look at the questions to see if that can help us any further, before we go back and read everything carefully. Don’t forget that good readers quickly scan the passage before going back and carefully reading the same text.</p> <p>Active Involvement: Now it’s your turn. You and your partner are going to take the passage you have in your hands, and together quickly scan it, and the questions, and see if you can determine the type of text it is. I will be coming around to see how you’re doing. Remember, you’re not reading every single word. After you scan and determine the text type, THEN, you’ll go back and read every word carefully. Keep in mind, good readers quickly scan the passage before going back and carefully reading the same text.</p> <p>Link: What I would like you to do today is take your practice test, and as you scan, write the type of passage you think it is and why in the margins. I will be coming around to see what you think and why!</p> <p>Mid-Workshop Teaching Point: Good readers quickly scan the passage before going back and carefully reading the same text.</p>	<p>Advance Organizer</p> <p>Cooperative Learning</p> <p>Practice</p>	<p>C Critical Thinking Communication Collaboration</p>
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		<p>Share: Before leaving today, we'll meet on the carpet and share our findings with our partner. Did you and your partner agree?</p> <p>Appendix Documents</p>		
1, 3, 4	<p>RL.3.1 RL.3.2 RL.3.3 RL.3.4 RI.3.1 RI.3.2 RI.3.3 RI.3.5</p>	<p>Lesson 3: Recognizing questions and predicting answers</p> <p>Connection: Yesterday, we learned about scanning the passage and questions to identify what type of passage it is. Today, we will continue to read similar passages, and we will focus on how “alert test takers” can predict questions from the passage. As alert test takers, we are going to use the knowledge we already have about main idea, details, vocabulary, and inference etc. to predict questions that could be asked about the text.</p> <p>Teach (recognizing questions): When reading a test passage we need to be “alert for possible test questions”. The most common types of test questions can become predictable once we familiarize ourselves with them. So let’s practice familiarizing ourselves with the types of possible questions. The most predictable types of questions are:</p> <ul style="list-style-type: none"> ● Main Idea ● Detail ● Sequence ● Vocabulary ● Summary ● Author’s purpose ● Character Detail ● Inference ● Fact or Opinion ● Plot <p>Teach (predicting answers): You will also notice that I will immediately read the questions and predict an answer. After I write down my predicted answer, I will refer back to the text and locate my predicted answer in the text. Once I feel like I have found the answer in the text I will highlight it. I will then confidently copy the predicted answer from the text into the answer section. Alert test takers predict the answers before finding them.</p> <p>Active Involvement: Teacher projects possible detail or whole questions on board and ask students to identify whether the sentence is “whole” or “detail” text question. RememberAlert test takers identify whole text questions or detail text questions.</p>	<p>Setting Objectives</p> <p>Advance Organizer</p>	<p>C Critical Thinking Communication Collaboration</p>

1	RL.3.6 RI.3.6	<p><u>Lesson 5 Practice Suggestion</u> Author's Point of View</p> <p>The teacher will review Author's Point of View. Study Island has a mini lesson video that can be previewed with your class. There are guided practice questions and printable worksheets for further practice.</p>	Practice	B/C Critical Thinking
1	RI.3.2	<p><u>Lesson 6: Test takers organize main idea and details</u></p> <p>Main idea and supporting details</p> <p>Teachers will have resources on main idea and details. They are both from Study Island. Articles from ReadWorks may also be used as examples.</p> <ul style="list-style-type: none"> • Printable worksheet about Main Idea and Supporting Details • Printable worksheet with practice problems about Supporting Facts and Details 	Practice	C Critical Thinking
1	RL.3.6	<p><u>Lesson 7 Author's Purpose</u></p> <p>This lesson is figuring out what the author is trying teach us. In this lesson, you will be finding the author's purpose through poetry. This can be used with books as well.</p> <ul style="list-style-type: none"> • Smart by Shel Silverstein • I Will Not Hatch by Shel Silverstein <p>Connection: Boys and girls, do you remember the story _____ that we read and talked about the author's purpose for writing it? Well, today we are going to read a poem and do the same thing. Have you ever read the poems, Smart or I Won't Hatch!, by Shel Silverstein? They are in the book, Where the Sidewalk Ends. We are going to use them today to help us think about what we can learn or feel as we read poems.</p> <p>Teach: I'm going to read the poem, Smart, out loud and as I'm reading, I'm thinking in my mind, "What does the author want me to feel or learn as I read this poem?"</p> <p>(At this point read the poem out loud. When you're finished, go back and do a think aloud. Talk to yourself about how the poem made you feel and what you're learning.</p>	Setting Objectives	

	<p>You will want to make an anchor chart to refer to. On the anchor chart use the language, “I think the author wants me to feel _____ because in the poem it says, _____”. “I think the author wants me to think _____ about _____ because here it says, _____” You are showing the kids how you’re thinking through the poem to know what the author’s purpose in writing the poem is).</p> <p>Active Involvement: So now boys and girls, it’s your turn.</p> <p>We’re going to read the poem, I Won’t Hatch! (this should be a different poem than the one you used during the “teach” section) together and when we’re finished you’re going to ask yourselves, “What does the author want me to feel or learn when I read this poem?” (Have students chorally chant the catchy phrase with you.</p> <p>Read the second poem together, chorally say the catchy phrase together then have the students take turns using the sentences, “I think the author wants me to feel _____ because in the poem it says, _____.” and “I think the author wants me to think _____ about _____ because here it says, _____” or “I think the author’s purpose in writing this poem is to _____ because _____.”</p> <p><u>Practice Suggestion 7</u> Task, Purpose &, Audience</p> <p>The students will be able to practice problems on Study Island. There will be a variety of texts.</p> <ul style="list-style-type: none"> • Go into Study Island assign students practice with tools under Task, Purpose and Audience <p><u>Practice Suggestion 7</u> Author’s Point of View</p> <p>The teacher will review Author’s Point of View. Here are printable resources teachers can see for students to practice the skill that also include test taking tools. Teacher can go into Study Island to create and assign the practice to their students or utilize the printable worksheets.</p> <ul style="list-style-type: none"> • Practice problems of Author’s Point of View • Practice problems of Author’s Point of View 2 	Practice	
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1	RL.3.2 RI.3.2	<p><u>Lesson 8 Test takers will use smart note taking strategies</u></p> <p>Good readers highlight the gist of the article, highlight good information, and takes good notes.</p> <p>Connection: We already know how to identify and highlight the main idea of the passage. Today, we will be learning how to read actively by taking notes in smart ways and highlighting important information, in the text, where answers are found.</p> <p>Teach: (Teacher may demonstrate using anchor text.) I am going to show you an example of how I take notes by highlighting the gist of the article, adding notes in the margins, and highlighting the answers in the story.</p> <p>Here I have a sample article about _____. I will show you how I take notes and highlight important information while I read. I will use the margin to jot down the gist of the article as well as some of my ideas, about the details, into the margins.</p> <p>(Teacher will read the article and think aloud while highlighting and taking notes, while making sure to only demonstrate using the first couple paragraphs. In fiction texts, the teacher will want to highlight the characters, the problem, the setting, events, and resolution. They will want to record their thoughts and ideas about the story.</p> <p>In non-fiction texts, the teacher will want to highlight the main idea (gist), important information, and record your own ideas about the information.) Doing so will not only boost my understanding, but will also provide a clear reference to locate answers.</p> <p>Good readers highlight the gist of the article, highlight important information, and take good notes.</p> <p>-Teacher shows the students of a non-example of an article that has nearly all text highlighted.</p> <p>Active Involvement: (Teacher will continue reading the article, inviting the class to continue highlighting and recording ideas.)</p>	Note-taking	B Critical Thinking Communication
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We will continue to read the next paragraph as a class and you, and your partner, will decide what important information to highlight. Keep in mind that you are looking for the gist of the paragraph in order for us to record our ideas about it. Please take a few minutes to identify the gist of the paragraph.

(Teacher may group students with reading/elbow partners, as needed, for this activity.)

Language/Word Study

2		<p>Cursive Handwriting Teacher will pace students throughout the year through the FHSD Third Grade Cursive Handwriting Book.</p>	Practice	A Communication																
1	<p>RL.3.1 RI.3.1 SL.2.3</p>	<p>Interactive Read Aloud Teacher choice of favorite read aloud. Students will collaboratively discuss texts read aloud to them during read aloud time using think pair share or shoulder partners.</p>	Question Cooperative Learning	B Critical Thinking Communication Collaboration																
1, 4	<p>RF.3.3a RF.3.3b RF.3.3c RF.3.3d RF.3.4 L.3.1g</p>	<p>Benchmark Phonics: Unit 7: Communities Past and Present</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="background-color: #f4a460;">Whole Group</th> <th colspan="2" style="background-color: #4f81bd; color: white;">Small Group</th> </tr> <tr> <th style="background-color: #f4a460;">LESSON 1</th> <th style="background-color: #f4a460;">LESSON 2</th> <th style="background-color: #f4a460;">LESSON 3</th> <th style="background-color: #4f81bd; color: white;">LESSON 4</th> <th style="background-color: #4f81bd; color: white;">LESSON 5</th> </tr> </thead> <tbody> <tr> <td style="background-color: #f4a460; vertical-align: middle; text-align: center;">WEEK 1</td> <td style="background-color: #f4a460;"> <p>Suffixes -er, -or</p> <ul style="list-style-type: none"> • Word Study • Build Automatically • Spelling Patterns: Pre-Assessment • Share and Reflect </td> <td style="background-color: #f4a460;"> <p>Suffixes -er, -or</p> <ul style="list-style-type: none"> • Word Study • Read Accountable Text "Life in the City" • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect </td> <td style="background-color: #f4a460;"> <p>Suffixes -er, -or</p> <ul style="list-style-type: none"> • Reread to Build Fluency "Life in the City" • Writing a Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect </td> <td style="background-color: #4f81bd; color: white;"> <p>Suffixes -er, -or</p> <ul style="list-style-type: none"> • Read Interactive Text "The Mission District" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency </td> <td style="background-color: #4f81bd; color: white;"> <p>Review and Assess Suffixes -er, -or</p> <ul style="list-style-type: none"> • Reread for Fluency "The Mission District" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment </td> </tr> </tbody> </table>	Whole Group			Small Group		LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	WEEK 1	<p>Suffixes -er, -or</p> <ul style="list-style-type: none"> • Word Study • Build Automatically • Spelling Patterns: Pre-Assessment • Share and Reflect 	<p>Suffixes -er, -or</p> <ul style="list-style-type: none"> • Word Study • Read Accountable Text "Life in the City" • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect 	<p>Suffixes -er, -or</p> <ul style="list-style-type: none"> • Reread to Build Fluency "Life in the City" • Writing a Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect 	<p>Suffixes -er, -or</p> <ul style="list-style-type: none"> • Read Interactive Text "The Mission District" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency 	<p>Review and Assess Suffixes -er, -or</p> <ul style="list-style-type: none"> • Reread for Fluency "The Mission District" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment 	Similarities & Differences Homework & Practice Cooperative Learning	B Collaboration Critical Thinking
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4	L.3.5c	<p>Shades of Meaning</p> <p>Strategy: Notice a word in a piece of writing that isn't quite right, or is too vague. List synonyms and ask yourself, "Which of these words is most correct for what I mean to say in the sentence?"</p> <p>Teaching Tip: Many teachers use hardware store paint chips to communication that some words' synonyms have varying degrees of intensity. The lighter color means "a little bit" and</p>		B Communication Critical Thinking																

the darker color means “a lot.” For example you might write the word *sad* on a lighter shade of the purple paint chip and *despondent* on the darker shade. These variations of word choice can often impact the tone the author is using and have subtle, but significant, variation on meaning. Although some children will have synonyms in their own vocabularies, many students will benefit from a resource such as a thesaurus (online even). Read-aloud time, or other times when you have shared texts would offer a great opportunity to incorporate a routine for introducing and teaching these words.

Lesson Language: The example is using Mark Twain, however teacher can modify with whatever text deemed necessary.

Prompts:

- You wrote _____. Do you really mean that?
- You wrote _____. Check the shades of meaning chart to see if there is a more precise word you could consider.
- Consider some other options for that word.
- You came up with three other options for that one word.
- I agree-that’s much more precise!

Shades of Meaning-Feelings		
Sad unhappy	Nervous uneasy	Happy glad
Gloomy sorrowful	jumpy	Joyful jovial
Forlorn desolate	Overwhelmed anxious	Exuberant estatic

Homework & Practice

4

L.3.5c

Identify Real-Life Connections in Words

While enjoying read alouds with students point out connections between words and their use. Teacher will notice how words are used to describe people or things throughout a text. An example is when a person is described as *friendly*, or *helpful*.

As students begin to notice how words are used to describe people or things in a text encourage them to begin applying the skill to their own writing.

Practice

B

Critical Thinking
Communication

1, 2, 3, 4	L.3.4 L.3.6	<p>Interactive Vocabulary</p> <p>The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include:</p> <ul style="list-style-type: none"> • Organizers like concept mapping or Frayer model • Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write • Similarities and differences looking at similar and different words to the term <p>Nonlinguistic representation</p>	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representati on	B/C Critical Thinking Communication Collaboration
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Unit 5: Resources

UNIT RESOURCES	
Teacher Resources:	
<ul style="list-style-type: none"> • Test Taking Unit • Benchmark Phonics 	
Student Resources:	
<ul style="list-style-type: none"> • Test Taking Unit 	

Unit 6: Research Clubs: Elephants, Penguins, and Frogs, Oh My! (BK. 4) & Writing About Research

Content Area: English Language Arts	Course: Third Grade	UNIT: Research Clubs: Elephants, Penguins, and Frogs, Oh My! & Writing About Research
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<p>Unit Description:</p> <p>Reading: In this unit children will explore the world of nonfiction with this research based unit on the study of animals. The children will form clubs and study an animal with their research club. Club members will read subtopics independently and pull what they are learning together, organizing and synthesizing all their new knowledge. Clubs will then research a second animal and learn to compare and contrast across animals, mining ever deeper into the attributes of these varied species for ways they are linked together. Ultimately, the children will use all that they now know and understand about these animals to solve real world problems. This unit will prepare the third graders for a similar research unit taught in fourth grade.</p> <p>Writing: In this unit, you'll support students in transferring what they learned in <i>The Art of Information Writing</i> over to write new all-about books on the animal they're researching as part of Bend I in <i>Research Clubs: Elephants, Penguins, and Frogs, Oh My!</i> Students will work in their research clubs to create a club book. They'll begin by writing to grow ideas. Then, you'll support them as they transfer what they know about creating powerful tables of contents, teaching others, and drafting chapters using their knowledge of elaboration. In Bend II of the unit, students will focus on revising in a variety of ways. These books will have a particular emphasis on text structure. You'll teach students ways to collaboratively develop their writing, supporting their cross-text(s) synthesis skills. Then in Bend III, you'll extend the work, teaching students how to use what they know about information writing to write books that advance the big ideas the club has been exploring. Clubs will write books exploring big ideas: animal adaptations, differences in animal habitats, and more! They will add text features throughout their books to support their big ideas. You'll teach them to lift the level of their writing by using peer conferring and self-assessment.</p> <p><i>Note to teacher: The Lucy Calkins unit was written as a 21 day unit. Due to timing the FHSD writers condensed it to a sixteen day unit. Classroom teachers are welcome to extend the unit if time allows using the Unit 6: Writing about Research on the Heinemann website.</i></p>	<p>Unit Timeline: 20 days-Reading 10-15 days-Writing</p>
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

- Be empowered to become lifelong, independent readers and writers in order to engage with the world around them.
- Communicate written and oral ideas authentically and effectively for a variety of audiences and purposes.
- Productively collaborate with others using 21st Century Skills to reach a common goal.

