



Grade 3 English Language Arts

Course Information

Grade(s):	3
Discipline/Course:	English Language Arts (ELA)
Course Title:	Grade 3 English Language Arts
Prerequisite(s):	Grade 2
Course Description: <i>Program of Studies</i>	In grade 3 ELA, students are provided the opportunity to naturally build background knowledge through sequenced modules and text sets that encompass the areas of science, social studies, the arts, and more. Students will be provided with choice while engaging in meaningful independent work and interacting with topics such as “Let Freedom Reign,” “Stories on Stage,” “Teamwork,” and “Animal Behaviors.” Students will discover a love of reading while exploring culturally relevant texts in a wide variety of genres, including fiction, informational text, persuasive text, poetry, biography, and drama, as well as multimedia presentations. Writing lessons will include opportunities for students to write for a range of purposes (persuade, inform, entertain), while participating in each step of the writing process. Students will collaborate to create presentations, therefore providing them with critical thinking and communication skills, therefore ensuring that all students realize our district’s Vision of a Graduate. Finally, students will master foundational skills through modules that provide explicit and systematic instruction with long vowel patterns, multisyllabic words, prefixes, suffixes, and Greek and Latin roots.
Course Essential Questions:	<ul style="list-style-type: none"> ● How do I define who I am? ● Why change? ● How does our environment impact our lives? ● How do I know what to believe in what I read, hear and view? ● Why are human relationships important? ● Why do we seek and build community? ● How is conflict essential to our growth? ● How do stories tell us about what a culture values? ● Why do we have/need rules of language? ● How do I develop my writer’s voice?

	<ul style="list-style-type: none"> ● What do skilled readers do? ● How do I participate in collaborative conversations to deepen my understanding? ● How do I best support and present my findings and conclusions?
Course Enduring Understandings:	<ul style="list-style-type: none"> ● When readers “walk in the character’s shoes” they learn about the character and themselves. ● Other people can help teach us important lessons about ourselves, others, and the world around us. ● Students will come to understand the importance of words and how new vocabulary helps to express ideas and feelings. ● Various symbols in our country’s history came to represent the values and ideals of the United States. ● Communities exist to help one another out and provide a sense of connectedness. Many communities work together toward a common cause in order to form a better society. ● The unique literary elements of a play can be more entertaining, provide more background information, and allow the audience to better understand what is happening. ● Sports can bring people together to work as a team. ● Other people can help teach us important lessons about ourselves, others, and the world around us. ● Animals utilize behaviors and characteristics, or traits, to help them survive. ● The environment can influence people’s behavior and motivation to act. ● Human health and wellbeing are related to our natural environment. ● A dedicated individual or group of people can help make a community stronger and better. ● Without community, people may feel more isolated and lonelier. One of the ways we can strengthen our mental health is by building community and creating social connections and support to have more vulnerable conversations. ● Determination, support, and hard work can create an environment where anything is possible. ● Positive conflict presents opportunities for individual growth and development. Engaging in constructive disagreements allows people to challenge their own assumptions, expand their

	<p>knowledge and skills, and gain a broader understanding of different perspectives.</p> <ul style="list-style-type: none"> ● A food’s journey to our table often comes from a farm. ● Food is a commonality across cultures, communities and societies, serving as a universal medium for communication and a source of shared experiences. ● People pass their culture's tales from one generation to the next. Storytelling is at the core of culture. It is how histories are passed down, how customs are shared and how traditions become endemic to a group. ● In order to communicate and understand context, we need to follow the rules of language. ● When readers immerse themselves in a variety of texts, they notice word selection (diction), arrangement (syntax) and the author’s use of details and images. They then use these same elements to develop their own voice in their writing. ● When thoughts and ideas are shared through conversation, it helps people validate and confirm their thinking as well as change their thinking based on new information shared by others. Through discussion, people can support or defend their thinking by providing evidence.
Duration:	One year
Course Materials/ Resources:	<p>Houghton Mifflin Harcourt’s Into Reading Houghton Mifflin Harcourt’s Writing Workshop Manual <u>Rigby Leveled Readers</u></p> <p>Core texts/videos may be replaced by the publisher when titles are out of print.</p>
FPS Course Academic Expectation(s):	Exploring and Understanding Synthesizing and Evaluating
Year at a Glance (Units):	<p>Module 1: What a Character (15-18 days) Module 2: Use Your Words (15-18 days) Module 3: Let Freedom Ring (15-18 days)</p>

	<p>Module 4: Stories on Stage (15-18 days) Module 5: Teamwork (15-18 days) Module 6: Animal Behaviors (15-18 days) Module 7: Make a Difference (15-18 days) Module 8: Imagine! Invent! (15-18 days) Module 9: From Farm to Table (15-18 days) Module 10: Tell a Tale (15-18 days)</p>
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Unit Number and Title:	Module 1: Character Perspectives: What a Character
Duration:	15 - 18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Volume 1, Module 1 ● HMH’s Writing Workshop Manual ● Rigby Leveled Readers ● Context Texts: <ul style="list-style-type: none"> ○ <i>GET CURIOUS VIDEO: Calamity Jane</i> ○ <i>Zach Jumps In</i>, realistic fiction ○ <i>Yasmin’s Hammer</i> by Ann Malaspina, realistic fiction ○ <i>Marisol McDonald Doesn’t Match</i>, by Monica Brown, illustrated by Sara Palacios ○ <i>Judy Moody Mood Martian</i> by Megan McDonald, illustrated by Peter H. Reynolds ○ <i>Stink and the Freaky Frog Freakout</i> by Megan McDonald, illustrated by Peter H. Reynolds ○ <i>Scaredy Squirrel, Fantasy</i> by Mélanie Watt ○ <i>Weslandia</i> by Paul Fleischman (writing focal text) ○ The Name Jar by Yangsook Choi
Unit Overview:	<p>In this realistic fiction text-focused module, students will listen to, read, and view a variety of texts and media that present them with information about bold and interesting characters. There will be multiple opportunities for students to learn how to build and strengthen their reading, writing, listening, speaking, and thinking skills as they explore characters. Students will write a personal narrative while engaging in the writing process.</p> <p>A genre focus on realistic fiction provides students with opportunities to identify point of view, literary elements, and theme in order to better understand unfamiliar texts. Students will also encounter fantasy to build knowledge across genres and synthesize topic knowledge through the social studies connection of community.</p> <p>Students will read about characters and how to make and confirm predictions, using multiple texts such as <i>Marisol Doesn’t Match</i>. They will identify the narrator, first- and third- person point of view, and</p>

	<p>how a theme develops. As students build their vocabulary and synthesize topic knowledge, they will learn that each protagonist is a unique individual, just as they are. Students will learn text to self, text to text, and text to world in order to connect them to their community. Students will revisit realistic fiction texts, identifying that “Aha moment!” when they are monitoring and clarifying information.</p> <p>In conjunction with this genre study, students will write personal narratives to show true mastery of the form. Personal narratives will include plot elements studied throughout the module.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area</p> <p>Foundational Skills</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as

necessary.

