KUTZTOWN AREA SCHOOL DISTRICT
Maximize potential, embrace change, create the future

Kutztown Area School District Curriculum (Unit Map)

Grade 3 ELA

Written by Beth Stump and Allison Scheidt, February 2015

Course Description:

Table of Contents			
Unit #	***Title***	***# of Weeks***	***Month(s)***
1	*Becoming a Close Reader and Writing to Learn*	*9*	*Aug-Oct*
2	*Unit Main Idea Details/Summarizing Narrative/Informational*	*9*	*Nov-Jan*
3	*Making Inferences, Point of View, Fact and Opinion, Cause and Effect; Opinion and Narrative Writing*	*5*	*Jan-Feb*
4	*Poetry, Figurative Language, and Tall Tales; Opinion and Narrative Writing*	*5*	*Feb-Mar*
5	*Literary Analysis, Comprehension Review; Informative and Narrative Writing*	*6*	*Apr-May*

Unit #/Title	1/Becoming a Close Reader & Writing to Learn	Time Frame	9 Weeks

Stage 1 - Identify Desired Results

Standards

FOUNDATIONAL SKILLS
CC.1.1.3.E Read with accuracy and fluency to support comprehension.
Read on-level text with purpose and understanding.
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Read grade-appropriate irregularly spelled words.

READING INFORMATIONAL TEXT
CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.
CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.
CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
CC.1.2.3.E Use text features and search tools to locate and interpret information.
CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.
CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.
CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.
CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
CC.1.2.3.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

READING LITERATURE
CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.
CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses.
CC.1.3.3.D Explain the point of view of the author.
CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

WRITING
CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.3.B Identify and introduce the topic.
CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.
CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
CC.1.4.3.E Choose words and phrases for effect.
CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.3.M Write narratives to develop real or imagined experiences or events.
CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.
CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.
CC.1.4.3.Q Choose words and phrases for effect.
CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
CC.1.4.3.X 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.
CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

Big Ideas

- Effective readers use appropriate strategies to construct meaning.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Rules and grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

Essential Questions

- What comprehension strategies do I use to help me understand what I am reading?
- How do I think while reading to understand and respond?
- How do I generate ideas for writing?
- What ideas can you get from professional authors?
- How does using sensory details and conferring with others improve my writing?
- How do I hook and hold my audience?
- How do I develop into an effective writer?
- To what extent does the writing process contribute to the quality of writing?
- What role does writing play in my life?
- How do I review drafts and select a piece for publishing?

Content

- Main idea and details
- Overview of comprehension strategies (schema, questioning, inferences, determine importance, visualize, synthesize)
- Good writers write with FOCUS: The single controlling point made with an awareness of task about a single topic.
- Good writers use ORGANIZATIONAL strategies to make their writing easy to understand: The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion
- Good writers use correct CONVENTIONS: The use of grammar, mechanics, spelling, usage, and sentence formation.
- Good writers write with STYLE: The choice, use, and arrangement of words and sentence structures that create tone and voice.
- Developing a Writing Community:
  - Getting Ideas for Writing (own life, poetry, non fiction)
  - Getting Ideas for Sensory Details
  - The Writing Process
  - Selecting and Completing Drafts, Analyzing and Revising Drafts, Pair Conferring, Proofreading, Publishing

Skills

- Acquire and use reading comprehension strategies:
  - Metacognition
  - Use schema
  - Ask questions
  - Make inferences
  - Determine importance
  - Visualize as you read
  - Synthesize as you read
- Describe how an author connects sentences and paragraphs in a text to support particular points.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

Write an Informational How To

- Identify a specific audience and write about one topic (focus)
- Organize and sustain writing in a logical order including a beginning, middle and end with appropriate transitions within sentences. (organization)