Understandings – *Students will understand that... (Big Ideas)*

1. Effective readers use appropriate strategies to construct meaning.
2. Effective writers use appropriate strategies to convey their ideas with audience and purpose in mind.
3. Effective speakers and listeners make meaning through collaborative conversations and presentations that share, clarify, and grow ideas.
4. Intelligible readers, writers, and speakers use the rules of grammar and conventions to support communication.

Essential Questions: *Students will keep considering...*

- What strategies can a reader use when they do not understand a text?
- What do readers think about as they read?
- How do effective readers prepare to read?
- How does accuracy and fluency impact one’s understanding of a text?
- How does each step in the process impact one’s writing?
- How can evaluation and reflection be used to improve writing?
- How is a writer’s style of writing influenced by audience and purpose?
- What is the importance of sharing?
- What impact does effective listening and speaking have on one’s ability to collaborate and grow?
- How do the rules of grammar and conventions support communication?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
RL.3.10	<ul style="list-style-type: none"> ● A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill. ● To comprehend a text is to understand what is read in the text 	<ul style="list-style-type: none"> ● Readers read books to grow as readers and learners. ● Readers check their comprehension as they read 	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.

<p>RI.3.1</p>	<ul style="list-style-type: none"> • Read closely emphasized not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text • Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning • What makes a quality question • Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. 	<ul style="list-style-type: none"> • Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole • Close reading emphasizes not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text • Not all text evidence is created equal • Readers ask questions before, during and after, reading a text • Details in the text can be used to support your ideas • Literal questions questions are answered within the text. • Analytical questions are answered by inferring with details from the text 	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
<p>RI.3.2</p>	<ul style="list-style-type: none"> • Main idea is the most important or central idea of a paragraph or a larger part of a text. The main idea tells the reader what the text is about and what the author wants you to remember most. • Key details are the parts of a text that support the main idea • To summarize a story it includes main idea and details • Evidence is not always created equal 	<ul style="list-style-type: none"> • What you are reading you have to understand what the text is mostly about • That key details support that the text is mostly about • Readers draw conclusions and infer what the text is about by using main ideas and key details • Readers choose pieces of evidence that provide the best proof of what they are asserting about a text 	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
<p>RI.3.3</p>	<ul style="list-style-type: none"> • Sequence of events are the order that events take place. • Scientific ideas are concepts • Technical procedure are the steps or stages in a course of action • Cause and effect relationships are the reasons something has happened and the consequences of the action. 	<ul style="list-style-type: none"> • Historical events are tied together (cause/effect relationships) • The connection between scientific ideas and concepts • Some steps or stages are more important than others depending on how it affects the outcome (ie. people, events, environment) 	<p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
<p>RI.3.4</p>	<ul style="list-style-type: none"> • Domain specific are the certain words that are unique to each discipline and are essential for students to know in order to read, discuss, and write about complex texts in that subject. 	<ul style="list-style-type: none"> • Texts have supports in place to help readers understand the words within the text (i.e., text features) 	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to <i>grade 3 topic or subject area</i>.</p>
<p>RI.3.5</p>	<ul style="list-style-type: none"> • Text features are the features of an informational text that help the reader get information (e.g., table of contents, headings, index, etc) 	<ul style="list-style-type: none"> • Online resources have tools that can be used to speed up the process of locating information 	<p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>

	<ul style="list-style-type: none"> Search tools can be utilized to locate information efficiently digitally 		
RI.3.6	<ul style="list-style-type: none"> Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. Opinion is a belief, conclusion, or judgment based on reasoning. 	<ul style="list-style-type: none"> Point of views can differ even when describing the same situation, telling the story, or making the same argument POV can come from not just written text, but also from illustrations Readers point of view may be different from the author's 	Distinguish their own point of view from that of the author of a text.
RI.3.7	<ul style="list-style-type: none"> Visual information refers to displays of information such as charts, graphs, diagrams, timelines, maps, images, animations, or interactive elements on webpages. Demonstrate is to make evident Understanding is the mental process of comprehending 	<ul style="list-style-type: none"> How to interpret graphics Synthesize information from text and visuals Visual information is used to help the reader gain more information from the text 	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8	<ul style="list-style-type: none"> Comparison is demonstrating the similarities and differences in a topic Cause/Effect relationship is the relationship between the reason "why" something happens and the consequences of that action. The <i>cause</i> is why something happens. The <i>effect</i> is what happens as a result. Sequence is a structure refers to the order Paragraph is a group of sentences focused on an idea, topic, group, etc. Connection is when one idea, event, piece of information interacts with or is related to another idea, event, piece of information Problem/Solution is a structure pattern used in nonfiction texts to define a problem and clearly propose a solution Text structure is the overall organization of a text 	<ul style="list-style-type: none"> Text structure affects the meaning of the story Determining relationships between sentences and paragraphs helps the reader understand the text 	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9	<ul style="list-style-type: none"> Comparing is finding what is similar Contrasting is finding what is different Each author approaches their topic with a different style and point of view 	<ul style="list-style-type: none"> Authors write nonfiction to increase the reader's knowledge about the subject of their text. Different authors often provide distinct facts that help children gain knowledge about a topic, but author's different styles and those of illustrators provide a range of tones. In the end, reading 	Compare and contrast the most important points and key details presented in two texts on the same topic.

		<p>different texts on the same topic, increase student knowledge and understanding of a topic.</p> <ul style="list-style-type: none"> • Understand ways that texts can be similar. • Understand ways that texts can be different. • Understand the important points in a text can be found in certain places. • Text to text connections 	
RI.3.10	<ul style="list-style-type: none"> • A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill. • To comprehend a text is to understand what is read in the text 	<ul style="list-style-type: none"> • Readers read books to grow as readers and learners. • Readers check their comprehension as they read 	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
RF.3.3	<ul style="list-style-type: none"> • Grade-level phonics refers to the phonics instruction that is appropriate for students at a particular age and grade level. • Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word. • Base word is a word in its simplest form, which can be modified by adding affixes. (e.g., <i>read</i>; <i>reread</i>, <i>reading</i>) A base word has meaning, can stand on its own, and is easily apparent in the language. • Multisyllabic word is a word with many syllables 	<ul style="list-style-type: none"> • Determining where a word is broken into syllables helps in decoding and pronunciation. • How to apply the knowledge of letter-sound relationships • Some words are not able to be decoded 	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3a	<ul style="list-style-type: none"> • Common prefixes are meaningful units of letters that come before a root word (e.g., <i>dis-</i>, <i>re-</i>, <i>un-</i> and <i>in-</i>) • Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>) 	<ul style="list-style-type: none"> • Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood. • The meaning of a word can be altered by changing the prefix or suffix 	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b	<ul style="list-style-type: none"> • Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>) 	<ul style="list-style-type: none"> • Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood. 	Decode words with common Latin suffixes.
RF.3.3c	<ul style="list-style-type: none"> • Syllable patterns are units of pronunciation containing a single vowel sound or “sound chunk.” Common syllable patterns are: <i>closed</i>, <i>open</i>, <i>silent e</i>, <i>vowel teams</i>, <i>r. control</i>, and <i>consonant e</i>. 	<ul style="list-style-type: none"> • Determining where a word is broken into syllables helps in decoding and pronunciation. 	Decode multisyllable words.

	<ul style="list-style-type: none"> • Multisyllabic word is a word with many syllables 		
RF.3.3d	<ul style="list-style-type: none"> • Irregularly spelled words are words that do not follow regular spelling patterns, such as <i>been</i> and <i>come</i>, and cannot be easily sounded out. 	<ul style="list-style-type: none"> • Some words are not able to be decoded 	Read grade-appropriate irregularly spelled words.
RF.3.4	<ul style="list-style-type: none"> • Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression • Accuracy refers to reading words correctly or precisely. • Readers read with expression, conveying emotion or feeling while reading. • Readers use strategies to help their understanding (e.g., self-correct, reread, etc) • Readers have a plan when they don't know a word. 	<ul style="list-style-type: none"> • Readers read with expression, fluently and accurately to get an author's intended meaning. • Strategies for when we don't know a word. • Audiences should understand text when it is read aloud. 	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	<ul style="list-style-type: none"> • Reading with purpose and understanding is reading for a reasons (to be entertained, to learn, to get information, etc) and with comprehension of what is being read. 	<ul style="list-style-type: none"> • Reading is meant to be understood and remembered • Readers read a text for a variety of reasons 	Read on-level text with purpose and understanding.
RF.3.4b	<ul style="list-style-type: none"> • Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression • Accuracy refers to reading words correctly or precisely. • Readers read with expression, conveying emotion or feeling while reading. 	<ul style="list-style-type: none"> • Readers read with expression, fluently and accurately to get an author's intended meaning. 	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4c	<ul style="list-style-type: none"> • Readers use strategies to help their understanding (e.g., self-correct, reread, etc) 	<ul style="list-style-type: none"> • Readers read with expression, fluently and accurately to get an author's intended meaning. • Strategies for when we don't know a word. 	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.3.2	<ul style="list-style-type: none"> • Explanatory texts are defined by their objective; to explain or to inform the audience about a topic using facts and an objective tone • Organizational structure is the logical progression and the completeness of ideas in a text. • Authors use text features to highlight important information 	<ul style="list-style-type: none"> • Informative/explanatory texts need to contain facts, definitions, and details; to report what is seen by the writer • Structure helps the reader make meaning of the piece • Linking words and phrases help provide a connection between relationships or ideas • Convey ideas and information clearly are when writers choose the most important facts and 	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

	<ul style="list-style-type: none"> • Research will help to find information about a topic • Concluding statement or section provides a final statement or section that connects all the ideas and information, and then relate this to the information or explanation presented, bringing a sense of closure to the piece. • Concrete details are specific details that refer to action objects or places. • Linking words and phrases connect one sentence, ideas, or paragraph to another, allowing writer to express the nature or importance of the relationship between the two ideas. 	<p>details about the subject, organizing, and grouping them to achieve a clear objective or focus.</p>	
W.3.4	<ul style="list-style-type: none"> • (Grade-specific expectations for writing types are defined in standards 1-3 above.) • Knowing the audience of a piece will help an author anticipate and respond appropriately to their concerns and questions about a topic • That pieces on the same topic can differ depending on the audience and task • Effective writers produce clear compositions by using precise words, proper grammar, and sentence structure. • Writers develop the character(s), place(s), or event (s) as they move through time and change if they are to seem real. • Development includes everything from examples and quotations, to details and other forms of evidence used to support and illustrate whatever the writer is saying about the subject. • Organization comes in a variety of approaches, what matters most is a clear, appropriate, logical, and effective structure to the idea. • Purpose is what the writer is trying to accomplish with the piece • Task is the purpose for the writing and the genre. 	<ul style="list-style-type: none"> • (Grade-specific expectations for writing types are defined in standards 1-3 above.) • Determine who the audience for the piece of writing will be and make decisions for the piece based on the following questions: <i>what do they already know or need to learn to understand the writer's message? How is the audience likely to respond to the piece? What biases do they have that as the writer I must anticipate and address to effectively advance my argument?</i> • Attention to detail is important to produce a quality piece, it includes revision, editing, and receiving feedback from others • Development should extend, clarify, or enhance the writer's claims or, in narratives, advance the story. It can look like figures, tables, dialogue, or images that add more information or further illustration. • Organization of a text helps the reader create meaning • Writer's purpose is shapes by the occasion, the topic, and the audience 	<p>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.)</p>
W.3.5	<ul style="list-style-type: none"> • Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. 	<ul style="list-style-type: none"> • Revising helps to make our writing sound better. • Editing makes our writing look better and helps the reader understand the piece. It can be done 	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for</p>

	<ul style="list-style-type: none"> Editing is fixing spelling, punctuation, and grammar errors Purpose is what the writer is trying to accomplish with the piece Plan are what writers do to prepare for writing for a piece (e.g., outline ideas, gather and generate ideas, create an outline, brainstorm, mind map, etc.) Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) Conventions are the rules that apply to and govern the genre, format, grammar, spelling, and other aspects of writing a paper. Strengthening a piece is revising for concision, clarity, and coherence. 	<p>while composing the piece, not just at the end of the process.</p> <ul style="list-style-type: none"> Writer's purpose is shaped by the occasion, the topic, and the audience Planning helps a writer develop a strong piece based on their purpose Conventions help a reader create meaning from a text Strengthening a piece tightens wording, refines arguments, removes unnecessary information so key ideas, reasoning, and evidence are emphasized. 	<p>conventions should demonstrate command of Language standards 1-3 up to an including grade 3).</p>
W.3.6	<ul style="list-style-type: none"> The function of various tools for writing and publishing Basic technology vocabulary such as mouse, keyboard, menu, cursor, etc. How to access and use technology as intended Using technology allows us to interact with others on our writing Using technology provides a means for publishing our writing 	<ul style="list-style-type: none"> Writing can be improved through collaboration with others Etiquette of collaborating using various digital tools Online safety etiquette That different tools offer a better means of creating and working with others on a project 	<p>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
W.3.7	<ul style="list-style-type: none"> Researching is asking yourself and others questions about the causes, types, effects, meaning, and importance of anything being studied. Inquiries on those questions through looking up facts or conducting in depth investigations results in answering the questions. Researchers generate questions Sources must be established and trustworthy to be cited or used to support a claim. 	<ul style="list-style-type: none"> Research can be done in a variety of ways to learn about a topic Research allows us to become an expert and develop an opinion about a topic Shared research builds knowledge of everyone as information and ideas are shared collaboratively Questions are the driving purpose of the research A writer must consider multiple sources (some offering alternative perspectives) to be considered reliable, valid, and substantial. 	<p>Conduct short research projects that build knowledge about a topic.</p>
W.3.8	<ul style="list-style-type: none"> Accuracy is correctness. The information used as evidence for a claim or support for a hypothesis is true, current, and precise. Credibility is the measure of believability of the source of information, based on how current, established, and relevant the source is. Research can be done in a variety of ways to learn about a topic 	<ul style="list-style-type: none"> Some sources are more credible than others Writing can answer questions others or I have about a topic Information for a writing piece can come from a variety of sources 	<p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>