Writing

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

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language

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

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

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

- c. Use commas and quotation marks in dialogue.

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

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

	<p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● What makes a character interesting? ● Why are human relationships important? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● When readers “walk in the character’s shoes” they learn about the character and themselves. ● Other people can help teach us important lessons about ourselves, others, and the world around us. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> ● Point of View ● Predictions ● Literary Elements ● Theme/Topic ● Figurative Language: idioms, similes, hyperbole ● Clarification, Monitoring ● Inference ● Text Features ● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>). 	<ul style="list-style-type: none"> ● Identify the narrator and distinguish between first and third person. ● Make, correct, and confirm predictions based on text features and genre characteristics. ● Discuss, listen and make relevant comments to a text. ● Recognize characteristics of realistic fiction. ● Identify major/minor characters and setting. ● Understand and explain how characters develop throughout and influence the plot. ● Distinguish theme from topic. ● Write a response that demonstrates understanding of the text. ● Monitor comprehension and make adjustments

		<p>when understanding breaks down.</p> <ul style="list-style-type: none"> ● Infer the author’s theme or message. ● Describe an author’s use of figurative language to achieve a purpose. ● Explain the meanings of similes, idioms, and onomatopoeia in a text. ● Make inferences and use evidence to support understanding. ● Identify text and graphic features and explain author’s purpose for using them. ● Identify when a character suddenly understands something or acts in a way that is different than what we would expect, and explain how this might change things or affect the plot.
Foundational Skills:	<ul style="list-style-type: none"> ● Short Vowels ● Long Vowels ● Cursive Handwriting 	<ul style="list-style-type: none"> ● Differentiate and decode the short vowel sounds for <i>a, e, i, o, u</i>. ● Recognize VC spelling pattern for short vowel sounds. ● Decode multisyllabic words with short vowel syllables. ● Differentiate the long vowel sounds for <i>a, e, i, o, u</i>. ● Recognize the VC<i>e</i> spelling pattern for long vowel

		<p>sounds.</p> <ul style="list-style-type: none"> ● Spell long vowel words with the VCe pattern. ● Decode multisyllabic words with long vowel syllables. ● Differentiate between the long <i>a</i> and long <i>e</i> sounds. ● Recognize the <i>e</i>, <i>ee</i>, <i>ea</i>, and <i>ie</i> spelling patterns for the long <i>e</i> sound. ● Recognize the <i>ai</i>, <i>ay</i>, and <i>ea</i> spelling patterns for the long <i>a</i> sound. ● Recognize long <i>a</i> vowel teams and syllables in multisyllabic words. ● Recognize long <i>e</i> vowel teams and syllables in multisyllabic words. ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.
Writing:	<ul style="list-style-type: none"> ● Features of Personal Narrative ● Writing Process Steps (prewriting, drafting, editing, revising, publishing/sharing) 	<ul style="list-style-type: none"> ● Identify the elements of a narrative. ● Brainstorm ideas for personal narratives. ● Write a personal narrative by engaging in the steps of the writing process. ● Set goals for writing. ● Use multiple prewriting strategies to plan. ● Draft using prewriting plan. ● Use craft to compose. ● Use organizational patterns correctly. ● Add conclusions to wrap-up draft.

		<ul style="list-style-type: none"> ● Use craft to develop and draft. ● Combine and rearrange ideas to make them clear and easier to understand. ● Understand common and proper nouns and adjectives. ● Work collaboratively to improve writing . ● Use multiple strategies to revise. ● Use word reference resources. ● Edit drafts to identify and correct errors. ● Publish writing for appropriate audiences. ● Use technology to help with writing. ● Share writing and engage in collaborative discussions.
Speaking and Listening:	<ul style="list-style-type: none"> ● Rules for discussion ● Topic knowledge synthesis 	<ul style="list-style-type: none"> ● Listen to fluent reading. ● Make and confirm predictions about a selection read aloud. ● Answer questions and discuss meanings to develop vocabulary. ● Use newly acquired vocabulary expressively. ● Follow rules of discussion and collaboration. ● Listen actively during a discussion. ● Comprehend content to discuss ideas about a topic. ● Articulate use of reading strategies. ● Articulate the meaning of an idiom using real-life examples. ● Present a project. ● Self-assess project work using a rubric. ● Make relevant comments and ask questions about a topic. ● Take turns and cooperate.

		<ul style="list-style-type: none"> ● Share information on a collaborative project. ● Brainstorm and choose research topics. ● Develop research questions. ● Choose a question to research. ● Explain ideas to present a research plan. ● Provide feedback during discussion.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: clash, winking, suggest, scrunches, mushy, usual, bilingual, mismatched, observatory, lens, hoax, ceased, astronomer, moody, pesky, snarled, illustrate, annual, protested, recited, venturing, predictable, emergency, consult, distract, drastic ● Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): *narrator, *point of view, confirm, prediction, *character, literary elements, *plot, *setting, *prefix, *base word, *moral, theme, *topic, collaborative discussion, conversation, clarify, context clue, monitor, reread, figurative language, idiom, hyperbole, 	<ul style="list-style-type: none"> ● Answer questions using module vocabulary. ● Identify real-life connections between words and their use. ● Answer questions and discuss meanings to develop vocabulary. ● Identify and discuss narrator and point of view. ● Use newly acquired vocabulary expressively. ● Understand the meaning of words with short and long vowel patterns. ● Express predictions using the words <i>predict</i> and <i>correct</i>. ● Review and extend understanding of word meanings. ● Use context to determine the meanings of unfamiliar words. ● Discuss literary elements using the terms <i>major character</i> and <i>minor character</i>. ● Discuss words with the prefixes mis-, un-, and non- to show how the target of prefixes change the meaning of the base word. ● Discuss theme using the terms <i>theme</i>, <i>topic</i>, <i>moral</i>, and <i>lesson</i>. ● Discuss words with the suffixes -ful and -less, and how the suffixes change the meaning of base words