	• Use transitions words (first, next, then, last…) (organization) • Use effective leads (style) • Use grade appropriate conventions of written language when writing and editing: o Correctly spell high frequency words and spelling unit words. o Capitalize the beginning of sentences and proper nouns. o Use appropriate end marks. o Explain the function of nouns (common and proper) and use them correctly in writing. o Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. **<u>Write a Personal Narrative</u>** • Identify a specific audience and write about one topic (focus) • Organize an event sequence that unfolds naturally, with a beginning, middle, and end that provides a sense of closure, using temporal words and phrases to signal event order and connect sentences. (organization) • Write a "secret lead" to create interest for the reader (style) • Use grade appropriate conventions of written language when writing and editing: o Correctly spell high frequency words and spelling unit words. o Capitalize the beginning of sentences and proper nouns. o Use appropriate end marks. o Write complete sentences. o Use compound sentences to vary sentence style. o Explain the function of nouns (common and proper, plural and singular) and use them correctly in writing. o Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words **<u>Write a Narrative from an Object's Point of View</u>** • Identify a specific audience and write about one topic (focus) • Organize an event sequence that unfolds naturally, with a beginning, middle, and end that provides a sense of closure, using temporal words and phrases to signal event order and connect sentences. (organization) • Write in the persona of Another (style) • Write an effective lead that captures the reader's attention (style) • Use rich vocabulary/precise word choice to improve writing style. (style) • Use grade appropriate conventions of written language when writing and editing:

	o Correctly spell high frequency words and spelling unit words. o Capitalize the beginning of sentences and proper nouns. o Use appropriate end marks. o Write complete/simple sentences. o Use compound sentences to vary sentence style. o Explain the function of nouns (common and proper, plural and singular, irregular, abstract) and use them correctly in writing. o Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words

Unit #/Title	2/Unit Main Idea Details/Summarizing Narrative/Informational	Time Frame	9 Weeks

Stage 1 - Identify Desired Results

Standards

FOUNDATIONAL SKILLS
CC.1.1.3.E Read with accuracy and fluency to support comprehension.
Read on-level text with purpose and understanding.
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Read grade-appropriate irregularly spelled words.

READING INFORMATIONAL TEXT
CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.
CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.
CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
CC.1.2.3.E Use text features and search tools to locate and interpret information.
CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.
CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.
CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.
-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.3.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

READING LITERATURE
CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.
CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses.
CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.
CC.1.3.3.D Explain the point of view of the author.
CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.
CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.
CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

WRITING
CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.3.B Identify and introduce the topic.
CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.
CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.3.M **Write narratives to develop real or imagined experiences or events.**
CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.
CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.
CC.1.4.3.Q Choose words and phrases for effect.
CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
CC.1.4.3.V Conduct short research projects that build knowledge about a topic.
CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
CC.1.4.3.X 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.
CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

Big Ideas	Essential Questions
• Main idea and details help a reader comprehend what they read. • Effective readers use appropriate strategies to construct meaning. • Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. • Rules and grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.	• How does knowing the main idea help me better understand the text? • How do I decide which details are most relevant for a given main idea? • How do the actions/feelings of a character help us to understand how the character reacts in different situations? • How do I organize my ideas when finding new information? • How do I choose the facts to support my main idea? • Where can I find information on a particular topic? • Who is my audience? • How do I hook and hold my audience?
Content	**Skills**
• Main idea and details • Characterization • Summarization • Good writers write with FOCUS: The single controlling point made with an awareness of task about a single topic. • Good writers use ORGANIZATIONAL strategies to make their writing easy to understand • Good writers write with STYLE: The choice, use, and arrangement of words and sentence structures that create tone and voice. • Good writers use correct CONVENTIONS.	• Summarize a text using key details • Identify the main idea of a fictional story or nonfiction text • Compare and contrast a main character with own life • Compare and contrast two versions of the same "text" (movie) • Sequence events of a chapter in a book • Identify relevant details in a text for a given main idea • Write a summary of a given chapter that includes a main idea and relevant details • Determine the theme of a novel • Identify character traits of characters in a novel