	<ul style="list-style-type: none"> • Research allows us to become an expert and develop an opinion about a topic • Shared research builds knowledge of everyone as information and ideas are shared collaboratively 		
W.3.10	<ul style="list-style-type: none"> • Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) • Purpose is what the writer is trying to accomplish with the piece • Reflection is going beyond revisiting details of what happened, but considering what it meaning • Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. 	<ul style="list-style-type: none"> • Writer's purpose is shapes by the occasion, the topic, and the audience • Planning helps a writer develop a strong piece based on their purpose • Reflection helps a writer improve their piece • Revision makes our writing sound better 	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	<ul style="list-style-type: none"> • Collaborative discussion refers to discussing ideas and working jointly with others to create new thinking. Partners take the remarks of others and add details or further develop the thoughts. • Draw conclusions is using the key ideas and evidence and also the implied or inferred meaning. • Elaborating on others remarks, either adding details or further developing a thought • Prepared is making use of any notes, ideas, any materials needed for a discussion. • Expressing is articulating and conveying an idea • Question is you ask to gain information or clarify understanding 	<ul style="list-style-type: none"> • Building upon others' talk in conversation deepens the discussion • Collaborative discussions lead to a collective understanding • Synthesizing information into a conclusion helps wrap up a discussion • Being prepared requires anticipating the demands and directions for a discussion. • Expressing your ideas isn't restating what someone else has said • During a conversation everyone is responsible for including other views and making all in the group feel involved 	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> building on others' ideas and expressing their own clearly.
SL.3.2	<ul style="list-style-type: none"> • Determine the main ideas and supporting details • Diverse media are the different forms and information, evidence and data come in, as well as mixed media, such as websites or presentation slides with embedded digital imagery and audio. • Evaluate is to determine the quality, value, use, or importance of data, details, or other forms of information. • Formats are the ways information can be 	<ul style="list-style-type: none"> • Examining how structures, grammar, syntax, or more media-based features serve to emphasize the main idea or supporting idea in the text. • Some information is more important and a higher quality than other information • A speaker can present information in a variety of ways 	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.

	<p>presented-charts, slides, graphics, images, as well as multiple media.</p> <ul style="list-style-type: none"> Integrate is to join different sources or data into a cohesive body of evidence used to support one's claims. Paraphrase is a restatement of text or spoken thinking using different words than the original but maintaining the same meaning. 		
SL.3.3	<ul style="list-style-type: none"> Evaluate is to determine the quality, value, use, or importance of data, details, or other forms of information. Evidence is the data, details, quotations, or examples the speaker uses in the presentation and how credible, accurate, and valid they are. The speaker's main message 	<ul style="list-style-type: none"> Some information is more important and a higher quality than other information A speaker has a point of view that influences their discussion of a topic. A speaker may have bias about a subject and it's important for an audience to understand how this could influence the topic. Questions should be ask about the information presented 	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	<ul style="list-style-type: none"> Appropriate to the task, purpose, and audience is when a student organizes, develops, or speaks is varied dependent on the objective, the purpose of the presentation, and the audience to whom one is speaking. Findings are conclusions drawn from observations, investigations, experiments, or inquiries about questions or problems. Organization is an appropriate and effective structure for the presentation Relevant, descriptive details are details that relate to the topic and provide description. Supporting evidence is the data, information, quotation,s examples, or other information that the speaker uses to support whatever they are saying or presenting. 	<ul style="list-style-type: none"> Presentations vary depending on the task, purpose, and audience A clear organization structure allows listeners to hear and process the ideas presented Not all information is relevant 	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.6	<ul style="list-style-type: none"> Adapt speech to change the language, style of delivery, tone, or format of the presentation or speech as needed to suit the audience, purpose, and occasion. Informal discourse is the talk and discussions between peers that is relaxed, casual, and familiar. 	<ul style="list-style-type: none"> Each presentation or talk has its own unique audience each time one speaks, and so it's important to know how to speak to address the audience and the occasion. 	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <i>(See grade 3 Language standards L.3.1 and L.3.3 for specific expectations.)</i>
L.3.4	<ul style="list-style-type: none"> A phrase is a sequence of two or more words 	<ul style="list-style-type: none"> Language has specific rules How to break apart a word to determine meaning Context clues help determine word meaning 	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading</i>

	<ul style="list-style-type: none"> Affixes are the morphemes attached to the beginning or endings of root words; can be prefixes or suffixes. A prefix is a group of letters placed in front of a base word to change its meaning (e.g., <i>preplan</i>) A suffix is a group of letters added at the end of a base word or word to change its function or meaning (e.g., <i>handful</i>, <i>hopeless</i>). Root words are base words and they have meaning Inflections are groups of letters added to the end of a word to change its meaning (e.g., -es, -s, ed). Multiple-meaning words are words that mean more than one thing, depending on the context Resources can be utilized to determine the meaning of words or phrases (e.g., glossary, thesaurus, dictionary) 	<ul style="list-style-type: none"> Word parts change the meaning of the sentences/phrases 	<p><i>and content</i>, choosing flexibly from a range of strategies.</p>
L.3.6	<ul style="list-style-type: none"> Content or academic vocabulary words words and phrases that signal time or relationships (after, before, next) in conversation 	<ul style="list-style-type: none"> Readers constantly learn and use new words through conversations and texts Identify unknown words and seek meaning certain words are used during certain grade-appropriate and/or academic conversations the importance of using and understanding subject specific vocabulary during classroom conversation academic words being used frequently during class are important to know and use 	<p>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., <i>After dinner that night we went looking for them</i>).</p>
L.3.4d	<ul style="list-style-type: none"> Resources can be utilized to determine the meaning of words or phrases (e.g., glossary, thesaurus, dictionary) 	<ul style="list-style-type: none"> Language has specific rules Resources can be utilized to determine meaning of a word 	<p>Use glossaries or beginning dictionaries, both print and digital to determine or clarify the precise meaning of key words and phrases.</p>
ISTE 1c	<ul style="list-style-type: none"> Variety of technology Feedback-giving and receiving 	<ul style="list-style-type: none"> Technology can be used in a variety of ways Feedback can help us improve 	<p>Students will: c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p>

Unit 6: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student’s F&P reading level. Standards Assessed: RL.3.10, RI.3.10 Mastery Levels:	R/R Quadrant 21 Century																		
1	RL.3.10 RI.3.10	<table border="1"><thead><tr><th colspan="3">Third Grade Reading Level Expectations</th></tr><tr><th>Meets or Exceeds Quarterly Expectations</th><th>Progressing On Quarterly Expectations</th><th>Minimal Progress On Quarterly Expectations</th></tr></thead><tbody><tr><td>1st Quarter</td><td>M-N</td><td>L K or below</td></tr><tr><td>2nd Quarter</td><td>N</td><td>M L or below</td></tr><tr><td>3rd Quarter</td><td>O</td><td>N M or below</td></tr><tr><td>4th Quarter</td><td>P</td><td>O N or below</td></tr></tbody></table>	Third Grade Reading Level Expectations			Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 st Quarter	M-N	L K or below	2 nd Quarter	N	M L or below	3 rd Quarter	O	N M or below	4 th Quarter	P	O N or below	C Communication Critical Thinking
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Unit 6: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment: *Teacher can administer read pre-assessment to determine skills students need extra support on throughout the unit.*
[Reading Pre-assessment Resources](#)

Reader’s Workshop

Research Clubs: Elephants, Penguins, and Frogs, On My! (BK.4)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
1, 3	RI.3.1 RI.3.9 W.3.7 W.3.8 L.3.6 ISTE 1c	<p>1. Using the Lingo of Experts (session 3)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know the technical vocabulary that pertains to a topic ● Understand the meaning technical vocabulary or terms pertaining to a topic ● Be able to create a word bank or glossary for a topic <p>a. Connection: Teacher will :</p> <ol style="list-style-type: none"> i. Invite children to brainstorm the words they know pertaining to an area of personal expertise. (<i>Technology Integration Option: Use SMART 17 Shout Out, Padlet our Google Doc to allow students to do this collaboratively.</i>) ii. Ask children to list four or more content-area vocabulary words that pertain to their topic of expertise. Then, challenge them to form sentences that incorporate these words. iii. Ask children to test their sentences on kids near them. <p>b. Teaching:</p> <ol style="list-style-type: none"> i. Tell students that any subject has terms that experts on that subject use. Point out that one way to warm up for learning about a topic is to think about the technical words you know related to the topic. ii. Model briefly how you “talk the talk,” relying on technical language to discuss the class topic. <p>c. Active Engagement: Students will</p> <ol style="list-style-type: none"> i. Recruit research terms to develop a word bank of technical terms related to their topic. ii. Channel members of clubs to use the technical vocabulary they are learning as they chat about their subjects, stressing that approximation is crucial. <p>d. Link: Teacher will</p> <ol style="list-style-type: none"> i. Remind children to draw on all they know as they get to work today, and encourage them to continue developing word banks as they read. <p>e. Mid-Workshop Teaching: Teacher will</p> <ol style="list-style-type: none"> i. Draw on skills learned earlier ii. Build a Club Word Bank iii. Tackle a topics technical vocabulary <p>f. Share: Teacher will</p> <ol style="list-style-type: none"> i. Set children up to have club conversations and take notes on what they 	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Cooperative Learning</p> <p>Summarizing and Note Taking</p> <p>Cooperative Learning</p>	<p>C</p> <p>Communication Collaboration Critical Thinking</p>

		are learning. (<i>Technology Integration Idea: Google Keep or Google Docs can be an option for collaborative notetaking.</i>) Session 3 Appendix Documents		
1, 3	RF.3.3 RF.3.4 SL.3.2 SL.3.3 SL.3.4 SL.3.6	<p>2. Readers Notice Text Structures and Use Them to Organize their Learning (Session 9)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know main idea • Understand notes should be organized into subsections and main ideas • Be able to categorize facts into subsections <p>a. Connection: Teacher will</p> <ol style="list-style-type: none"> i. channel students to review their notes, made during their work with each other. ii. Ask what are the qualities of effective notes? <p>b. Teaching: Teacher will</p> <ol style="list-style-type: none"> i. Show notes you took earlier on 2 sections of text - one organized in a boxes and bullets structure and one sequentially. ii. Ask students to talk about what they notice in your notes <p>c. Active Engagement: Teachers will:</p> <ol style="list-style-type: none"> i. Explain that in life, the job is not to detect organizational structure in other people's notes, but to make notes that reflect those structures. ii. Set students up to practice doing this <p>d. Link: Teacher will</p> <ol style="list-style-type: none"> i. Send kids off to research and take notes, and remind them that some texts are hybrids. ii. Invite them to invent ways to take structured notes. <p>e. Mid-Workshop Teaching: Teacher will</p> <ol style="list-style-type: none"> i. Provide extra support in recognizing text structures ii. Recognize transition words as clues to organizational structure iii. Help kids move from collecting factoids to recognizing main ideas <p>f. Share: Teacher will</p> <ol style="list-style-type: none"> i. Ask researchers to lay their notes from the day before alongside those from today, and then orchestrate a museum sharing. ii. Ask researchers to return to their clubs, at this time, to teach each other what they've learned, remembering to teach in ways that are well structured. <p>Session 9 Appendix Documents</p>	Setting Objectives Summarizing & Note taking Identifying Similarities & Differences Summarizing and Note Taking	C Communication Collaboration Critical Thinking
1,3	RI.3.1	3. Compare and Contrast (Session 10)		C

	<p>RI.3.2 RI.3.5 RI.3.7 RI.3.8 W.3.7 W.3.8</p>	<p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know compare and contrast text structure • Understand authors use different text structures • Be able to be able to identify compare and contrast with in a text structure <p>a. Connection: Teacher will ask students whether some of them found passages in their text that didn't fit the structure you had highlighted prior to now.</p> <p>b. Teaching: Teacher will:</p> <ol style="list-style-type: none"> i. Channel kids to listen to (and follow along while you read) a very clearly structured compare and contrast text about the topic the class is studying. ii. Ask a few volunteers to help identify keywords that can clue readers into the fact that the passage has a compare - and - contrast structure. iii. Ask readers to join you in thinking about how you might take structured notes on a passage that is organized like this was. Show several possible structures. <p>c. Active Engagement: Students will read and take notes on a marked section of a text that is in s a compare and contrast structure.</p> <p>d. Link: Teacher will:</p> <ol style="list-style-type: none"> i. Remind readers of the repertoire of goals they can draw upon. ii. Then give clubs and then individuals time to articulate goals, sending them from the meeting area, goal by goal. <p>e. Mid-Workshop Teaching: Teacher will</p> <ol style="list-style-type: none"> i. Recognize a wide span of abilities ii. Teach students to recognize compare and contrast when it hits them over the head. iii. Generate compare and contrast thinking iv. Draw on previous knowledge to compare and contrast. <p>f. Share: Teacher will</p> <ol style="list-style-type: none"> i. Set students up to plan their teaching it into one of several structures <p>Session 10 Appendix Documents</p>	<p>Setting Objectives</p> <p>Summarizing and Note Taking</p>	<p>Communication Collaboration Critical Thinking</p>
<p>1,3</p>	<p>RI.3.9 SL.3.2 SL.3.3</p>	<p>4. Cause and Effect (session 11)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know the words or phrases that signal a cause and effect structure • Understand • Be able to identify a cause and effect structure in <p>a. Connection: Teacher will</p>	<p>Setting Objectives</p>	<p>C Critical Thinking Communication Collaboration</p>