	<p>metaphor, onomatopoeia, simile, *event, literal language, background knowledge, *evidence, experience, *inference, *suffix, graphic feature, bold text, text feature, type, brainstorm, *research, research plan, *source, *elaboration, expository, transition</p> <ul style="list-style-type: none"> ● Generative Vocabulary: prefixes: mis, un, non, suffixes: ful, less ● Conventions of Standard English, Grammar and Usage: common and proper nouns, adjectives, capitalization and punctuation (end, commas, quotation marks) 	<ul style="list-style-type: none"> ● Articulate the meaning of an idiom using real-life examples ● Identify pronouns that signal point of view ● Determine the meaning of grade-level academic vocabulary with prefixes and suffixes. ● Use a dictionary or glossary to determine the meanings of unknown words. ● Describe how derivational suffixes turn words into different parts of speech. ● Create word webs using vocabulary. ● Discuss text features using the term <i>capital letters</i>.
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Unit Number and Title:	Module 2: Character Expressions: Use Your Words
Duration:	15 - 18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 2 ● HMH’s Writing Workshop Manual ● Rigby Leveled Readers ● Core Texts: <ul style="list-style-type: none"> ○ <i>Get Curious Video: Use Your Words</i> ○ <i>Wordy Birds</i>, informational text ○ <i>A LOL Story</i>, informational text ○ <i>Dear Primo: A Letter to My Cousin</i> by Duncan Tonatiuh, realistic fiction/letters ○ <i>Adventures with Words</i>, poems ○ <i>Shanghai Messenger</i> by Andrea Cheng, fiction ○ <i>The Upside Down Boy</i> by Juan Felipe Herrera, memoir ○ <i>Dear Dragon</i> by Josh Funk, fantasy/ letters ○ <i>The Lemonade War</i> by Jacqueline Davies (writing focal text) ○ <i>The Proudest Blue</i> by Ibtihaj Muhammad
Unit Overview:	<p>In this poetry text-focused module, students will listen to, read, and view a variety of texts and media that present them with information about the importance of words and how they are used to express ideas and feelings. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss. Students will write a letter as a form of correspondence as they engage in the writing process.</p> <p>This genre focus on poetry text will provide students with opportunities to identify elements of poetry and figurative language in order to better understand unfamiliar texts. Students will also encounter memoir and fantasy to build knowledge across genres and synthesize topic knowledge through the social-emotional connection on character perspectives. As students build vocabulary and synthesize</p>

	<p>topic knowledge, they will learn that words can take them on an adventure or teach them something new.</p> <p>Students will learn how a series of text messages between two friends can convey meaning. Students will identify and explain the purpose of a text and even graphic features. Students will then retell, summarize, and determine point of view, and identify the narrators. They will compare and contrast the characters and settings throughout the module. Students will use their knowledge of text interactions to compose letters and personal correspondences in the writing portion of the module.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI.3.10 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> <p>Foundational Skills</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on

successive readings.

Writing

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Language

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

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

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

c. Use commas and quotation marks in dialogue.

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

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

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

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

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

	<ul style="list-style-type: none"> b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	
Essential Question(s):	<ul style="list-style-type: none"> ● How do people use words to express themselves? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Students will come to understand the importance of words and how new vocabulary helps to express ideas and feelings. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> ● Text and Graphic Features ● Retell ● Point of View ● Character Development ● Questioning ● Elements of Poetry ● Figurative language ● Visualizing ● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>). 	<ul style="list-style-type: none"> ● Recognize characteristics of letters and poems. ● Identify text and graphic features and explain their purpose. ● Recognize characteristics of text messages ● Paraphrase key events and details. ● Evaluate details in a text to determine key ideas. ● Identify the narrator of a text, and distinguish between first and third person. ● Explain characters' perspective in a text. ● Explain how characters develop throughout the plot. ● Write a response that demonstrates understanding of the text. ● Ask and answer questions about a text to gain a deeper understanding. ● Use text evidence to support answers. ● Read poetry fluently. ● Identify and explain elements of poetry, including structure and rhyme scheme.

		<ul style="list-style-type: none"> ● Identify different types of poems and their differences. ● Identify an author’s use of figurative language to achieve a specific purpose. ● Explain the meanings of metaphors in a text. ● Use story details to create mental images about what is read. ● Identify when a character realizes something suddenly or asks a difficult question and explain how it impacts the story and makes them wonder.
Foundational Skills:	<ul style="list-style-type: none"> ● Short Vowel Words ● Long Vowels Words ● Cursive Handwriting 	<ul style="list-style-type: none"> ● Recognize and decode words with short vowel sounds. ● Recognize and decode words with long <i>o</i> spelling patterns. ● Read and spell words with the long <i>i</i> and long <i>o</i> sound and understand their meanings. ● Recognize and learn spelling patterns for the long <i>i</i> and long <i>o</i> sounds. ● Recognize and decode multisyllabic words with short and long vowel sounds. ● Recognize and decode multisyllabic words with open and closed syllables. ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.

Writing:	<ul style="list-style-type: none"> ● Elements of writing a correspondence ● Writing process of a correspondence 	<ul style="list-style-type: none"> ● Listen and ask relevant questions ● Follow oral instructions ● Speak coherently during classroom discussions ● Work collaboratively ● Make and describe connections between self and text while reading ● Establish a purpose for reading ● Evaluate and synthesize new information ● Discuss ideas in a text ● Explain relationships among the characters ● Use content print/digital resources to determine meaning ● Read and understand domain-specific vocabulary ● Evaluate and synthesize new information ● Use prewriting strategies to plan writing ● Plan a draft of a letter ● Use an organizational structure ● Craft an engaging idea for writing ● Revise letter to develop an idea ● Edit letter for correct pronoun usage ● Edit letter for correct punctuation ● Spell words with increased accuracy ● Edit letter for capitalization and spelling ● Edit writing for complete sentences and subject-verb agreement ● Publish letters ● Sign letters in cursive ● Share writing ● Hold collaborative discussions
Speaking and Listening:	<ul style="list-style-type: none"> ● Topic knowledge synthesis 	<ul style="list-style-type: none"> ● Discuss the content of a read-aloud text.

	<ul style="list-style-type: none"> ● Formal and informal language 	<ul style="list-style-type: none"> ● Develop questions for research. ● Research answers to questions. ● Recognize appropriate resources. ● Plan and organize a multimedia presentation. ● Differentiate between primary and secondary sources. ● Present research results. ● Identify multimedia formats. ● Identify the steps in creating a multimedia presentation. ● Listen actively and provide feedback during discussion. ● Distinguish between formal and informal language. ● Adapt spoken language to purpose. ● Express ideas using formal and informal language. ● Identify and internalize key vocabulary. ● Self-assess project work using rubric. ● Ask questions about a text, using words such as <i>what</i>, <i>when</i>, and <i>why</i>.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: express, convey, chronicle, creative, video, costumes, black, hydrant, march, desires, entry, steep, speed, breezy, conductor, assigned, mosaics, retains, precious, demolition, projects, vocal cords, imitates, species, associated 	<ul style="list-style-type: none"> ● Identify real-life connections between words and their use. ● Identify the types of words and meanings used in letters and poems. ● Answer questions and discuss meanings to develop vocabulary. ● Use newly acquired vocabulary expressively. ● Use context to determine the meanings of unfamiliar words. ● Identify new vocabulary using strategic learning