• Nonfiction text features	**<u>Write an Informational Brochure on Pennsylvania</u>** • Frame ideas for writing and identify appropriate topic specific content that is supported by details (focus/ content) • Research sub-topics related to main topic using a variety of resources (focus/content) • Identify a specific audience and write about one topic (focus/content) • Use nonfiction text features in writing a brochure (style) • Use grade appropriate conventions of written language when writing and editing (conventions): o Correctly spell high frequency words and spelling unit words. o Write dates using correct comma placement. o Capitalize the beginning of sentences and proper nouns. o Use appropriate end marks. o Write complete sentences. o Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words **<u>Write an Information Research Paper on a Birthstone</u>** • Frame ideas for writing and identify appropriate topic specific content that is supported by details (focus/ content) • Identify a specific audience and write about one topic (focus) • Research a topic using a variety of resources (focus/ content) • Create an organizational structure that includes facts linked in a logical order with a concluding statement or section (organization) • Create a summary/ending (organization) • Use grade appropriate conventions of written language when writing and editing: o Explain the function of nouns (proper, common, plural, singular) and use correctly in sentences o Correctly spell high frequency words and spelling unit words o Capitalize the beginning of sentences and proper nouns o Use appropriate end marks o Write complete, compound, and complex sentences to vary sentence style o Explain the function of adjectives and use correctly in writing to specify nouns o Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words **<u>Write a Narrative (Pet Rock Story)</u>** • Frame ideas for writing and identify appropriate topic specific content that is supported by details (focus/content)

	• Identify a specific audience and write about one topic (focus/content) • Organize an event sequence that unfolds naturally, with a beginning, middle, and end that provides a sense of closure, using temporal words and phrases to signal event order and connect sentences (organization) • Choose words and phrases for effect (show not tell) (style) • Use grade appropriate conventions of written language when writing and editing: o Correctly spell high frequency words and spelling unit words o Capitalize the beginning of sentences and proper nouns o Use appropriate end marks o Write complete, compound, and complex sentences to vary sentence style o Use adjectives correctly o Form and use regular and irregular verbs o Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words

Unit #/ Title	3/Making Inferences, Point of View, Fact & Opinion, Cause & Effect; Opinion & Narrative Writing	Time Frame	5 Weeks

Stage 1 - Identify Desired Results

Standards

FOUNDATIONAL SKILLS

CC.1.1.3.E Read with accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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

Read grade-appropriate irregularly spelled words.

READING INFORMATIONAL TEXT

CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

CC.1.2.3.D Explain the point of view of the author.

CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.

CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.

CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.

CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.3.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

READING LITERATURE

CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses.

CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.3.3.D Explain the point of view of the author.

CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.

CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

WRITING
CC.1.4.3.M Write narratives to develop real or imagined experiences or events.
CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.
CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.
CC.1.4.3.Q Choose words and phrases for effect.
CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
CC.1.4.3.X 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.

SPEAKING & LISTENING
CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.3.F Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.

Big Ideas	Essential Questions
• Effective readers use appropriate strategies to construct meaning. • Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. • Rules and grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.	• How do strategic readers create meaning from informational and literary text? • How do readers use clues from the text to infer meaning? • Who is my audience? • How do I hook and hold my audience?
Content	**Skills**
• Inferring • Fact and opinion • Cause and effect • Point of view – 1st person and 3rd person • Compare and contrast • Good writers write with FOCUS: The single controlling point made with an awareness of task about a single topic. • Good writers use ORGANIZATIONAL strategies to make their writing easy to understand	• Make inferences and draw conclusions while reading a given text • Differentiate fact from opinion within a text • Determine cause and effect • Determine and analyze the author's point of view. • Compare and contrast text by same author **Write a Narrative (Harris Burdick)**