		<ul style="list-style-type: none"> i. Channel readers to review ii. Name the questions that will guide your inquiry <p>b. Teaching: The teacher will engage students in a guided inquiry to identify a new text structure (cause and effect) as well as words and phrases that hint at the structure, and add all this new information to the chart.</p> <p>c. Active Engagement: Students will create a graphic organizer for taking notes on cause-and-effect texts.</p> <p>d. Link: Teacher will remind students about the four text structures they now know, and send them off to read and research.</p> <p>e. Mid-Workshop Teaching: Teacher will distinguish between two structures; cause and effect, and problem and solution</p> <p>f. Share: Teacher will channel clubs to look between texts to investigate vocabulary.</p> <p>Session 11 Appendix Documents</p>	<p>Summarizing and Note Taking</p> <p>Identifying Similarities and Differences</p>	
1,3	<p>RI.3.9 W.3.8 SL.3.3 L.3.4 L.3.6</p>	<p>5. Asking Big Questions, Growing Big Ideas (session 14)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know identifying similarities and differences in a text help to ask more questions. • Understand that asking questions about a topic helps to generate big ideas and theories • Be able to ask questions and develop theories about a topic <p>a. Connection: Teacher will</p> <ul style="list-style-type: none"> i. Channel kids to share what they learned as they have been broadening their field of knowledge ii. Explain that readers research the similarities and differences between things and ask questions that lead to more thinking, talking, and reading. <p>b. Teaching:</p> <ul style="list-style-type: none"> i. Returning to the passages from the last session, help kids recall the comparisons they made between the two animals, then demonstrate how to raise related questions. ii. Guide students to join you in not just asking, but also answering questions. iii. Debrief, naming the work you have done that you hope students do when reading different texts about different topics. <p>c. Active Engagement: Students will</p> <ul style="list-style-type: none"> i. Set students up to read two new passages related to the class animals and then to think about their similarities and differences. ii. Guide students to refer to the list of steps, deciding that they should ask questions about their comparisons, and then help them do so. iii. Debrief in ways that highlight the transferable lessons. 	<p>Setting Objectives</p> <p>Identifying Similarities & Differences</p> <p>Identifying Similarities & Differences</p> <p>Cooperative</p>	<p>C Critical Thinking Collaboration Communication</p>

		<p>d. Link: Teacher will remind readers about the importance of citing specific text evidence for their claims.</p> <p>e. Mid-Workshop Teaching: Teacher will use learning progressions to lift the level of comparing and contrasting.</p> <p>f. Share: Teacher will ask clubs to grow big questions and ideas</p> <p>Session 14 Appendix Documents</p>	Learning	
1,3	W.3.7 W.3.8	<p>6. Develop Evidence-Based Theories (Session 16)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know that readers are always asking questions to learn more about a topic. ● Understand Evidence can suggest a new theory or thought. ● Be able to grow new theories that are evidence-based. <p>a. Connection: Teacher will</p> <ol style="list-style-type: none"> i. Congratulate children for the hard work they've done, and inspire them to keep moving forward. ii. Channel children to find research questions to pursue. <p>b. Teaching: Teacher will remind children to seek information from many sources, including other researchers. Then begin researching a class question by recruiting a researcher from the class to help.</p> <p>c. Active Engagement: Students will talk among clubs about ways they'll grow evidence-based theories, then broadcast some of the plans you hear.</p> <p>d. Link: Teacher will remind children of the power of being a member of a community of researchers, and suggest the consider they consider revising their initial theories as they gather evidence.</p> <p>e. Mid-Workshop Teaching: Teacher will</p> <ol style="list-style-type: none"> i. Remind students to draw on strategies they know. ii. Reminding readers to record evidence iii. Help students locate evidence that fits their theories. <p>f. Share: Teacher will set children up to explain how their evidence fits with their theories.</p> <p>Session 16 Appendix Documents</p>	<p>Setting Objectives</p> <p>Reinforcing Effort and Providing Recognition</p> <p>Cooperative Learning</p> <p>Provide Feedback</p>	<p>D</p> <p>Critical Thinking</p> <p>Communication</p> <p>Collaboration</p>
1,3	RI.3.1 RI.3.2 RI.3.3 RI.3.4 W.3.7 W.3.8 L.3.4	<p>7. Learning to Apply the Knowledge Readers Develop through Their Research (Session 18)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know solutions & real world problems ● Understand the purpose of research is to answer questions and solve problems ● Be able to sketch a plan for what students will do first, next and next. 	<p>Setting Objectives</p>	<p>D</p> <p>Critical Thinking</p> <p>Collaboration</p> <p>Communication</p> <p>Creative Thinking</p>

	L.3.6 ISTE 3.a	<p>a. Connection: Teacher will</p> <ol style="list-style-type: none"> i. Ask children what they think adult researchers, especially research of animals, do for their jobs. Prompt students to apply their knowledge to some real-life problems. ii. Ask children to share their interest and knowledge about real-life problems relating to animals to form small research groups. <p>b. Teaching: Teacher will channel students to study and name the steps you take as you embark on research projects.</p> <p>c. Active Engagement: Teacher will:</p> <ol style="list-style-type: none"> i. Reveal a chart of the replicable steps you took as you modeled how to begin a research projects. ii. Skim passages, thinking aloud about whether each part would help with your research problems. iii. Ask students to turn and talk about what is observed. <p>d. Link: Teacher will ask groups to meet while still on the carpet, connecting their real-life question to the animals about which they are knowledgeable.</p> <p>e. Mid-Workshop Teaching: Teacher will</p> <ol style="list-style-type: none"> i. Offer meaningful compliments to help solidify student learning ii. Teach students to evaluate evidence by rating and ranking. iii. Help students conduct safe and effective internet research. Consider exploring Kidtopia or KidRex to demonstrate credible sources and safe effective online research. <p>f. Share: Teacher will</p> <ol style="list-style-type: none"> i. encourage children to debate when disagreements arise. <p>Session 18 Appendix Documents</p>	Cooperative Learning Nonlinguistic Representati on Reinforcing Effort and Providing Recognition	
1,2, 3	W.3.7 W.3.8	<p>8. Finding Solutions to Real-World Problems- Celebration (session 19)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know that there are solutions to real world problems • Understand passionate nonfiction reading can inspire world-changing ideas and actions. • Be able to present their learning on a topic through a model, diagram, or presentation. <p>The end of this unit is a chance for the teacher and students to celebrate the information they have learned, the ideas they have grown, and the ways they are applying to real problems.</p>	Setting Objectives Cooperative Learning Providing Feedback	D

Writer's Workshop

Writing About Research (FHSD Created Unit)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
2,3	RI.3.2 RI.3.5 RI.3.7 W.3.2 W.3.10 SL.3.1	<p>1. Activity: Review nonfiction text features Objective: Students will:</p> <ul style="list-style-type: none"> • Know that text features help the reader understand a topic or subject • Understand that text features enhance a nonfiction text • Be able to use text features to research and take notes on a subject <p>a. Connection: Teacher will review the different types of text features b. Teaching: Teacher will explain that information writers are really careful observers. One way is to study an object or photograph and write long about what they notice. Teacher will model for students how to write about what you notice looking closely at a picture. c. Active Engagement: Students will write long about an object or photograph that pertains to their topic. d. Link: Teacher will rally the students to use the prompts you mentioned to talk about the picture: I see... I notice... This reminds me of... I wonder... e. Mid-Workshop Teaching: Teacher will check on what they are noticing in the understanding as students take notes on pictures f. Share: Teacher will show students that you can make quick sketches and add labels and captions to your notes</p> <p>Appendix Documents</p>	Cooperative Learning Summarizing & Note Taking	A Communication Collaboration
2,3	SL.3.2 W.3.2 W.3.10 SL.3.1 ISTE 3c	<p>2. Activity: Using videos as research Objective: Students will:</p> <ul style="list-style-type: none"> • Know that different types of media can be used to conduct research • Understand that students can take notes on a video or other form of media • Be able to take notes about a topic using videos and other forms of media <p>a. Connection: Teacher will teach students "Information writers write to grow their ideas. One way to do this is by studying videos on their topic." b. Teaching: Teacher will model how to writing long off their notes using a video.</p>	Cooperative Learning	C Critical Thinking Collaboration

		<p>c. Active Engagement: Teacher will invite students to watch a video once enjoying it and taking it in. Then, the second time invite students to jot notes.</p> <p>d. Link: Teacher will send students off with options of what to work on. Explain to clubs that you have downloaded a few informational videos on their topics for each team to watch.</p> <p>e. Mid-Workshop Teaching: Teacher will invite students to turn and compare their notes, adding information to their notes that they might have missed. Teacher will have students talk long and write long about what they watched.</p> <p>f. Share: Teacher will have students review their notes with their club.</p>	Summarizing & Note taking	
2,3	W.3.2 W.3.4 W.3.8 W.3.10 SL.3.1	<p>3. Activity: Using subtopics to write a table of contents</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know that informational writing should be grouped by subtopic ● Understand that grouping information by headings and subtopics helps the reader understand the information being presented ● Be able to divide their notes into subtopics and create a table of contents for their informational piece <p>a. Connection: Teacher will remind students that you can use subtopics to create a table of contents.</p> <p>b. Teaching: Teacher will model using the information gathered so far on a topic to create a table of contents.</p> <p>c. Active Engagement: Teacher will channel students to consider alternate ways to divide up their topics.</p> <p>d. Link: Teacher will get students to plan out their table of contents for their book.</p> <p>e. Mid-Workshop Teaching: Teacher will model trying out different versions of a table of contents for your topic.</p> <p>f. Share: Teacher will invite students to form into their clubs to study their different tables of contents and collaborate on a final version of a table of contents.</p>	Cooperative Learning Cues, Questions & Advanced Organizers Providing Feedback	C
2,3	W.3.2 W.3.10 SL.3.1 SL.3.4	<p>4. Activity: Teach others what they have learned so far</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know that talking about a topic can help you to understand it better ● Understand that writers notice what they are missing by sharing their writing ● Be able to determine what information they need to add to their writing <p>a. Connection: Teacher will remind students that information writers are teachers.</p> <p>b. Teaching: Teacher will model choosing a chapter from the table of contents and then teach a partner about that chapter.</p> <p>c. Active Engagement: Teacher will coach students as they take another chapter from the class' demonstration text's table of contents on penguins and practice</p>	Cooperative Learning Providing Feedback	C

		<p>teaching it to their partner, on the lookout for they already know and information that's missing.</p> <p>d. Link: Teacher will set up the logistics of the work. Suggest that students break into partners within their groups and take turns teaching their chapters to each other.</p> <p>e. Mid-Workshop Teaching: Teacher will channel students back into their books to research the information they were missing.</p> <p>f. Share: Teacher will remind students that we need to think about what information we are missing and need to add.</p>		
2,3	W.3.2 W.3.10	<p>5. Activity: Transfer information into a draft of each chapter</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know that writers use notes to draft an informational piece ● Understand that drafting is part of the writing process ● Be able to draft each chapter of their informational piece by paraphrasing and using research <p>a. Connection: Teacher will remind students that organizing a table of contents applies also to the work of organizing any chapter or any information text you write.</p> <p>b. Teaching: Teacher will model drafting.</p> <p>c. Active Engagement: Teacher will send students off to begin drafting their chapters, drawing on all they know about information writing as they draft.</p> <p>d. Link: Teacher will ask students to draft on loose leaf paper outside of their writing notebook, so they'll be able to combine the chapters they are writing with their research club.</p> <p>e. Mid-Workshop Teaching: Teacher will remind students to use the notes they're taking during reading workshop to help them remember all the information they need as they are drafting.</p> <p>f. Share: Teacher will remind students that they can use elaboration strategies as they are drafting to help develop their writing even more.</p>	Summarizing & Note Taking	C
2,3	W.3.2 W.3.10	<p>6. Activity: Techniques for adding vocabulary to our writing</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know that using topic specific vocabulary enhances a piece of writing ● Understand vocabulary and definitions enhance our writing and help the reader ● Be able to add vocabulary and definitions pertaining to the topic to an informational piece <p>a. Connection: Teacher will give students techniques for adding vocabulary to our writing.</p> <p>b. Teaching: Teacher will set students up to study a brief part of your mentor text to notice the kinds of information that information writers tend to include.</p>	Summarizing & Note Taking	C

		<p>c. Active Engagement: Teacher will set students up to listen to and study one section of the text. Analyze the content of one paragraph.</p> <p>d. Link: Teacher will set students up to analyze another section of the text.</p> <p>e. Mid-Workshop Teaching: Teacher will Chart different techniques your students notice. Remind them that this work will help them as they draft and revise.</p> <p>f. Share: Teacher will remind students that they should be drafting new chapters with these elaboration strategies in mind.</p>		
2,3	RI.3.4 W.3.2 W.3.5 W.3.10	<p>7. Activity: Adding fascinating facts to interest our reader</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know informational pieces should be a balance of facts and ideas ● Understand that facts and ideas interest the reader ● Be able to write and informational piece that contains a balance of facts and ideas <p>a. Connection: Teacher will remind students that when you write and information book, you try to interest your reader.</p> <p>b. Teaching: Teacher will demonstrate how to weave ideas into facts you've already been writing.</p> <p>c. Active Engagement: Teacher will project another paragraph of your writing and invite students to try weaving in ideas.</p> <p>d. Link: Teacher will send students off to draft new chapters using the modeled strategy.</p> <p>e. Mid-Workshop Teaching: Teacher will celebrate students who have attempted the strategy,</p> <p>f. Share: Teacher will direct students to meet with their team to share their old and revised versions.</p>	Reinforcing Effort	C
2,3	W.3.2 W.3.4 W.3.6 W.3.10 SL.3.1	<p>8. Activity: Placement of text features and beginning to publish</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know the different text features of a nonfiction text ● Understand that text features help a reader comprehend a nonfiction text ● Be able to add text features to their nonfiction piece <p>a. Connection: Teacher will invite students to think about what text features could be added to help this chapter get its main message out.</p> <p>b. Teaching: Teacher will give students tips and suggestions about what text features they could include.</p> <p>c. Active Engagement: Teacher will have students practice adding text features with their own chapters.</p> <p>d. Link: Teacher will emphasize that students draw on a repertoire of strategies as they work.</p>	Providing Feedback	B