	<ul style="list-style-type: none"> ● Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): graphic feature, text feature, type, event, retell, *narrator, *point of view, *prefix, *suffix, *base word, ellipses, label, *character, character trait, *dialogue, *source, *primary source, *secondary source, clarify, prediction, elements of poetry, haiku, limerick, rhyme, rhyme scheme, rhythm, *stanza, figurative language, literal language, metaphor, simile, bold text, italic text, *punctuation, formal language, informal language, *mental image, visualize ● Generative Vocabulary: prefixes: re, pre, dis, suffixes: y, ly ● Conventions of Standard English, Grammar and Usage: capitalization, punctuation (end, commas, quotation marks), pronouns, and subject-verb agreement 	<p>techniques.</p> <ul style="list-style-type: none"> ● Identify and internalize key vocabulary to communicate questions and ideas about a research topic. ● Discuss characters using academic language. ● Discuss text and graphic features using academic vocabulary. ● Discuss similes and metaphors using academic vocabulary. ● Discuss target vocabulary words and expand vocabulary knowledge. ● Identify elements of poetry, using the words <i>stanzas</i>, <i>rhyme</i>, and <i>rhyme pattern</i>. ● Read words with long and short vowels and understand their meaning. ● Read words with open and closed syllables and understand their meanings. ● Discuss words with the prefixes re- and pre- to show understanding of the target prefixes and how they change the meaning of words. ● Discuss words with the prefixes dis- to show understanding of the target prefix and how it changes the meaning of the base word. ● Discuss words with suffixes -y and -ly to show understanding of the target suffixes and how they change the meaning of base words.
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Unit Number and Title:	Module 3: Government and Citizenship: Let Freedom Ring
Duration:	15 - 18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 3 ● HMH’s Writing Workshop Manual ● Rigby Leveled Readers ● Core Texts: <ul style="list-style-type: none"> ○ <i>GET CURIOUS VIDEO: American Landmarks</i> ○ <i>American Places, America Ideals</i>, informational text ○ <i>The U.S. Constitution</i>, by Norman Pearl, illustrated by Mathew Skeens ○ <i>Why we Celebrate The Fourth of July</i>, informational video ○ <i>The Flag Maker</i>, by Susan Campbell Bartoletti, illustrated by Claire A. Nivola ○ <i>Why is The Statue of Liberty Green?</i> by Martha E.H. Rustad, Illustrated by Holli Conger ○ <i>All the Places to Love by Patricia MacLachlan Paintings</i> by Nick Wimmer (writing focal text) ○ Juneteenth for Mazie by Floyd Cooper <p>Cross-curricular connections: Social Studies - The Structure and Function of Government: Connecticut and Fairfield grade 3 unit Social Studies - The Impact of The Indigenous Peoples and Geography on Fairfield grade 3 unit</p>

Unit Overview:	<p>In this informational text-focused module, students will listen to, read, and view a variety of texts and media that present them with information about important U.S. documents and symbols. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss. Students will write a descriptive essay as they engage in the writing process.</p> <p>This genre focus on nonfiction provides students with opportunities to identify central ideas, text structure, and media techniques in order to better understand unfamiliar texts. Students will also encounter video to build knowledge across genres and synthesize topic knowledge through the social studies connection on government and citizenship. As students build their vocabulary and synthesize topic knowledge, they will learn more about our country’s history and how various symbols came to represent the values and ideals of the United States.</p> <p>Students will read about the history of patriotic tunes, The U.S. Constitution, and the Statue of Liberty, and Juneteenth to show how these historical places, documents, and symbols represent our nation. Students will learn to summarize what they have read, identify words that signal a sequence of events, identify graphic features, and determine the main/central idea, as well as explain the author's purpose of informational texts.</p> <p>Throughout the module, students will be learning the structure of descriptive essays, culminating in the final performance task of writing an essay about the symbolism and importance behind historical landmarks.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards Reading RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main</p>

idea.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 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.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 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.

Foundational Skills

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Writing

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

Speaking and Language

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. 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.

	<p>b. 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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	
Essential Question(s):	<ul style="list-style-type: none"> • How do historic places, documents, and symbols represent our nation? • Why do we seek and build communities? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Various symbols in our country’s history came to represent the values and ideals of the United States. • Communities exist to help one another out and provide a sense of connectedness. Many communities work together toward a common cause in order to form a better society. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> • Author’s Purpose 	<ul style="list-style-type: none"> • Identify and explain author’s purpose.

	<ul style="list-style-type: none"> ● Summary ● Synthesis ● Central Idea ● Text Structure ● Text and Graphic Features ● Media Techniques ● Retelling ● Content-Area Words ● Questioning ● Literary elements ● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>). 	<ul style="list-style-type: none"> ● Summarize the text by identifying the central ideas and relevant details. ● Evaluate details to determine key ideas. ● Recognize the central ideas in informational texts. ● Summarize the central ideas and relevant details of a video. ● Provide supporting evidence for central ideas. ● Identify and analyze text structures and their purpose (i.e. chronology). ● Recognize transition words that signal a sequence of events. ● Recognize and explain the author’s use of text features. ● Recognize characteristics of informational texts. ● Recognize transition words that signal a sequence of events. ● Analyze the use of media techniques to achieve specific purposes. ● Retell the important ideas in a text. ● Use context/dictionary/glossary to determine the meaning of content area words. ● Ask and answer questions about a text before, during and after reading a text. ● Identify and recognize changes in the setting in a narrative nonfiction text. ● Notice when an author repeats things and how that information helps you to understand the story.
Foundational Skills:	<ul style="list-style-type: none"> ● Three-Letter Blends ● Multisyllabic Words ● Words with /j/, /k/, /kw/ 	<ul style="list-style-type: none"> ● Recognize and decode words with three-letter blends. ● Learn spelling patterns for three-letter blends.

	<ul style="list-style-type: none"> ● Silent Letters ● Consonant Digraphs ● Cursive Handwriting 	<ul style="list-style-type: none"> ● Spell words with three-letter blends and understand meanings. ● Decode multisyllabic words. ● Decode and read words with /j/, /k/, and /kw/. ● Spell and write words with /j/, /k/, and /kw/. ● Decode and read multisyllabic words with /j/, /k/, and /kw/. ● Decode and read words with consonant digraphs and silent letters. ● Spell and write words with consonant digraphs and silent letters. ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.
Writing:	<ul style="list-style-type: none"> ● Elements of writing a descriptive essay ● The writing process of descriptive essay 	<ul style="list-style-type: none"> ● Establish a purpose for reading. ● Use prior and background knowledge. ● Understand features of descriptive writing. ● Use technology to assist with publishing. ● Share writing. ● Hold collaborative discussions. ● Use prewriting strategies to plan writing. ● Plan a draft. ● Develop a topic sentence for a description. ● Organize a draft. ● Complete a graphic organizer. ● Use sensory words.