• Good writers write with STYLE: The choice, use, and arrangement of words and sentence structures that create tone and voice. • Good writers use correct CONVENTIONS.	• Frame ideas for writing and identify appropriate topic specific content that is supported by details. (focus/content) • Identify a specific audience and write about one topic (focus/content) • Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations. (content) • Choose words and phrases for effect (style) • Build content through show-not-tell using illustrations (content/style) • Use grade appropriate conventions of written language when writing and editing (conventions): o Correctly spell high frequency words and spelling unit words. o Capitalize the beginning of sentences and proper nouns. o Use appropriate end marks. o Write complete, compound, and complex sentences to vary sentence style. o Form and use regular and irregular verbs o Use adjectives to create descriptions in writing o Use commas and quotation marks in dialogue. o Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words **<u>Write an Opinion Piece on Disabilities</u>** • Frame ideas for writing and identify appropriate topic specific content that is supported by details. (focus/content) • Provide reasons that support the opinion (content) • Identify a specific audience and write about one topic. (focus) • Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose. (focus/organization) • Create satisfying ending (hope, wish, or dream). (organization) • Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (organization) • Use grade appropriate conventions of written language when writing and editing: o Correctly spell high frequency words and spelling unit words. o Capitalize the beginning of sentences and proper nouns. o Use appropriate end marks. o Write complete, compound, and complex sentences to vary sentence style. o Form and use regular and irregular verbs o Use adjectives to create descriptions

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

Unit #/Title	4/Poetry, Figurative Language, & Tall Tales; Opinion & Narrative Writing	Time Frame	5 Weeks

Stage 1 - Identify Desired Results

Standards

FOUNDATIONAL SKILLS
CC.1.1.3.E Read with accuracy and fluency to support comprehension.
Read on-level text with purpose and understanding.
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Read grade-appropriate irregularly spelled words.

READING LITERATURE
CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.
CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses.
CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.
CC.1.3.3.D Explain the point of view of the author.
CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.
CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.
CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

WRITING
CC.1.4.3.G Write opinion pieces on familiar topics or texts.
CC.1.4.3.H Introduce the topic and state an opinion on the topic.
CC.1.4.3.I Support an opinion with reasons.
CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.
CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SPEAKING & LISTENING
CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.
CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.3.F Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.

Big Ideas	Essential Questions
• Effective readers use appropriate strategies to construct meaning. • Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. • Rules and grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.	• How do strategic readers create meaning from literary text? • How does knowing the main idea help me better understand poems? • How do readers use clues from the text to infer meaning? • Who is my audience? • How do I hook and hold my audience?
Content	**Skills**
• Figurative language (similes, metaphors, personification, onomatopoeia, idiom, hyperbole) • Good writers write with FOCUS: The single controlling point made with an awareness of task about a single topic. • Good writers use ORGANIZATIONAL strategies to make their writing easy to understand • Good writers write with STYLE: The choice, use, and arrangement of words and sentence structures that create tone and voice. • Good writers use correct CONVENTIONS.	• Identify the main idea of a poem • Compare and contrast multiple poems • Compare and contrast tall tales • Identify figurative language in poems and tall tales • Visualize elements in poetry • Read poetry fluently **<u>Write an Opinion Piece (Tall Tale Character)</u>** • Frame ideas for writing and identify appropriate topic specific content that is supported by details. (focus/content) • Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose. (focus/organization) • Use figurative language (style) • Use grade appropriate conventions of written language when writing and editing: o Correctly spell high frequency words and spelling unit words. o Capitalize the beginning of sentences and proper nouns. o Use appropriate end marks. o Write complete, compound, and complex sentences to vary sentence style. o Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons o Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words **<u>Write a Narrative (Fictional News Story)</u>** • Identify a specific audience and write about one topic (focus)

	• Frame ideas for writing and identify appropriate topic specific content that is supported by details. (focus/content) • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose. (focus) • Organize an event sequence that unfolds naturally to support the writer's purpose (organization) • Choose words and phrases for effect (style) • Use grade appropriate conventions of written language when writing and editing: o Correctly spell high frequency words and spelling unit words. o Capitalize the beginning of sentences and proper nouns. o Use appropriate end marks. o Write complete, compound, and complex sentences to vary sentence style. o Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. o Form and use pronouns o Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words

Unit #/Title	5/Literary Analysis, Comprehension Review; Informative and Narrative Writing	Time Frame	6 Weeks

Stage 1 - Identify Desired Results

Standards

FOUNDATIONAL SKILLS

CC.1.1.3.E Read with accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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

Read grade-appropriate irregularly spelled words.