		<p>e. Mid-Workshop Teaching: Teacher will remind students that writers consider the purpose of a text feature, and that text features help readers learn</p> <p>f. Share: Teacher will have students share ideas with their club and make final decisions about features they will use in their book.</p>		
4	W.3.2 SL.3.4	<p>9. Activity: Celebration Objective: Students will:</p> <ul style="list-style-type: none"> • Know that writers share their work for a variety of purposes • Understand that authors write for a specific audience and purpose • Be able to share their nonfiction piece with an audience <p>A Final Celebration will be a celebration of group research projects Each classroom may choose to hold the celebration differently, some ideas include: Partnering with another grade level classroom to read aloud, inviting in parents, community members, authors in the classroom to read students writing. Share writing via class website or students digital portfolios. Send writing out to an audience via apps such as Remind 101, Google Drive, etc.</p>	Reinforcing Effort Providing Recognition	C

Language/Word Study

1, 4	RF.3.3a RF.3.3b RF.3.3c RF.3.3d RF.3.4	<p>Benchmark Phonics: Unit 8: Earth's Surface</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Whole Group</th> <th colspan="2">Small Group</th> </tr> <tr> <th>LESSON 1</th> <th>LESSON 2</th> <th>LESSON 3</th> <th>LESSON 4</th> <th>LESSON 5</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: middle;">WEEK 1</td> <td> Hard and Soft c • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect </td> <td> Hard and Soft c • Spelling-Sound Correspondences • Read Accountable Text "Hurricane Watch" • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect </td> <td> Hard and Soft c • Reread to Build Fluency "Hurricane Watch" • Writing a Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect </td> <td> Hard and Soft c • Read Interactive Text "Blizzard!" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency </td> <td> Review and Assess Hard and Soft c • Reread for Fluency "Blizzard!" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment </td> </tr> </tbody> </table>		Whole Group			Small Group		LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	WEEK 1	Hard and Soft c • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect	Hard and Soft c • Spelling-Sound Correspondences • Read Accountable Text "Hurricane Watch" • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect	Hard and Soft c • Reread to Build Fluency "Hurricane Watch" • Writing a Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect	Hard and Soft c • Read Interactive Text "Blizzard!" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency	Review and Assess Hard and Soft c • Reread for Fluency "Blizzard!" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment	Similarities & Differences Homework & Practice Cooperative Learning	B Collaboration Critical Thinking
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	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5																
WEEK 1	Hard and Soft c • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect	Hard and Soft c • Spelling-Sound Correspondences • Read Accountable Text "Hurricane Watch" • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect	Hard and Soft c • Reread to Build Fluency "Hurricane Watch" • Writing a Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect	Hard and Soft c • Read Interactive Text "Blizzard!" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency	Review and Assess Hard and Soft c • Reread for Fluency "Blizzard!" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment																

		<p>Interactive Read Aloud Teacher will use the following texts during read aloud and has the option of switching out texts based on mini lessons in reader's workshop.</p> <ul style="list-style-type: none"> • <i>The Life Cycle of the Emperor Penguin</i> by Bobbie Kalman and Robin Johnson • <i>Penguins</i> by Bobbie Kalman • <i>The Penguin, A Funny Bird</i> by Beatrice Fontanel 		
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1, 2, 3, 4	L.3.4 L.3.6	<p>Interactive Vocabulary</p> <p>The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term</p>	Organizers Cooperative Learning	B/C Critical Thinking Communication
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		<p>listed in the vocabulary section. Instructional strategies include:</p> <ul style="list-style-type: none"> • Organizers like concept mapping or Frayer model • Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write • Similarities and differences looking at similar and different words to the term <p>Nonlinguistic representation</p>	<p>Similarities & Differences Nonlinguistic Representation</p>	<p>Collaboration</p>
1, 2, 3, 4	L.3.4d	<p>References to Clarify Meaning</p> <p>Strategy: Find a definition by consulting a dictionary or glossary. Go back to the text to see how the word is being used to choose the correct definition or to consider whether the word is being used literally or figuratively. Explain what the word means in your own words based on how it's being used.</p> <p>Lesson Language: <i>When you've found that you've tried every strategy you can and you still can't figure out the word, you may choose to look it up. You don't want to be interrupting your reading on every page to run to a reference, but if you find that not knowing the word interferes with understanding what your reading, you may choose to seek an outside source such as a dictionary, dictionary.com, or a glossary. The important thing to remember is that a simple definition is rarely enough to really help you understand the word. You'll want to always think about the context in which the word appears to make sure you're choosing the right definition (as we know many words have multiple meanings!) Also, be aware that sometimes a word will be used as part of a larger phrase, which can skew the usage of the word from literal to figurative. Consider what the author means to say and why the author chose the word, and try to explain the meaning in your own words.</i></p> <p>Prompts:</p> <ul style="list-style-type: none"> • What can you check to help you? • You found a few definitions. How can you figure out which is correct in this context? • Let's reread to check what's happening right now in the text. • Which definition applies in this case? • You figured out that it was the second definition, not the first, that words in this context. You're really thinking about the meaning. 	<p>Homework & Practice</p> <p>Questions</p>	<p>B Critical Thinking Communication</p>
2		<p>Cursive Handwriting</p> <p>Teacher will pace students throughout the year through the FHSD Third Grade Cursive Handwriting Book.</p>	<p>Practice</p>	<p>A Communication</p>

Unit 6: Resources

UNIT RESOURCES

Teacher Resources:

- *Research Clubs: Elephants, Penguins, and Frogs, Oh My!* ~Lucy Calkins and Kathleen Tolan
- *The Life Cycle of the Emperor Penguin* by Bobbie Kalman and Robin Johnson
- *Penguins* by Bobbie Kalman
- *The Penguin, A Funny Bird* by Beatrice Fontanel
- [Writing About Research Unit](#)
- Teacher topic to model with (it is recommended to model writing about penguins)
- *The Life Cycle of an Emperor Penguin* by Bobbie Kalman
- Video of penguin chicks trying to survive in a blizzard <https://www.youtube.com/watch?v=V3cQdA8LJDo>
- [Appendix Documents](#)
- Chart paper
- Markers
- Benchmark Phonics

Student Resources:

- Resources about their animal from library, online resources, etc.
- Short videos that feature the animal that each club is researching
- Writer's Notebooks
- Loose Leaf paper
- Pencils
- Technology

Vocabulary:

Credibility: the measure of believability of the source of information, based on how current, established, and relevant the source is.

Dictionary: a resource (book or online) that gives information on words; definition, origin, pronunciation, etc.

Evaluate: to determine the quality, value, use, or importance of data, details, or other forms of information.

Feedback: to offer or suggest

Investigate: carry out research or study into a subject to discover facts or information

Reflection: going beyond revisiting details of what happened, but considering what it means

Research: systematic investigation into and study of materials and sources

Text Features: components of a story or article that are not the main body of the text, they help the reader understand the text

Thesaurus: a resource (book or online) that is similar to a dictionary, it provides antonyms and synonyms
Subtopics: Something that is part of a broader area of discussion

Unit 7: Learning Through Countries Around the World & Once Upon a Time: Writing and Adapting Fairy Tales

Content Area: English Language Arts	Course: Third Grade	UNIT: Learning Through Countries Around the World & Once Upon a Time: Adapting and Writing Fairy Tales
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Unit Description:

Reading: Learning Through Reading: Countries Around the World

In this unit, students will take on the persona of fictitious community member living in a country they will be researching. Students will apply everything they know about research to begin reading nonfiction books about a country of their choice. They will research a second country and compare and contrast ideas about the countries studied. In the last bend of the unit students will read fairy tales and folktales from different countries to continue learning what it is like to live in a different country. Last, students will analyze all that they learned and connect that information to how it affects the life of a person living in their country. As a celebration you will hold a class fair, where each student prepares visuals and is ready to talk to guests about the country they have studied - about the land, the people, and the culture.

Writing: Once Upon a Time: Adapting and Writing Fairy Tales

In this unit, teachers will once again work with children to help them become better fiction writers. Over the course of this unit, students will write two fairy tale adaptations and one original fairy tale. This unit will push students to use a strong storyteller's voice, write with a story arc, create the world of a story, and bring characters to life. Teachers will emphasize the importance of clear event sequence, and language that signals event order. Students will also be pushed toward 4th grade standards by helping them name some of the ways authors use words with alliteration and sensory language to create effects. Through the multiple writing cycles of this unit, students will have ample time to practice these writing lessons.

Unit Timeline:

10-15 days-Reading
20 days-Writing

DESIRED Results

Transfer Goal - Students will be able to independently use their learning to.....

- Be empowered to become lifelong, independent readers and writers in order to engage with the world around them.
- Communicate written and oral ideas authentically and effectively for a variety of audiences and purposes.
- Productively collaborate with others using 21st Century Skills to reach a common goal.

Understandings – Students will understand that... (Big Ideas)

1. Effective readers use appropriate strategies to construct meaning.
2. Effective writers use appropriate strategies to convey their ideas with audience and purpose in mind.
3. Effective speakers and listeners make meaning through collaborative conversations and presentations that share, clarify, and grow ideas.
4. Intelligible readers, writers, and speakers use the rules of grammar and conventions to support communication.

Essential Questions: Students will keep considering...

- What strategies can a reader use when they do not understand a text?
- What do readers think about as they read?
- How do effective readers prepare to read?
- How does accuracy and fluency impact one’s understanding of a text?
- How does each step in the process impact one’s writing?
- How can evaluation and reflection be used to improve writing?
- How is a writer’s style of writing influenced by audience and purpose?
- What is the importance of sharing?
- What impact does effective listening and speaking have on one’s ability to collaborate and grow?
- How do the rules of grammar and conventions support communication?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
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<p>RL.3.1</p>	<ul style="list-style-type: none"> • Draw inferences is to understand the text by generalizing, deducing, and concluding from reasoning and evidence that is not presented literally or explicitly. These conclusions are based on textual clues • Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning • What makes a quality question • Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. 	<ul style="list-style-type: none"> • Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole • Close reading emphasizes not only surface surface details but the deeper meanings and larger connotations between words, sentences, and the full text • Not all text evidence is created equal • Readers ask questions before, during and after, reading a text • Details in the text can be used to support your ideas 	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p>
<p>RL.3.2</p>	<ul style="list-style-type: none"> • Central ideas or message are when some ideas are more important to a work than others; these are the ideas you could not cut out without fundamentally changing the meaning or quality of the text. • Moral is a lesson that concerns what is the right or the correct thing to do. • A fable is a legendary story of supernatural happenings or a narrative that attempts to impart a truth (often through a moral)-especially in stories where animals speak and have human characteristics. A fable can also be about legendary people and their tales. • Folktale started as an oral tradition passed down by word of mouth. These tales or legends were part of a common group of people or folk, and may include supernatural elements. Folktales generally reflect or validate certain aspects of the culture or group. (Fairy tales are a subgenre of folktales) • Myths a traditional or legendary story, usually with supernatural beings, ancestors, and heroes. These stories serve to explain the worldview of a people by explaining customs, society, or phenomenon of nature. 	<ul style="list-style-type: none"> • Central ideas of a text are similar to beams of a building, the main elements that make up the text and that all the supporting details help to develop. • Stories are retold in chronological order • Which ideas are the key versus non-essential details • How characters respond to challenges throughout a text • There are often common messages or lessons in literature 	<p>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.</p>
<p>RL.3.4</p>	<ul style="list-style-type: none"> • Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. • Literal language is factual and explicit, the reader does not need to infer to glean the meaning. • Nonliteral language implies figurative language-often similes, metaphors, personification, and abstract words. • Authors repeat the same lines for emphasis or effect • A metaphor compares two things that are not typically associated with each other (e.g., "That room is an oven.") 	<ul style="list-style-type: none"> • Figurative language changes or goes beyond literal meaning. • Language creates mental pictures • Language helps keep readers engaged 	<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>

	<ul style="list-style-type: none"> • A simile typically uses the word like or as when making a comparison (e.g., “A blue whale’s skin is as slippery as a bar of soap.”) • Personification involved attributing human characteristics to something that is non-human. 		
RL.3.10	<ul style="list-style-type: none"> • A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill. • To comprehend a text is to understand what is read in the text 	<ul style="list-style-type: none"> • Readers read books to grow as readers and learners. • Readers check their comprehension as they read 	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	<ul style="list-style-type: none"> • Read closely emphasized not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text • Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning • What makes a quality question • Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. 	<ul style="list-style-type: none"> • Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole • Close reading emphasizes not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text • Not all text evidence is created equal • Readers ask questions before, during and after, reading a text • Details in the text can be used to support your ideas • Literal questions are answered within the text. • Analytical questions are answered by inferring with details from the text 	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.4	<ul style="list-style-type: none"> • Domain specific are the certain words that are unique to each discipline and are essential for students to know in order to read, discuss, and write about complex texts in that subject. 	<ul style="list-style-type: none"> • Texts have supports in place to help readers understand the words within the text (i.e., text features) 	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to <i>grade 3 topic or subject area</i> .
RI.3.5	<ul style="list-style-type: none"> • Text features are the features of an informational text that help the reader get information (e.g., table of contents, headings, index, etc) • Search tools can be utilized to locate information efficiently digitally 	<ul style="list-style-type: none"> • Online resources have tools that can be used to speed up the process of locating information 	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.9	<ul style="list-style-type: none"> • Comparing is finding what is similar 		Compare and contrast the

	<ul style="list-style-type: none"> Contrasting is finding what is different Each author approaches their topic with a different style and point of view 	<ul style="list-style-type: none"> Authors write nonfiction to increase the reader's knowledge about the subject of their text. Different authors often provide distinct facts that help children gain knowledge about a topic, but author's different styles and those of illustrators provide a range of tones. In the end, reading different texts on the same topic, increase student knowledge and understanding of a topic. Understand ways that texts can be similar. Understand ways that texts can be different. Understand the important points in a text can be found in certain places. Text to text connections 	most important points and key details presented in two texts on the same topic.
RI.3.10	<ul style="list-style-type: none"> A strategy is a step-by-step how-to. A reading strategy is a "deliberate" effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill. To comprehend a text is to understand what is read in the text 	<ul style="list-style-type: none"> Readers read books to grow as readers and learners. Readers check their comprehension as they read 	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
RF.3.3	<ul style="list-style-type: none"> Grade-level phonics refers to the phonics instruction that is appropriate for students at a particular age and grade level. Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word. Base word is a word in its simplest form, which can be modified by adding affixes. (e.g., <i>read</i>; <i>reread</i>, <i>reading</i>) A base word has meaning, can stand on its own, and is easily apparent in the language. 	<ul style="list-style-type: none"> Determining where a word is broken into syllables helps in decoding and pronunciation. How to apply the knowledge of letter-sound relationships Some words are not able to be decoded 	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3a	<ul style="list-style-type: none"> Common prefixes are meaningful units of letters that come before a root word (e.g., <i>dis-</i>, <i>re-</i>, <i>un-</i> and <i>in-</i>) Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>) 	<ul style="list-style-type: none"> Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood. The meaning of a word can be altered by changing the prefix or suffix 	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b	<ul style="list-style-type: none"> Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>) 		Decode words with common Latin suffixes.