		<ul style="list-style-type: none"> ● Discuss elements of google beginnings and endings in writing. ● Apply knowledge of sentence structure to writing. ● Begin sentences with different parts of speech to vary sentence structure. ● Revise draft of a description. ● Revise draft to improve sentence structure. ● Use a variety of sentence types. ● Proofread description for spelling. ● Edit drafts for capitalization, punctuation, and correct spelling. ● Publish a description.
Speaking and Listening:	<ul style="list-style-type: none"> ● Text Interpretation and analysis ● Synthesis ● Presentation ● Note Taking 	<ul style="list-style-type: none"> ● Identify central ideas and supporting facts. ● Interpret messages in media. ● Interpret media techniques to communicate information. ● Listen to fluent reading. ● Use content area words to describe media. ● Demonstrate active listening skills. ● Give information in a logical sequence. ● Use acquired language skills to give a presentation. ● Develop research questions. ● Identify and internalize key vocabulary. ● Plan and give a short presentation about a personal experience. ● Present a project. ● Self-assess project work using a rubric. ● Summarize to confirm understanding of text read aloud. ● Listen actively and provide feedback during

		<p>discussion.</p> <ul style="list-style-type: none"> ● Gather and sort information to take notes. ● Demonstrate taking notes.
<p>Language:</p>	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: loyal, sovereignty, democracy, civic, delegates, convention, domestic, welfare, posterity, endowed, declaring, independence, presented, gritty, hoisted, broad ● Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): author’s purpose, entertain, *inform, persuade, *central idea, *detail, summarize, evidence, *heading, *suffix, *prefix, *base word, *organization, text structure, graphic feature, label, sidebar, text feature, brainstorm, *primary source, *research, *secondary source, animation, expert, live action, media, sound elements, conflict, resolution, retell, sequence, content-area words, 	<ul style="list-style-type: none"> ● Use newly acquired vocabulary to answer questions. ● Identify and use multiple- meaning words using strategic learning techniques. ● Identify real-life connections between words and their use. ● Answer questions and discuss meanings to develop vocabulary. ● Use newly acquired vocabulary expressively. ● Use context to determine the meanings of unfamiliar words. ● Use a dictionary or glossary to determine the meanings of unknown words. ● Define and discuss content area words using context clues. ● Discuss target vocabulary words and expand vocabulary knowledge. ● Discuss words with the suffixes -y and -less and the prefix dis- to show understanding of the target suffixes and prefix. ● Discuss words with the suffixes -er and -est to show understanding of the target suffix and spelling changes to base words when the suffixes are added. ● Discuss words with the prefix im- to show understanding of the target prefix. ● Create word webs using vocabulary.

	<p>context clue, analyze, interpret, media techniques, clarify, prediction, *character, *event, literary elements, *plot, *setting, bullet points, formal language, pacing, *presentation, elaboration, expository, *topic</p> <ul style="list-style-type: none"> • Generative Vocabulary: Suffixes-y, ly, -less; Prefix-dis, -im; Suffix-er/-est • Conventions of Standard English, Grammar and Usage: apostrophes, capitals and punctuation (end, commas, quotation marks) 	<ul style="list-style-type: none"> • Improve sentence structure (e.g., rearrange words and sentences, add sentences, remove unnecessary words or sentences).
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Unit Number and Title:	Module 4: Theater and Performance: Stories on Stage
Duration:	15 - 18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 4 ● HMH’s Writing Workshop Manual ● Rigby Leveled Readers ● Core Texts: <ul style="list-style-type: none"> ○ <i>Get Curious Video: Auditions</i> ○ <i>The Lion King’s Friend</i>, informational text ○ <i>That’s Entertainment</i>, opinion text ○ <i>The Saga of Pecos Bill</i> by Anthony D. Fredericks, drama/ tall tale ○ <i>Little Melba and Her Big Trombone</i> by Katheryn Russell-Brown, ○ <i>The Traveling Trio</i> by Cesky Krumlov of Czech Republic, informational video ○ <i>Gigi and the Wishing Ring</i>, adapted from the Italian fairy tale by Sumi Collina, drama/ classic tale ○ <i>Characters and Prologue</i> of drama/ myth ○ <i>The Rough Face Girl</i> by Rafe Martin ○ <i>Cendrillon- A Caribbean Cinderella</i> by Robert D. San Souci ○ <i>Crossing Bok Chitto</i>, A Choctaw Tale of Friendship and Freedom by Tim Tingle (writing focal text)
Unit Overview:	<p>In this drama text-focused module, students will listen to, read, and view a variety of texts and media that give them information about the features of drama. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss. Students will write a narrative story as they engage in the writing process.</p> <p>A genre focus on drama provides students with opportunities to identify elements of drama and literary</p>

	<p>elements in order to better understand unfamiliar texts. Students will also encounter fables and video to build knowledge across genres and synthesize topic knowledge through the social emotional connection of theater and performance.</p> <p>Students will read a series of drama and fairy tale texts to visualize, identify elements of a drama, act out scenes, and explore how figurative language can influence the plot and author’s purpose. They will learn to identify characters, dialogue, setting, scenes, and themes in a drama. As students build their vocabulary and synthesize topic knowledge, they will learn more about the value of drama and the key differences between stories and plays.</p> <p>In this module, students will engage in two types of writing. Using dramas and plays as models, students will continue to hone their craft when writing narratives. As a culminating task, students will write opinion pieces regarding the inherent differences between prose and plays, and the reasons why one may be better than the other.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p>

Foundational Skills

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

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

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

- a. 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.
- b. 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).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

	<p>Language</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> c. Use commas and quotation marks in dialogue. d. Form and use possessives. <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). <p>L.3.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 	
Essential Question(s):	<ul style="list-style-type: none"> ● Why might some stories be better told as plays? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● The unique literary elements of a play can be more entertaining, provide more background information, and allow the audience to better understand what is happening. 	
Learning Goal(s):	<p>Content Students will know...</p>	<p>Skills Students will be able to...</p>
Reading:	<ul style="list-style-type: none"> ● Author’s claim ● Visualizing ● Elements of a Drama ● Figurative Language ● Literary Elements ● Media Techniques ● Retell ● Theme/topic 	<ul style="list-style-type: none"> ● Identify the author’s claim and supporting facts. ● Distinguish between facts and opinions. ● Ask questions about the text and create mental images while reading. ● Identify elements of drama. ● Explain the author’s use of figurative language . ● Write sentences using imagery . ● Recognize characteristics of an argumentative text.

	<ul style="list-style-type: none"> ● Monitor and clarify ● Summarize ● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again</i>, <i>Contrasts and Contradictions</i>). 	<ul style="list-style-type: none"> ● Analyze literary elements of characters, setting, plot and events. ● Discuss characters and how they develop. ● Analyze the use of media techniques to achieve specific purposes. ● Retell a drama to reinforce understanding of the plot, events and theme. ● Identify the author’s message or theme. ● Analyze how plot elements reveal the author’s purpose. ● Distinguish between theme and topic. ● Ask questions about the text and create mental images while reading. ● Listen actively to analyze or clarify information . ● Monitor comprehension and make adjustments to improve understanding of the text. ● Summarize the central ideas and details of an informational video. ● Identify when a character acts differently than they would expect and explain how that impacts the story. ● Identify when a character shares advice or insights to another character and explain how this affects the character and the life lesson learned.
Foundational Skills:	<ul style="list-style-type: none"> ● Consonant Digraphs ● Vowel Diphthongs ● Cursive Handwriting 	<ul style="list-style-type: none"> ● Recognize and decode words with the consonant digraphs <i>ch</i>, <i>tch</i>, <i>sh</i>, <i>wh</i>, <i>th</i>, <i>ph</i>, and <i>ng</i>. ● Spell and write words with consonant digraphs. ● Learn spelling patterns for consonant digraphs <i>ch</i> and <i>tch</i>. ● Recognize and decode words with vowel

		<p>diphthongs <i>ow</i> and <i>ou</i>.</p> <ul style="list-style-type: none"> ● Learn spelling patterns for vowel diphthongs <i>ow</i> and <i>ou</i>. ● Decode and read words with vowels <i>au</i>, <i>aw</i>, <i>al</i>, and <i>o</i>. ● Spell and write words with vowels <i>au</i>, <i>aw</i>, <i>al</i>, and <i>o</i>. ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.
Writing:	<ul style="list-style-type: none"> ● Elements of narrative writing ● The writing process of writing a narrative 	<ul style="list-style-type: none"> ● Make and describe personal connections to sources. ● Understand genre features. ● Access prior knowledge. ● Actively listen to participate in group discussions. ● Build background knowledge about an unfamiliar topic to prepare to read. ● Synthesize information to make, correct and confirm predictions. ● Set a purpose for reading. ● Make connections across a text. ● Analyze narrative text for author’s craft. ● Read and understand domain specific vocabulary. ● Set goals for writing. ● Use technology to assist with writing. ● Use multiple prewriting strategies to plan a draft.