READING INFORMATIONAL TEXT

CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

CC.1.2.3.D Explain the point of view of the author.

CC.1.2.3.E Use text features and search tools to locate and interpret information.

CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.

CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.

CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.

CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.3.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

READING LITERATURE

CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses.

CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.3.3.D Explain the point of view of the author.

CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.

CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

WRITING

CC.1.4.3.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.3.B Identify and introduce the topic.

CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.

CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

CC.1.4.3.E Choose words and phrases for effect.

CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.3.G Write opinion pieces on familiar topics or texts.

CC.1.4.3.H Introduce the topic and state an opinion on the topic.

CC.1.4.3.I Support an opinion with reasons.

CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.

CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.3.M Write narratives to develop real or imagined experiences or events.

CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.

CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

CC.1.4.3.Q Choose words and phrases for effect.

CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CC.1.4.3.V Conduct short research projects that build knowledge about a topic.

CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.1.4.3.X 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.

SPEAKING & LISTENING

CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.

CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.3.F Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.

Big Ideas	Essential Questions
• Effective readers use appropriate strategies to construct meaning. • Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. • Rules and grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.	• How do strategic readers create meaning from informational and literary text? • How do readers use clues from the text to infer meaning? • Who is my audience? • How do I hook and hold my audience?
Content	**Skills**
• Sequence • Summary • Metacognition (connections) • Cause and effect • Figurative language • Visualizing • Nonfiction text features/analysis • Questioning techniques • Inferences • Determining importance • Research-Identify key details about a specific topic, write a topic sentence and details that support the topic sentence, and organize into paragraphs. • Good writers write with FOCUS: The single controlling point made with an awareness of task about a single topic. • Good writers use ORGANIZATIONAL strategies to make their writing easy to understand: The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion • Good writers write with STYLE: The choice, use, and arrangement of words and sentence structures that create tone and voice. • Good writers use correct CONVENTIONS: The use of grammar, mechanics, spelling, usage, and sentence formation.	• Construct a timeline • Summarize a chapter of a text • Identify nonfiction text features (heading, subheadings captions, pictures, table of contents) • Formulate higher order thinking questions while reading to support comprehension • Draw conclusions based on evidence from the text • Determine the most important facts of Titanic history after reading Titanic • Sequence events in a text • Locate information about a person of interest using books, websites, reference materials, and promotional literature • Present research to an audience by giving an oral report. • Speak to an audience using adequate volume, appropriate pacing, and clear pronunciation. **<u>Write a Narrative (Titanic)</u>** • Frame ideas for writing and identify appropriate topic specific content that is supported by details. (focus/content) • Use figurative language appropriately (content/style) • Identify a specific audience and write about one topic (focus) • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose (organization) • Choose words and phrases for effect (style) • Use grade appropriate conventions of written language when writing and editing: o Correctly spell high frequency words and spelling unit words. o Capitalize the beginning of sentences and proper nouns. o Use appropriate end marks. o Write complete, compound, and complex sentences to vary sentence style. o Use superlative adjectives and adverbs correctly in sentences o Use noun and pronouns correctly in sentences o Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns,

	ending rules, meaningful word parts) in writing words o Form and use possessives. **<u>Write Information Piece (Biography)</u>** ● Frame ideas for writing and identify appropriate topic specific content that is supported by details. (focus/content) ● Identify a specific audience and write about one topic (focus) ● Research topic using a variety of resources (focus/content) ● Write a "secret lead" to create interest for the reader (style) ● Choose words and phrases for effect (style) ● Use grade appropriate conventions of written language when writing and editing: o Use all types of nouns and pronouns correctly in sentences o Correctly spell high frequency words and spelling unit words o Capitalize the beginning of sentences and proper nouns o Use appropriate end marks. o Write complete, compound, and complex sentences to vary sentence style. o Use adjectives correctly in writing o Use verbs and adverbs correctly in sentences. o Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words