		<ul style="list-style-type: none"> Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood. 	
RF.3.3c	<ul style="list-style-type: none"> Syllable patterns are units of pronunciation containing a single vowel sound or “sound chunk.” Common syllable patterns are: <i>closed, open, silent e, vowel teams, r. control, and consonant e.</i> Multisyllabic word is a word with many syllables 	<ul style="list-style-type: none"> Determining where a word is broken into syllables helps in decoding and pronunciation. 	Decode multisyllable words.
RF.3.3d	<ul style="list-style-type: none"> Irregularly spelled words are words that do not follow regular spelling patterns, such as <i>been</i> and <i>come</i>, and cannot be easily sounded out. 	<ul style="list-style-type: none"> Some words are not able to be decoded 	Read grade-appropriate irregularly spelled words.
RF.3.4	<ul style="list-style-type: none"> Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression Accuracy refers to reading words correctly or precisely. Readers read with expression, conveying emotion or feeling while reading. Readers use strategies to help their understanding (e.g., self-correct, reread, etc) Readers have a plan when they don’t know a word. 	<ul style="list-style-type: none"> Readers read with expression, fluently and accurately to get an author’s intended meaning. Strategies for when we don’t know a word. Audiences should understand text when it is read aloud. 	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	<ul style="list-style-type: none"> Reading with purpose and understanding is reading for a reasons (to be entertained, to learn, to get information, etc) and with comprehension of what is being read. 	<ul style="list-style-type: none"> Reading is meant to be understood and remembered Readers read a text for a variety of reasons 	Read on-level text with purpose and understanding.
RF.3.4b	<ul style="list-style-type: none"> Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression Accuracy refers to reading words correctly or precisely. Readers read with expression, conveying emotion or feeling while reading. 	<ul style="list-style-type: none"> Readers read with expression, fluently and accurately to get an author’s intended meaning. 	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4c	<ul style="list-style-type: none"> Readers use strategies to help their understanding (e.g., self-correct, reread, etc) 	<ul style="list-style-type: none"> Readers read with expression, fluently and accurately to get an author’s intended meaning. Strategies for when we don’t know a word. 	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.3.3	<ul style="list-style-type: none"> Narrative is a story one tells. A narrative can be fictional or grounded in facts, such as an autobiographical or historical narrative, or a recount of personal experience in one’s life. Narrative text structures traditionally have a beginning, a problem, a series of events, a resolution of the problem, 	<ul style="list-style-type: none"> Narrative pieces are a genre of writing that includes multiple types (e.g., poetry, historical fiction, autobiographical, etc). Organization of a text helps the reader create meaning 	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

	<p>and an ending. Alternative narrative structures may include devices such as flashback or flash-forward to change the sequence of events or allow for multiple narrators.</p> <ul style="list-style-type: none"> • Conclusion is at the end of a narrative where the writer brings the piece to an end by telling the reader how things turned out. • Descriptions are details of people, places, and events, bringing alive the details in vivid ways that capture the reader's imagination. • Dialogue are the actual words the characters say. Dialogue is written with quotation marks and is a conversation between two or more characters. • Event sequence is the order of events in which the story occurs. • Temporal words or phrases are words that signal the position of an event in time. They can express duration and frequency as well. 	<ul style="list-style-type: none"> • Conclusions bring a sense of closure to the writing piece • Details in a story bring the story to life and help the reader create mental pictures of what is taking place in the story • Words and phrases allow writers to express the passage of time or sequence of events 	
W.3.3a	<ul style="list-style-type: none"> • Narrative text structures traditionally have a beginning, a problem, a series of events, a resolution of the problem, and an ending. Alternative narrative structures may include devices such as flashback or flash-forward to change the sequence of events or allow for multiple narrators. 	<ul style="list-style-type: none"> • Organization of a text helps the reader create meaning 	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3b	<ul style="list-style-type: none"> • Descriptions are details of people, places, and events, bringing alive the details in vivid ways that capture the reader's imagination. • Dialogue are the actual words the characters say. Dialogue is written with quotation marks and is a conversation between two or more characters. • Event sequence is the order of events in which the story occurs. 	<ul style="list-style-type: none"> • Details in a story bring the story to life and help the reader create mental pictures of what is taking place in the story 	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.3c	<ul style="list-style-type: none"> • Temporal words or phrases are words that signal the position of an event in time. They can express duration and frequency as well. • Event sequence is the order of events in which the story occurs. 	<ul style="list-style-type: none"> • Words and phrases allow writers to express the passage of time or sequence of events 	Use temporal words and phrases to signal event order.
W.3.3d	<ul style="list-style-type: none"> • Conclusion is at the end of a narrative where the writer brings the piece to an end by telling the reader how things turned out. 	<ul style="list-style-type: none"> • Conclusions bring a sense of closure to the writing piece 	Provide a sense of closure.

W.3.5	<ul style="list-style-type: none"> Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. Editing is fixing spelling, punctuation, and grammar errors Purpose is what the writer is trying to accomplish with the piece Plan are what writers do to prepare for writing for a piece (e.g., outline ideas, gather and generate ideas, create an outline, brainstorm, mind map, etc.) Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) Conventions are the rules that apply to and govern the genre, format, grammar, spelling, and other aspects of writing a paper. Strengthening a piece is revising for concision, clarity, and coherence. 	<ul style="list-style-type: none"> Revising helps to make our writing sound better. Editing makes our writing look better and helps the reader understand the piece. It can be done while composing the piece, not just at the end of the process. Writer's purpose is shapes by the occasion, the topic, and the audience Planning helps a writer develop a strong piece based on their purpose Conventions help a reader create meaning from a text Strengthening a piece tightens wording, refines arguments, removes unnecessary information so key ideas, reasoning, and evidence are emphasized. 	<p>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 an including grade 3).</p>
W.3.10	<ul style="list-style-type: none"> Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) Purpose is what the writer is trying to accomplish with the piece Reflection is going beyond revisiting details of what happened, but considering what it meaning Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. 	<ul style="list-style-type: none"> Writer's purpose is shapes by the occasion, the topic, and the audience Planning helps a writer develop a strong piece based on their purpose Reflection helps a writer improve their piece Revision makes our writing sound better 	<p>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.</p>
SL.3.3	<ul style="list-style-type: none"> Evaluate is to determine the quality, value, use, or importance of data, details, or other forms of information. Evidence is the data, details, quotations, or examples the speaker uses in the presentation and how credible, accurate, and valid they are. The speaker's main message 	<ul style="list-style-type: none"> Some information is more important and a higher quality than other information A speaker has a point of view that influences their discussion of a topic. A speaker may have bias about a subject and it's important for an audience to understand how this could influence the topic. Questions should be ask about the information presented 	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
SL.3.4	<ul style="list-style-type: none"> Appropriate to the task, purpose, and audience is when a student organizes, develops, or speaks is varied dependent on the objective, the purpose of the presentation, and the audience to whom one is speaking. Findings are conclusions drawn from observations, investigations, experiments, or inquiries about questions or problems. Organization is an appropriate and effective structure for 	<ul style="list-style-type: none"> Presentations vary depending on the task, purpose, and audience A clear organization structure allows listeners to hear and process the ideas presented Not all information is relevant 	<p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>

	<p>the presentation</p> <ul style="list-style-type: none"> • Relevant, descriptive details are details that relate to the topic and provide description. • Supporting evidence is the data, information, quotation, examples, or other information that the speaker uses to support whatever they are saying or presenting. 		
SL.3.6	<ul style="list-style-type: none"> • Adapt speech to change the language, style of delivery, tone, or format of the presentation or speech as needed to suit the audience, purpose, and occasion. • Informal discourse is the talk and discussions between peers that is relaxed, casual, and familiar. 	<ul style="list-style-type: none"> • Each presentation or talk has its own unique audience each time one speaks, and so it's important to know how to speak to address the audience and the occasion. 	<p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards L.3.1 and L.3.3 for specific expectations.)</p>
L.3.1	<ul style="list-style-type: none"> • Noun is a word used to name a person, place, thing, animal, or abstract idea. • Verb is a word that names and action or state of being; verbs change form to indicate tense, number, voice, or mood. • Adjective are words that modify or describe another person or thing in a sentence. • Adverb is a word that usually modifies verbs, but can also modify adjectives or other adverbs. They change or qualify the meaning of these parts of speech. Adverbs often answer questions such as <i>how? In what way? When? Where? And to what extent?</i> • Pronouns are words that are used as replacements/substitutes for nouns and noun phrases • Regular and irregular plural nouns: to make the plural of a regular noun, add "s." However, rules apply when changing irregular nouns to plurals-that may mean adding "es," adding "ies," or changing to the spelling (e.g., man-men) • Abstract noun is a noun representing an idea, quality or state • Irregular verb: is a verb that doesn't follow the rules while changing tenses (past/present) • Subject-verb agreement means they match, the a singular nouns has a singular verb, a plural noun must have a plural verb • Pronoun-antecedent agreement is a word that is used to stand for or take the place of a noun. • Superlative adjectives are comparing more than two people, places, or ideas. 	<ul style="list-style-type: none"> • Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning • Grammar rules help us be effective communicators 	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

	<ul style="list-style-type: none"> • Comparative adverbs comparing two items, people, places, or ideas. • Conjunctions connect words, phrases, clauses, or sentences (e.g., <i>and</i>, <i>because</i>, <i>but</i>, <i>however</i>, etc.) • Simple sentences join a noun with a verb to complete a thought or idea • Compound sentences are made when two or more sentences are joined together with a comma and a coordinating conjunction • A complex sentence is composed of an independent clause and a subordinate or dependent clause 		
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Unit 7: Assessment

EVIDENCE of LEARNING

<u>Understanding</u> 1, 2, 4	<u>Standards</u> RL.3.10 RI.3.10 RL.3.1 RL.3.2 RL.3.3 RI.3.1 RI.3.2 RI.3.8	<p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student’s F&P reading level.</p> <p>Standards Assessed:</p> <p>Mastery Levels:</p> <table border="1" data-bbox="554 1019 993 1101" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="4">Third Grade Reading Level Expectations</th> </tr> <tr> <th></th> <th>Meets or Exceeds Quarterly Expectations</th> <th>Progressing On Quarterly Expectations</th> <th>Minimal Progress On Quarterly Expectations</th> </tr> </thead> <tbody> <tr> <td>1st Quarter</td> <td>M/N</td> <td>L</td> <td>K or below</td> </tr> <tr> <td>2nd Quarter</td> <td>N</td> <td>M</td> <td>L or below</td> </tr> <tr> <td>3rd Quarter</td> <td>O</td> <td>N</td> <td>M or below</td> </tr> <tr> <td>4th Quarter</td> <td>P</td> <td>O</td> <td>N or below</td> </tr> </tbody> </table> <p>Reading Benchmark Teachers will administer the Third Grade Reading Benchmark at the end of the quarter, utilizing the district protocol.</p> <p>Standards Assessed: Assessment & Blueprint</p> <p>Writing: <i>“I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best narrative, fairy tale, that you can write? You might focus on just a scene</i></p>	Third Grade Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 st Quarter	M/N	L	K or below	2 nd Quarter	N	M	L or below	3 rd Quarter	O	N	M or below	4 th Quarter	P	O	N or below	<u>R/R Quadrant</u> <u>21 Century</u> D Critical Thinking Creative Thinking Communication
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	<p>W.3.3 L.3.3</p>	<p>or two. You'll have two forty-five minute sessions to write this story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:</p> <ul style="list-style-type: none"> • Write a beginning • Use transition words • Elaborate to help readers picture your story • Show what your story is really about • Write an ending for your story" <p>Standards Assessed: Narrative Rubric</p>	
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Unit 7: Sample Activities

SAMPLE LEARNING PLAN	
<p>Pre-assessment: Writing: "I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best narrative, fairy tale, that you can write? You might focus on just a scene or two. You'll have two forty-five minute sessions to write this story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:</p> <ul style="list-style-type: none"> • Write a beginning • Use transition words • Elaborate to help readers picture your story • Show what your story is really about • Write an ending for your story" 	

Reader's Workshop				
Learning Through Reading: Countries Around the World (FHSD Created Unit)				
<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> 21C:
1	RI.3.5 W.3.7	<p>1. Bend 1 Session 1: Unit Intro: Review Past Research Projects and Skills</p> <p>Objective: Students will:</p>		A/B Communication

		<ul style="list-style-type: none"> Know it helps to use easier level texts when beginning to research. Understand both authors and researchers use a variety of structures to organize information. Do use a variety of strategies for conducting research. <p>a. Connection: Teacher will :</p> <ol style="list-style-type: none"> Ask students to think back on their learning during <i>Research Clubs: Elephants, Penguins, and Frogs, Oh My!</i> When studying new information about countries, we can use skills we have previously learned. Today, we will review all of the strategies we have learned about researching and how we can apply it to new learning. <p>b. Teaching: Review past anchor charts/lessons</p> <ol style="list-style-type: none"> We can put our resources in order by difficulty and read the easy books first Skim the table of contents and illustrations, and read the subtopics in the books, focusing on finding information for your research topic. Learn important vocabulary. Note taking Strategies Text Structures <p>c. Active Engagement: Students will</p> <ol style="list-style-type: none"> Preview a text about a country with the teacher paying attention to table of contents, illustrations, and subtopics. Turn to their partner and discuss important facts they would pull out for research and how they would organize their notes. <p>d. Link: Teacher will</p> <ol style="list-style-type: none"> Summarize different ways students organize their findings Send students off to read and research from an assortment of books on countries from around the world. <p>e. Mid-Workshop Teaching: Teacher will</p> <ol style="list-style-type: none"> Share student examples of well-organized notes <p>f. Share: Teacher will</p> <ol style="list-style-type: none"> Ask students to share a strategy used during their reading Share a fact they learned with their reading partner <p>Appendix Documents</p>	Setting Objectives	
1,3	RL.3.1 RI.3.1 W3.7	2. Session 2: Researchers Focus on One Topic to Study (similar lesson for 2 days) Objective: Students will: <ul style="list-style-type: none"> Know researchers pick a focus area for research (geography, education, customs, etc). Understand researchers continually revise and group their notes into categories. 	Summarizing and Notetaking	A/B Critical Thinking, Collaboration, Communication
			Setting	