		<ul style="list-style-type: none"> ● Plan and develop the first draft. ● Use knowledge of story structure to begin drafting a story. ● Understand different ways to create an engaging beginning. ● Draft a beginning, multi-paragraph middle, and ending to a story. ● Revise drafts. ● Add dialogue and dialogue tags ● Edit writing for possessive pronouns. ● Proofread writing for grammar, usage, and mechanics . ● Publish written works as part of the writing process.
Speaking and Listening:	<ul style="list-style-type: none"> ● Summarization and Paraphrasing ● Evaluation and Organization ● Synthesis ● Oral Instructions 	<ul style="list-style-type: none"> ● Listen to fluent reading. ● Use details to connect to meaning. ● Comprehend details to connect to meaning. ● Paraphrase information read aloud. ● Summarize information read aloud. ● Use acquired language to summarize and paraphrase information. ● Comprehend content to determine relevance to a topic. ● Use sequence words to write instructions. ● React to presentation. ● Self-assess project work using a rubric. ● Determine relevance of information for research. ● Organize information for research to demonstrate understanding. ● Listen actively and provide feedback during

		<p>discussion.</p> <ul style="list-style-type: none"> ● Present a project. ● Follow oral instructions. ● Write instructions.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: audition, rehearse, ability, actor, saga, genuine, coiled, whirled, tame, baroque, pulleys, backdrop, performance, eminent, peasant, stately, deceive, superior, merciful, drowsy, hesitation, burden, reassuring, greedily, unnoticed, trials, boasts, curtain call, professional, focused ● Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): *audience, claim, *fact, *opinion, visualize, act, cast of characters, *dialogue, drama, scene, script, stage direction, *prefix, base word, *character, conflict, *event, literary elements, *plot, resolution, figurative language, hyperbole, imagery, personification, paraphrase, summarize, *central idea, animation, live action, media, sound elements, retell, *suffix, theme, *topic, brainstorm, evaluate, 	<ul style="list-style-type: none"> ● Read words with consonant digraphs and understand their meaning. ● Spell words with ch and tch and understand their meaning. ● Use newly acquired vocabulary expressively and to answer questions and demonstrate understanding. ● Identify real-life connections between words and their use. ● Use context to determine the meanings of unfamiliar words. ● Determine the meaning of the grade-level academic vocabulary with prefixes, suffixes, and Latin roots. ● Use a dictionary or glossary to determine the meanings of unknown words. ● Identify shades of meaning using strategic learning techniques. ● Discuss words with the prefixes in- and im- to show understanding. ● Discuss target vocabulary words and expand vocabulary knowledge by playing a word game. ● Use acquired language to summarize and paraphrase. ● Read, articulate sounds and spell words with vowel diphthongs ou and ow and understand their meaning.

	<p>*research, clarify, monitor, *root, character trait, instructions, sequence, evidence, perspective, *reasons, transition word</p> <ul style="list-style-type: none"> ● Generative Vocabulary: prefixes: in, im, suffixes: er, or, Latin Root: aud, vis ● Conventions of Standard English, Grammar and Usage: punctuating dialogue, possessive pronouns, capitalization and punctuation (end, commas, quotation marks) 	<ul style="list-style-type: none"> ● Discuss words with the suffixes -er and -or to show understanding of the target suffixes. ● Read and spell words with vowels au, aw, oi and o and understand their meaning. ● Identify and use multi-meaning words using strategic learning techniques. ● Discuss words with Latin roots -aud and -vis to show understanding of the roots.
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Unit Number and Title:	Module 5: Relationship Skills: Teamwork
Duration:	15 - 18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 5 ● HMH’s Writing Workshop Manual ● Rigby Leveled Readers ● Core Texts: <ul style="list-style-type: none"> ○ <i>Competition Cooperation-and FUN!</i>, informational text ○ <i>Get Curious Video: How Do We Win?</i> ○ <i>Teamwork = Victory!</i>, informational text ○ <i>Soccer Shootout by Jake Maddox illustrated by Mathew Shipley</i> ○ <i>Fiction Video: Bend It Like Bianca</i> ○ <i>Running Rivals</i> by Jake Maddox, illustrated by Oriol Vidal ○ <i>The True Story of an Amazing All Brother Baseball Team: Brothers at Bat</i> by Audry Vernick, Illustrated by Steven Salarno ○ <i>The Carver Chronicles Don’t Feed The Geckos!</i>,by Karen English, illustrated by Laura Freeman (writing focal text)
Unit Overview:	<p>In this realistic fiction text-focused module, students will listen to, read, and view a variety of texts and media that present them with information about the concept of teamwork. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss. Students will write a persuasive essay as they engage in the writing process.</p> <p>A genre focus on realistic fiction provides students with opportunities to identify literary elements, author’s craft, and theme in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction and a video to build knowledge across genres. Students will synthesize topic knowledge through the science/social studies connection on teamwork. Students will learn that readers cannot assume that everything the author says is true or correct. The author might include his/her</p>

	<p>opinion. skilled readers question what the author says and how it relates to what they already know. Students will read informational text about two girl basketball teams and identify graphic features, setting, and how the author develops the theme around competition. As students build their vocabulary and synthesize topic knowledge, they will learn more about the way that sports can bring people together to work as a team.</p> <p>Students will also continue to shape their persuasive writing skills by drafting multi-paragraph essays that include an introduction, body, and conclusion.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI.3.10 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>

Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

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

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

- a. 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.
- b. 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).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

	<p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>Language</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● What can sports teach us about working together and forming relationships? ● Why are human relationships important? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Sports can bring people together to work as a team. ● Other people can help teach us important lessons about ourselves, others, and the world around us. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> ● Author's Purpose 	<ul style="list-style-type: none"> ● Identify and explain the author's purpose.