		<ul style="list-style-type: none"> ● Do research that is focused on one topic. <p>a. Connection: Teacher will :</p> <ol style="list-style-type: none"> i. Remind students that readers read through different lenses depending on what information they are wanting to gather. ii. Today we will choose a focus area or a specific angle (lense) for our research. For example, for your country you might choose to research geography, education, or customs. <p>b. Teaching:</p> <ol style="list-style-type: none"> I. The teacher will model reviewing several resources (texts) on a selected country (China) and skim over table of contents to find which section would be most helpful for research. II. Teacher will model turning to the helpful section in the book to read & notetake pointing out that just learning facts might not be as helpful as imagining you are a community member in the country. <p>c. Active Engagement: Students will</p> <ol style="list-style-type: none"> I. preview resources available & skim the table of contents to select a focus area <p>d. Link: Teacher will</p> <ol style="list-style-type: none"> I. send students off to read and research, reminding them to imagine what it is like to live in the selected country for an actual community member <p>e. Mid-Workshop Teaching:</p> <ol style="list-style-type: none"> I. Say: When researching you might take on one lense initially and might move through several texts, reading and researching with this lens. Then, you might take on an additional lens to learn about a different angle for your country. Remember, when you change the lens you are reading through, you should add a new category/section to your notes so that like information is grouped together. <p>f. Share: Teacher will</p> <ol style="list-style-type: none"> I. Ask students to meet with others who are researching the same country to share all that they have learned. li. Students should add any new information to their notes. 	Objectives	
			Summarizing & Notetaking	
			Cooperative Learning	
1, 3	RI.3.1 W.3.7	<p>3. Session 3: Growing Ideas from Facts Gathered</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know minor details can support deeper thinking. ● Understand that pausing and thinking deeply about even minor details helps readers to grow larger ideas. ● Do: grow new ideas about a topic. <p>a. Connection: Teacher will :</p>	Setting Objectives	B/C Critical Thinking, Communication , Collaboration

		<p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know how to identify content specific vocabulary in a text • Understand if an author repeats a word often, it is important to know and understand the meaning of that word. • Do use expert words when speaking and writing. <p>a. Connection: Teacher will :</p> <ol style="list-style-type: none"> Remind students that one way to know if a term is important is if an author repeats it. Explain researchers become stronger in their writing and speaking by trying to use more of the expert words that the authors of research texts have used often. <p>b. Teaching: The teacher will say</p> <ol style="list-style-type: none"> the names of people, places, and events matter, but other terms matter as well. one way to know a word is important is if the author repeats it. As experts, we need to try to use these words in our speaking and writing too. <p>c. Active Engagement: Students will:</p> <ol style="list-style-type: none"> Identify specific vocabulary from previous notes and the text students will turn to their shoulder partner and use one of the vocabulary words in a conversation/sentence.. <p>d. Link: Teacher will remind students that researchers raise the level of their speaking and writing using the expert words that authors use. So, as you go off to research today, be sure to look for those expert words.</p> <p>e. Mid-Workshop Teaching: The teacher will:</p> <ol style="list-style-type: none"> Explain it isn't enough to just use expert words, but you need to be sure you understand their meaning by explaining the definition in your own words Ask do your expert list of words include words like: <i>population, background, lifestyle, regions, rural, urban, agriculture?</i> <p>f. Share: Teacher will:</p> <ol style="list-style-type: none"> Encourage students to meet with designated partner/group, sharing expert words found and their meaning 	<p>Setting Objectives</p> <p>Summarizing & Notetaking</p> <p>Cooperative Learning</p>	<p>Communication</p>
1	W3.7 W3.5 ISTE 3.a	<p>5. Bend 2 Session 5: Become Your Own Research Job Captain</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know resources and organization of notes are tools used for research. • Understand that researchers make a plan for a project that might include using tools (resources, organization of notes) they've used on other projects. • Be able to use research tools from past projects to research a new country 	<p>Setting Objectives</p>	<p>A/B</p>

		<p>becoming their own job captain.</p> <p>a. Connection: Teacher will remind students you can become the captains of your own learning. You will use everything you have learned about reading and research to read and learn about a new country.</p> <p>b. Teaching: Teacher will:</p> <ol style="list-style-type: none"> i. Encourage students to think about the tools and resources helpful while studying the last country ii. Then make a plan to use these as they start researching a new country. iii. The plan could include: <ol style="list-style-type: none"> 1. Look over text and decide what parts to read 2. Read the easier texts first 3. Takes notes on what is most important 4. Make categories (subtopics) of notes 5. Teach others what they are learning 6. Review past research and notes <p>c. Active Engagement: Students will:</p> <ol style="list-style-type: none"> i. think about the tools and resources that were helpful while studying the last country. ii. make a plan to use these as they start researching a new country. iii. Share your plan with your shoulder partner. <p>d. Link: Teacher will send students off to get to work reminding them to follow their plan.</p> <p>e. Mid-Workshop Teaching:</p> <ol style="list-style-type: none"> i. Remind students that they should be putting their notes in their own words ii. Remind students that their notes should be organized into categories <p>f. Share: Teacher will Ask students to share what resources are most helpful to them in this new part of research</p>	Summarizing & Notetaking	
1, 3	RI.3.9	<p>6. Bend III, Session 6: Comparing & Contrasting Two Countries</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know compare and contrast is the same as finding similarities and differences. ● Understand when readers compare and contrast they think, talk, and write about why and how the items are significant to better understand the text. ● Do note similarities and differences between countries studied <p>a. Connection: Teacher will say <i>“I want to teach you that when researchers compare and contrast, they don’t just name the similarities and differences. They also think, talk, and write about why and how these might be significant.”</i></p> <p>b. Teaching: The teacher models similarities and differences using prompts:</p>	Setting Objectives	B/C Critical Thinking, Communication

		<p>i. <i>I think these two _____ (cities, mountain ranges, buildings) might be similar because...</i></p> <p>ii. <i>These _____ are alike because...</i></p> <p>iii. <i>Both _____ and _____ are the same. This is important because...</i></p> <p>iv. The teacher will encourage students to use their reading lense they are using to guide their research as they compare and contrast.</p> <p>c. Active Engagement: Students will:</p> <p>i. Develop theories and draw conclusions about the countries they are comparing.</p> <p>ii. For example, model that it isn't enough to say: "The Amazon and the Yangtze are different because the Amazon is the second longest river in the world and the Yangtze is the third longest. But both are similar because they are the longest rivers in their own Continents."</p> <p>iii. BUT RATHER SAY: Researchers dig deeper and make more of compare and contrast they are noting. They add a prompt to come to a conclusion: "This suggests something about China (and Brazil). <u>Both countries probably have many cities on the banks of these rivers</u>" "This would mean that <u>both countries probably use this river to transport and to provide water for crops.</u>"</p> <p>d. Link: Teacher will encourages readers to use their compare and contrast observations to develop new theories and conclusions on their own. The reason readers compare and contrast is in order to better understand the topic they are studying so they need to dig deep. Use the prompts and your notes to jot down some of your thoughts.</p> <p>e. Mid-Workshop Teaching: Remind students that they need to continually revisit their notes as they continue to research and compare and contrast their new information with what was read earlier, thinking deeply. You need to look beyond what is written right in the text.</p> <p>f. Share: Teacher will ask students to meet in a small group or partner to share the theories and conclusions they've written about.</p>	Similarities and Differences	
1, 3	RL.3.1 R.L.3.2	<p>7. Bend IV, Session 7: Using a reading lens</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know what fairy tales, folk tales, legends, fables, and tall tales are. ● Understand narrative texts can also be used to learn. ● Be able to use the reading lense to focus their narrative reading on learning about a culture. <p>a. Connection: Teacher will say "<i>Today I want to teach you that in studying narrative</i></p>	Setting Objectives	B/C Critical Thinking, Communication , Collaboration

		<p><i>elements of stories, researchers also read these with the lens of learning more about a culture.”</i></p> <p>b. Teaching: The teacher will read a loud a fairy tale from another country.</p> <ol style="list-style-type: none"> i. Say: Usually when we read narrative fiction we pay attention to the story elements such as plot, character development, and the central message. ii. But since we are reading to learn about a culture, we need to focus our reading by using a particular lense when we read. iii. For example, maybe you read and pay particular attention to the character’s clothing and then ask: How does the clothing reflect their status, occupation, or environment? Or maybe you read looking for clues of social class. Or maybe you read the text, looking for objects or places that repeat themselves and ask: Why are these objects or places may be significant within the culture? Model this thinking using the book you just read aloud. iv. Create a chart of different lenses <p>c. Active Engagement: Students will: Practice reading through a different lens using the teacher read aloud and the chart. Share your ideas with a partner.</p> <p>d. Link: Teacher will send students off to read and learn more about their culture, reminding them to read many different lenses (see chart) and to add to their notes.</p> <p>e. Mid-Workshop Teaching: Each one of these books has a wide range of possibilities for reading to learn and can be reread with different lenses to learn about the culture. Each time you read, use a different lens looking for different information each time.</p> <p>f. Share: Teacher will ask students to meet in a small group of students who are all learning about the same country/culture. Each student should share what they learned today as everybody adds to their notes.</p> <p>Appendix Documents</p>	Cooperative Learning	
1, 2, 4	SL.3.3 SL.3.4 SL.3.6 L.3.1	<p>8. Session 8: Celebration</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know the importance of sharing what they’ve learned with others. ● Understand readers take the time to stop and celebrate their hard work and learning. ● Do teach others about everything they learned. <p>During the celebration your classroom will be transformed into a World Fair. Students will take on the persona of a citizen from the country and culture they learned about and will be prepared to share with guests (teachers, principals, parents, community members) about their life and homeland. Their presentation should include a visual, key vocabulary and important information about their way of life in the country they studied (the land, the</p>	Setting Objectives	<p>B/C</p> <p>Creative Thinking, Communication</p>

		<p>adaptations are consequential and purposeful.</p> <p>iii. Chart a picture of the class’s thinking about how authors adapt fairy tales in consequential ways.</p> <p>iv. Continue reading the adaptations you have chosen to share, encouraging students to continue noticing adaptations and thinking about what could have prompted the author to make them.</p> <p>v. List another adaptation he/she overheard children discussing and ask them to signal if they’d noticed that kind of adaptation as well.</p> <p>e. Link: Teacher will have students spend today working with each other in small groups, going from table to table, reading other adaptations and adding to the chart.</p> <p>f. Mid-Workshop Teaching Point: Teacher will note thinking, not just facts.</p> <p>g. Share: Teacher will:</p> <p>i. Teach children to organize their story-planning notes into a few scenes, or small moments.</p> <p>ii. Rally children to plan with you the first scene of the class text</p> <p>iii. Ask students to plan the first scene of their own fairy tale adaptations and to practice storytelling that scene by writing in the air, making sure to get into the action.</p> <p>Session 1 Appendix Documents</p>	<p>Identifying Similarities and Differences</p> <p>Cooperative Learning</p> <p>Providing Feedback</p> <p>Nonlinguistic Representation</p>	
2, 3	W.3.3.a W.3.5	<p>2. Storytelling, Planning, and Drafting Adaptations of Fairy Tales (Session 3)</p> <p>Objective: Students will...</p> <ul style="list-style-type: none"> ● Know writers draft and act out their stories ● Understand telling and acting out a story help to write their draft ● Be able to draft an adaptation of a fairy tale <p>a. Connection: The teacher will:</p> <p>i. Celebrate the volume of work children have produced and ask them to share their progress with a partner.</p> <p>ii. Point out that writers need to rehearse; recruit children to list ways they know to rehearse for writing.</p> <p>b. Teaching: The teacher will:</p> <p>i. Help students recall and then embellish the steps of the Small Moment story that they’ll be telling.</p> <p>ii. Have one partner to story-tell to the other partner the scene the class just planned, reminding them to include specific actions and dialogue. Then produce/build a class lead for the story.</p> <p>iii. Have the children retell and extend the story, building off of the lead you helped the class produce, this time encouraging them to highlight certain</p>	<p>Setting Objectives</p> <p>Reinforcing Effort & Providing Recognition</p> <p>Cooperative Learning</p>	<p>C</p> <p>Critical Thinking Creative Thinking Collaboration Communication</p>

		<p>character traits and to enhance the storytelling.</p> <p>iv. Repeat the cycle, this time supporting children to reenact the same scene, adding small actions, gestures, and interactions.</p> <p>c. Active Engagement: The teacher will:</p> <p>i. Set members of the class up to use the class’s work with storytelling and drama as a model for their own storytelling.</p> <p>ii. Have one partner to story-tell or act his or her opening scene to their partner, reminding them to include specific actions and dialogue.</p> <p>iii. Coach with prompts that raise the level of what individuals do during the partner talk. Then, convene the class and share.</p> <p>d. Link: The teacher will channel the students’ acting energy toward writing.</p> <p>e. Mid-Workshop Teaching Point:The teacher will remind students to stay in the small moment and not slide into the next scene.</p> <p>f. Share: The teacher will:</p> <p>i. Recruit writers to listen to one student’s work, noticing what he/she has done well.</p> <p>ii. Set up children to plan upcoming scenes by using scene-planning booklets.</p> <p>Session 3 Appendix Documents</p>	<p>Nonlinguistic Representation</p> <p>Cooperative Learning Providing Feedback</p> <p>Setting Objectives</p> <p>Reinforcing Effort & Providing Recognition</p>	
2	W.3.3 a, b, c, d	<p>3. Weaving Narration through Stories (session 5)</p> <p>Objective: Students will...</p> <ul style="list-style-type: none"> Know the forms of narration Understand narration is used through a story Be able to write an ending using narration <p>a. Connection: The teacher will</p> <p>i. Introduce the concept of a narrator by telling children about the role Jiminy Cricket played in the movie Pinocchio long ago. Explain that the fairy tales often rely on narrators and cite a few.</p> <p>ii. Tell the class, “Today I want to teach you that writers of fairy tales use narration, or telling in some important ways; to introduce the story to stitch one scene to the next, and to end the story.</p> <p>b. Teaching : The teacher will</p> <p>i. Set up your teaching by telling students you’ll be giving them a lot of new information in the form of a little lecture, just like in a college class.</p> <p>ii. Explain some of the different ways in which narration is used to stories. Start by discussing the jobs that narrators do at the start of fairy tales, providing examples, then spotlighting transitions.</p> <p>iii. Debrief by asking students to recap what they’ve heard, while you chart</p>	<p>Setting Objectives</p> <p>Nonlinguistic Representation</p> <p>Setting Objectives / Summarizing</p> <p>Cooperative Learning /</p>	<p>D</p> <p>Critical Thinking Creative Thinking Collaboration Communication</p>

		<p>your main points.</p> <p>c. Active Engagement: Teacher will</p> <ol style="list-style-type: none"> i. Ask students to practice, in partnership, the two types of narration you've discussed in the context of the class fairy tale. ii. Share some strong examples of narration iii. Debrief, name what students have just practiced and plan to add new narrations to class text later <p>d. Link: Teacher will remind students of the ways that narration may be used in fairy tales; set them up to try it out on their own pieces.</p> <p>e. Mid-Workshop Teaching Point: The teacher will use narration to wrap up a story.</p> <p>f. Share: Teacher will invite students to the meeting area to share the endings of their tales.</p> <p>Session 5 Appendix Documents</p>	<p>Nonlinguistic Representation</p> <p>Cooperative Learning</p>	
2	<p>W.3.10</p> <p>L.3.3.a</p> <p>L.4.3.a</p>	<p>4. Telling Stories that Make Readers Shiver (Session 8)</p> <p>Objective: Students will...</p> <ul style="list-style-type: none"> • Know refrains of fairy tales were written to be read aloud • Understand fairy tales are meant to be read aloud • Be able to write a narrative that has story structure and descriptive language <p>a. Connection The teacher will:</p> <ol style="list-style-type: none"> i. Recruit writers to join you in reciting and reenacting the most popular refrains from familiar fairy tales ii. Explain that people know the refrains of fairy tales by heart because these texts were written to be said aloud. Help children savour the language by getting involved in some storytelling work. <p>b. Teaching The teacher will tell children about a storytelling course in which people were taught that the storyteller needs to see and feel what he or she wants listeners to see and feel.</p> <p>c. Active Engagement The teacher will:</p> <ol style="list-style-type: none"> i. Recruit children to story-tell a favorite part of the classic-tale version of their fairy tale adaptation, working to make listeners see and feel what they want them to experience. ii. Have students story-tell their adaptation of the classic tale, again trying to get listeners to see what they see, feel what they feel. Use voice overs to coach into their work. iii. Debrief in ways that cull from this activity the points you hope learners will carry with them. <p>d. Link The teacher will:</p> <ol style="list-style-type: none"> i. Set students up to rehearse through storytelling, supporting those students 	<p>Setting Objectives</p> <p>Cues, Questions, & Advance Organizers</p> <p>Cooperative Learning</p>	<p>C</p> <p>Critical Thinking</p> <p>Creative Thinking</p> <p>Collaboration</p> <p>Communication</p>

		<p>who need more scaffolding before working independently.</p> <p>e. Mid-Workshop Teaching Point: The teacher will:</p> <ol style="list-style-type: none"> i. Remind students that they are storytelling or acting out the first scene, filling in lifelike details and writing the scene. ii. Have students look at the start of their writing and ask, "Does it start with dialogue? Do I show what the main character is doing and saying-exactly?" <p>f. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Use the class's writing colony metaphor, encourage students to assess progress and next steps. ii. Encourage students to take ownership of their writing community to meet their goals independently. <p>Session 8 Appendix Documents</p>	<p>Providing Feedback</p> <p>Setting Objectives</p> <p>Providing Practice</p>	
2	<p>RL.3.4 W.3.3 b,d L.3.2c L.3.3</p>	<p>5. When Dialogue Swamps your Draft, Add Action (Session 10)</p> <p>Objective: Students will...</p> <ul style="list-style-type: none"> • know how to write dialogue • Understand actions enhance dialogue between characters • Assign actions to dialogue in text <p>a. Connection: Teacher will...</p> <ol style="list-style-type: none"> i. Tell students that you read drafts, spotted a widely shared problem, and plan to address it in today's minilesson. Name the problem: dialogue swamps everything in a draft. ii. Explain that adults struggle with this too, and tell about a writing teacher who taught adults that when writing about a conversation, it helps of the characters and making a salad. Illuminate that comment. (explained in detail in the resource) iii. State teaching point, " If characters are having a conversation, it helps if they are making a salad - or doing something other accompanying actions. Those actions can say as much as the dialogue. (explained in detail in the resource) iv. <p>b. Teaching and Active Engagement: Teacher will...</p> <ol style="list-style-type: none"> i. Demonstrate in ways that contrast what conversations is like with no action punctuating it, and what it is like with small actions bringing home the content. ii. Set kids up to supply the action themselves, using just a sheet of notebook paper as the one prop. That one page, however, can be flung to the side, crushed, torn, all to accentuate a point. <p>c. Link: The teacher will recap the lesson, but remind students of the bigger goals for</p>	<p>Setting Objectives</p> <p>Providing Practice</p> <p>Nonlinguistic Representations</p> <p>Cooperative learning</p>	<p>C</p> <p>Critical Thinking Creative Thinking Collaboration Communication</p>

		<p>can read their work.</p> <p>ii. Using the five most commonly misspelled words you've just collected, ask students to practice their spelling.</p> <p>Session 11 Appendix Documents</p>	Providing Practice	
2	W.3.5 L.3.1.h L.3.1.i	<p>7. The Long and Short of It (Session 12)</p> <p>Objective: Students will...</p> <ul style="list-style-type: none"> • Know editing includes experimenting with different types of sentences • Understand editing helps the writer create their own style by using different types of sentences • Be able to edit to improve their writing <p>a. Connection The teacher will:</p> <p>i. Using an example from life that will resonate for your students, remind them that writers follow certain rules for conventions to help readers read their writing.</p> <p>ii. Tell students that editing is about more than following rules-it's also about creating a particular style.</p> <p>b. Teaching The teacher will:</p> <p>i. Let students know that sometimes when writers edit for sentence variety it's hard to find a place to start. Suggest children start by reading aloud to locate short or choppy sentences.</p> <p>ii. Demonstrate the contrast between using choppy sentences and smooth sentences to describe a student volunteer's actions.</p> <p>iii. Debrief the demonstration in a way that names all the parts of the strategy.</p> <p>c. Active Engagement The teacher will use sample lines from a familiar fairy tale, ask students to try making choppy sentences smoother by adding on.</p> <p>d. Link The teacher will encourage students to use editing strategies they know as needed, and ask them to share writing plans with their partners before heading off.</p> <p>e. Mid-Workshop Teaching Point: The teacher will share examples of different types of sentences</p> <p>f. Share: The teacher will encourage students to share edits they are proud of. In this case, ask students to teach each other what they know about editing.</p> <p>Session 12 Appendix Documents</p>	<p>Setting Objectives</p> <p>Nonlinguistic Representations</p> <p>Providing Practice</p>	<p>B/C</p> <p>Critical Thinking Communication Collaboration Creative Thinking</p>
2	W.3.3	<p>8. Collecting Ideas for Original Fairy Tales (session 13)</p> <p>Objective: Students will...</p> <ul style="list-style-type: none"> • Know that fairy tales include a character with traits and wants, a problem and a resolution • Understand writers generate many story ideas before beginning drafting a tale • Be able to write an original tale the contains specific characters, motivations, 	Setting Objectives	<p>C</p> <p>Critical Thinking Communication Collaboration Creative Thinking</p>

		<p>troubles, and resolutions</p> <p>a. Connection: The teacher will rally students around the challenge of the upcoming and final bend in the unit: writing an original fairy tale</p> <p>b. Teaching: The teacher will suggest that fairy tales might emerge first as a sparse but complete story idea, one that is structured like a story.</p> <p>c. Active Engagement: The teacher will channel students to think of a jot into their notebooks a story idea for an original fairy tale.</p> <p>d. Link: The teacher will explain that writers generate a bunch of story ideas and use collaboration to help. Then send them off to work</p> <p>e. Mid-Workshop Teaching Point: The teacher will model adding to the Magic Story Formula, Villains! (explained in detail in the resource)</p> <p>f. Share: The teacher will model using the fairy tale metaphor of a magic mirror, rally your students to be mirrors for each other and help each other make writing plans.</p>	Providing Practice	
2	W.3.5 L.3.1.i	<p>9. Using Descriptive Language While Drafting (session 16)</p> <p>Objective: Students will...</p> <ul style="list-style-type: none"> • Know authors use descriptive language to help the reader visualize • Understand writers use descriptive language to enhance the story • Be able to include descriptive details to enhance a piece of writing <p>a. Connection: The teacher will use the example of a famous author, explain that writers live in a visual world of their stories as they draft.</p> <p>b. Teaching: The teacher will tell students that writers vividly imagine what the world of their stories look like, and they capture those images in their writing. Ask students to study and discuss descriptive bits you've called from fairy tales as examples.</p> <p>c. Active Engagement: The teacher will ask students. To try adding descriptions to their own writing while you circulate and prompt them to be specific.</p> <p>d. Link: The teacher will summarize recent new learning and place it in the context of all narrative writing throughout students' writing lives.</p> <p>e. Mid-Workshop Teaching Point: The teacher will help students envision character's actions and especially reactions.</p> <p>f. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Ask students to look over their work with a partner to see the progress they've made. ii. Set up writers to choose one of their drafts to revise, edit, and publish during the remainder of the unit. <p>Session 16 Appendix Documents</p>	<p>Setting Objectives</p> <p>Nonlinguistic Representations</p> <p>Cooperative Learning</p>	<p>C</p> <p>Critical Thinking</p> <p>Communication</p> <p>Collaboration</p> <p>Creative Thinking</p>
2,3	SL.3.4	10. Happily Ever After - Celebration		D

	SL.3.6	<p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know the importance of writing for audience • Understand the necessary steps to write a piece that is engaging for an audience. • Be able to share their writing with and audience <p>A Final Celebration will be a celebration of student fairy tales. Each classroom may choose to hold the celebration differently, some ideas include:</p> <ul style="list-style-type: none"> • Decorate the room as a magical kingdom • Storytelling circles • Fairytale, storytelling history - acting their tale out <p>Most importantly give students to share the work they have done and have an opportunity to have their voices heard.</p>	Setting Objectives	Critical Thinking Communication Collaboration Creative Thinking
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Language/Word Study

1, 4	RF.3.3a RF.3.3b RF.3.3c RF.3.3d RF.3.4	<p>Benchmark Phonics: Unit 9: Time, Money, and Values & Unit 10: Actions Reactions, and Interactions</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="background-color: #f28b82; color: white;">Whole Group</th> <th colspan="2" style="background-color: #4a86e8; color: white;">Small Group</th> </tr> <tr> <th style="background-color: #f28b82; color: white;">LESSON 1</th> <th style="background-color: #f28b82; color: white;">LESSON 2</th> <th style="background-color: #f28b82; color: white;">LESSON 3</th> <th style="background-color: #4a86e8; color: white;">LESSON 4</th> <th style="background-color: #4a86e8; color: white;">LESSON 5</th> </tr> </thead> <tbody> <tr> <td style="background-color: #f28b82; color: white; text-align: center; vertical-align: middle;">WEEK 1</td> <td> Suffixes -able, -ful, -less • Word Study • Build Automatically • Spelling Patterns: Pre-Assessment • Share and Reflect </td> <td> Suffixes -able, -ful, -less • Word Study • Read Accountable Text "Volunteer" • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect </td> <td> Suffixes -able, -ful, -less • Reread to Build Fluency "Volunteer" • Writing a Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect </td> <td> Suffixes -able, -ful, -less • Read Interactive Text "Computer Whiz Kid" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency </td> <td> Suffixes -able, -ful, -less • Reread for Fluency "Computer Whiz Kid" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment </td> </tr> </tbody> </table> <table border="1" style="width: 100%; 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1	RL.3.1 RI.3.1 SL.2.3	<p>Interactive Read Aloud Teacher choice of favorite read aloud. Students will collaboratively discuss texts read aloud to them during read aloud time using think pair share or shoulder partners.</p>	Question Cooperative Learning	B Critical Thinking Communication Collaboration																																

1, 2, 3, 4	L.3.4 L.3.6	<p>Interactive Vocabulary</p> <p>The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include:</p> <ul style="list-style-type: none"> • Organizers like concept mapping or Frayer model • Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write • Similarities and differences looking at similar and different words to the term <p>Nonlinguistic representation</p>	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C Critical Thinking Communication Collaboration
2		<p>Cursive Handwriting</p> <p>Teacher will pace students throughout the year through the FHSD Third Grade Cursive Handwriting Book.</p>	Practice	A Communication

Unit 7: Resources

UNIT RESOURCES
<p>Teacher Resources:</p> <ul style="list-style-type: none"> • <i>Prince Cinders</i> by Babette Cole (on CD) • Variety of classic fairy tale versions Cinderella, Little Red Riding Hood, Three Billy Goats Gruff • White paper folded in fourths • Sample Writing Notebook • Chart Paper • Post it • Strips of fairy tale refrains • Favorite Picture books • Sentences from <i>The Real Princess</i> and from <i>Jack and the Beanstalk</i> • Student Samples • Nonfiction read alouds on two different countries • Fairy Tale from a different country to read aloud • Benchmark Phonics

Student Resources:

- Notebook
- Pencil
- Notebooks
- Folders
- Loose leaf paper
- Pens
- Nonfiction books on different countries at a variety of levels
- Access to a variety of books: Fairy Tales, Folktales, legends, fables, and tall tales from a variety of countries (same countries as NF books) and/or websites: Tumblebooks, Epic Books

Vocabulary:

Adapt: to adjust or modify

Audience: who the piece will be presented to (e.g., teacher, students, community, etc.)

Fable: a legendary story of supernatural happenings or a narrative that attempts to impart a truth (often through a moral)-especially in stories where animals speak and have human characteristics. A fable can also be about legendary people and their tales.

Fairy Tale- A folktale about real problems but also involving magic and magical creatures. Also called, “wonder talks” fairy tales have been handed down through oral language over the years.

Folktale: started as an oral tradition passed down by word of mouth. These tales or legends were part of a common group of people or folk, and may include supernatural elements. Folktales generally reflect or validate certain aspects of the culture or group. (Fairy tales are a subgenre of folktales)

Moral: a lesson that concerns what is the right or the correct thing to do.

Myth: a traditional or legendary story, usually with super natural beings, ancestors, and heroes. These stories serve to explain the worldview of a people by explaining customs, society, or phenomenon of nature.