	<ul style="list-style-type: none"> ● Questioning ● Literary Elements ● Theme/topic ● Monitor and Clarify ● Author’s Craft ● Media Techniques ● Predicting ● Figurative Language ● Text Structure ● Point of View ● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>). 	<ul style="list-style-type: none"> ● Ask and answer questions to deepen understanding of a text and gain information. ● Explain relationships among characters and character development. ● Explain the influence of setting on plot. ● Explain the use of text structure. ● Identify the theme and distinguish between topics. ● Analyze how the author’s use of language contributes to voice. ● Recognize how the author’s voice contributes to mood. ● Monitor comprehension and make adjustments to improve understanding when needed. ● Identify sound and visual elements. ● Listen actively to analyze and clarify information. ● Analyze the use of media techniques to achieve specific purposes. ● Make, correct, and confirm predictions based on text features and genre characteristics. ● Explain the author’s use of sound devices and imagery. ● Analyze the use of text structure to achieve specific purposes. ● Identify transitions that indicate chronology in text. ● Identify the narrator. ● Distinguish between first- and third-person point of view. ● Identify when a character acts differently than they would expect and explain how that impacts the story.
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		<ul style="list-style-type: none"> ● Identify things that are surprising and things that challenged, changed or confirmed what they already knew as they read nonfiction.
Foundational Skills:	<ul style="list-style-type: none"> ● Diphthongs ● Homophones ● Contractions ● Cursive Handwriting 	<ul style="list-style-type: none"> ● Recognize and decode words with diphthongs <i>oi</i> and <i>oy</i>. ● Learn to spell words with the /oi/ sound spelled <i>oi</i> and <i>oy</i>. ● Recognize and decode multisyllabic words with diphthongs <i>oi</i> and <i>oy</i>. ● Recognize and decode homophones. ● Learn to spell homophones. ● Recognize and decode contractions with <i>n't</i>, <i>'d</i>, <i>'ve</i>. ● Learn to spell contractions. ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.
Writing:	<ul style="list-style-type: none"> ● Elements of persuasive writing ● The writing process of writing a persuasive letter 	<ul style="list-style-type: none"> ● Describe a personal connection to sources. ● Build background knowledge. ● Set goals for writing. ● Understand audience and purpose. ● Understand features of persuasive writing. ● Use prewriting strategies to plan writing. ● Draft a multi-paragraph text (introduction, body paragraphs, strong conclusion). ● Use organizational patterns correctly.

		<ul style="list-style-type: none"> ● Draft a persuasive letter. ● Add details to support a position. ● Write a strong conclusion. ● Revise a draft. ● Understand possessive pronouns. ● Apply correct punctuation. ● Work collaboratively and use peer feedback to improve writing. ● Proofread for correct possessives and spelling, and mechanics. ● Publish writing. ● Use technology to assist with writing. ● Share writing. ● Engage in collaborative discussions.
Speaking and Listening:	<ul style="list-style-type: none"> ● Citations ● Summary and Paraphrasing ● Discussion Rules 	<ul style="list-style-type: none"> ● Listen to fluent reading. ● Keep records of sources while doing research. ● Create a bibliography/works cited page. ● Use acquired writing and language skills. ● Recall facts and details from text read orally. ● Paraphrase and summarize information read aloud. ● Use acquired language to summarize and paraphrase. ● Recognize and describe the features of realistic fiction. ● Synthesize knowledge gained from text. ● Follow rules of discussion. ● Listen actively during a discussion. ● Make relevant comments and ask questions during a discussion. ● Comprehend content to discuss ideas about topics.

Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: collaboration, symbiosis, determination, unity, apprehensive, technical, deflected, competition, intercepted, sprawling, captain, force, finals, meets, upset, concentrated, disappointed, personal, littered, disbanded, rivalry, donated, generations, soared, prime, desolate, retain, self-discipline, finesse ● Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): author’s purpose, entertain, *inform, persuade, clarify, prediction, *character, character trait, literary elements, *plot, *setting, *suffix, base word, *root, theme, *topic, author’s craft, mood, voice, literal language, alphabetical order, bibliography, *source, live action, media, sound elements, visual elements, paraphrase, summarize ● Generative Vocabulary: suffixes: er, or, er/est, ment, Greek Roots: bio, Latin roots: vid ● Conventions of Standard English, Grammar and Usage: pronouns, sentence structure, homophones, 	<ul style="list-style-type: none"> ● Articulate the author’s purpose using the word <i>inform</i> and <i>entertain</i>. ● Read and spell words with diphthongs oi and oy and understand their meaning and articulate the sound in multisyllabic words. ● Answer questions and discuss meaning to develop vocabulary. ● Articulate questions and answers about the selection. ● Summarize to confirm understanding of a text read aloud. ● Use newly acquired vocabulary expressively. ● Identify literary elements, including the terms major and minor characters, narrator and point of view, using text evidence. ● Discuss words with the suffixes er, or, er/est, and -ment to show understanding of their meaning. ● Articulate the story’s topic and theme. ● Discuss target vocabulary words and create word webs to expand vocabulary knowledge. ● Articulate strategies for clarifying comprehension. ● Identify and articulate sound elements used in video and transition words that indicate a sequence text structure. ● Discuss words with Greek root <i>bio</i> and Latin root <i>vid</i> to show understanding. ● Use acquired language to summarize and paraphrase information. ● Articulate what has been learned about the essential question from their reading. ● Express predictions using the words predict and
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	contractions	correct. <ul style="list-style-type: none">● Read and spell contractions with n't, 'd, 've and understand their meanings.● Identify and explain the use of repetition.● Articulate ideas and opinions about module selections.
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Unit Number and Title:	Module 6: Life Science: Animal Behaviors
Duration:	15 - 18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading 6 ● HMH’s Writing Workshop Manual ● Rigby Leveled Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Get Curious Video: Shall We Dance?</i> ○ <i>Living Glass</i>, informational text ○ <i>Frozen Alive</i>, informational text ○ <i>This is Your Life Cycle</i> by Heather Lynn Miller, narrative nonfiction/ fantasy ○ <i>The Nose Awards</i> by Manu Callejon, magazine article ○ <i>Octopus Escapes Again!</i> By Laurie Ellen Angus, narrative nonfiction ○ <i>T.J. The Siberian Tiger Cub</i> by Ann Whitehead Nagada and Cindy Bickel ○ <i>In November</i> by Cynthia Rylant (writing focal text) <p>Cross-curricular connections: Science - Interdependent Relationships and Ecosystems grade 3 unit</p>
Unit Overview:	<p>In this informational text-focused module, students will listen to, read, and view a variety of texts and media that present them with information about unusual behaviors and characteristics of wild animals. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss. Students will write an expository essay as they engage in the writing process.</p> <p>This genre focus on nonfiction text will provide students with opportunities to identify the main idea, use text and graphic features, question the author's purpose, and find evidence behind thinking to better understand unfamiliar texts. Students will also encounter narrative nonfiction to build knowledge across genres and synthesize topic knowledge through the science connection on life science and cycles.</p>

	<p>Students will read about tigers, elephants, octopus, frogs, and insects. They will focus on how certain animal behaviors affect their way of life. Various texts dig deep into the reasons as to why different animals have different adaptations. Content area words such as “larvae” and “gills” give a good indication to students of how animals survive. Students will use this knowledge to apply in their own informational writing piece about a specific animal.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RI.3.1 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 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.7 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).</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>RI.3.10 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> <p>Foundational Skills</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words. <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

Speaking and Language

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

- a. 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.
- b. 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).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language

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

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

	<p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). <p>L.3.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). 	
Essential Question(s):	<ul style="list-style-type: none"> ● What behaviors help animals survive? ● How does our environment impact our lives? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Animals utilize behaviors and characteristics, or traits, to help them survive. ● The environment can influence people's behavior and motivation to act. ● Human health and wellbeing are related to our natural environment. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> ● Text and Graphic Features ● Summarize ● Author's Purpose ● Author's Craft ● Questioning ● Central Idea ● Figurative Language ● Monitor and Clarify ● Text Structure ● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>). 	<ul style="list-style-type: none"> ● Recognize characteristics of informational text. ● Recognize the text and graphic features that an author uses and what their purpose is in using them/how they contribute to the meaning of the text. ● Summarize using the central ideas and relevant ideas. ● Recognize the author's purpose. ● Recognize that authors use language to create a style or voice. ● Explain how the author's voice contributes to mood. ● Ask and answer questions to deepen

		<p>understanding and gain information.</p> <ul style="list-style-type: none"> ● Recognize the central ideas in a text and identify the supporting evidence for them. ● Evaluate details to determine key ideas that support the central ideas. ● Explain the author’s use of figurative language. ● Make adjustments to improve understanding when comprehension breaks down. ● Recognize a variety of text structures. ● Analyze the use of text structure to achieve specific purposes. ● Identify things that are surprising and things that challenged, changed or confirmed what they already knew as they read nonfiction. ● Identify unknown words when they are reading and look for clues to help them understand it.
Foundational Skills:	<ul style="list-style-type: none"> ● R Controlled Vowels ● Cursive Handwriting 	<ul style="list-style-type: none"> ● Differentiate the /ar/ and /or/ sounds. ● Recognize spelling patterns for /ar/ and /or/. ● Learn to spell words with vowel + /r/ sounds. ● Decode multisyllabic words with /ar/ and /or/. ● Recognize vowel sound /ur/ spelled <i>er, ir, ur, or</i>. ● Decode words with <i>er, ir, ur, or</i>. ● Recognize and decode multisyllabic words with <i>er, ir, ur, or</i>. ● Recognize vowel sound /ir/. ● Decode words with /ir/. ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting.

		<ul style="list-style-type: none"> ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.
Writing:	<ul style="list-style-type: none"> ● Elements of expository writing ● The writing process of an expository essay 	<ul style="list-style-type: none"> ● Engage in the writing process. ● Use support from peers to revise drafts. ● Use purposeful structure to organize writing. ● Provide a clear statement of the main idea. ● Conclude with the restatement of the main idea. ● Use features of informational writing. ● Use multiple pre-writing strategies to plan writing. ● Use research to identify and narrow a topic and to identify relevant information. ● Cite sources when researching a topic. ● Set goals for writing. ● Draft multiple-paragraph expository texts. ● Explain ideas with details, examples, and descriptions. ● Revise drafts to include prepositional phrases and improve sentence structure. ● Edit writing for capitalization, punctuation, and mechanics. ● Proofread writing for spelling. ● Use technology to produce and publish writing. ● Share writing.
Speaking and Listening:	<ul style="list-style-type: none"> ● Presentation ● Collaboration ● Synthesis 	<ul style="list-style-type: none"> ● Listen to fluent reading. ● Recall facts and details from text read orally. ● Summarize to confirm understanding of text read aloud.

		<ul style="list-style-type: none"> ● Interpret messages in the media. ● Plan and give an informational presentation. ● Use formal language in an informational presentation. ● Analyze media techniques to communicate information. ● Use nonverbal cues to help communicate with listeners. ● Develop a plan and share responsibility on a collaborative project. ● Follow rules of discussion and collaboration. ● Listen actively during a discussion. ● Make relevant comments and ask questions during a discussion. ● Take turns and cooperate. ● Present a project. ● Provide feedback during discussion. ● Self-assess project work using a rubric.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: hatch, universal, span, growth, larvae, molt, unsuspecting, deposited, patch, cumbersome, keener, nostrils, trumpet, flexible, siphon, lurking, invisible, nuzzled, bared, refused, assistant, pounce, nursery, tissue, plankton, fossil, conservationist, colonize ● Instructional Vocabulary (*Smarter Balanced Construct 	<ul style="list-style-type: none"> ● Articulate the connections between text and related graphics. ● Read, spell, articulate and understand words with -ar, -or, -ore, -er, -ir, -ur, -or, -air, -are, -ear, -ere, -ear, -ere, -eer, -eir, -ier. ● Articulate the /ur/, /ar/, and /ir/ sound and read multisyllabic words with those sounds. ● Answer questions and discuss meanings to develop vocabulary. ● Articulate content area vocabulary to summarize a text. ● Summarize to confirm understanding of a text

	<p>Relevant Vocabulary for English Language Arts and Literacy): bold text, caption, graphic feature, photo, text feature, *main idea, summary, author’s purpose, entertain, *inform, persuade, *prefix, *base word, *suffix, diagram, label, speech bubble, author’s craft, mood, tone, voice, paraphrase, plagiarism, clarify, prediction, central idea, *detail, evidence, alliteration, figurative, imagery, onomatopoeia, repetition, sound device, *punctuation, sidebar, bullet points, formal language, pacing, *presentation, monitor, cause, compare, contrast, effect, problem, text structure, graph, collaborative, elaboration, *fact</p> <ul style="list-style-type: none"> ● Generative Vocabulary: prefixes: uni, bi, tri, un, suffix: ly ● Conventions of Standard English, Grammar and Usage: parts of speech, prepositions, prepositional phrases, capitalization, and punctuation (end, commas, quotation marks) 	<p>read aloud.</p> <ul style="list-style-type: none"> ● Identify new vocabulary and use newly acquired vocabulary to answer questions. ● Learn to use a thesaurus to find synonyms and develop new vocabulary, using strategic learning techniques. ● Articulate questions and answers about the selection, the author’s purpose for writing, and the central idea and supporting details. ● Discuss familiar words with Latin prefixes uni-, bi-, tri- to show understanding of their meaning. ● Discuss and use the prefix un- and the suffix -ly to show understanding. ● Discuss target vocabulary words and explore shades of meaning to expand vocabulary knowledge. ● Describe the tone and mood of a selection. ● Use content-area words to describe media. ● Articulate what has been learned about the essential question. ● Identify and explain the use of repetition. ● Articulate strategies for clarifying comprehension. ● Articulate comparisons and the purpose of a bar graph. ● Create word families using target vocabulary in order to expand vocabulary knowledge.
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Unit Number and Title:	Module 7: Community and Citizenship: Make a Difference
Duration:	15 - 18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 7 ● HMH’s Writing Workshop Manual ● Rigby Leveled Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Get Curious Video: Kids Change the World</i> ○ <i>The Eco-Troubador</i>, Biography ○ <i>Let’s Build a Park</i> ○ <i>Farmer Will Allen and the Growing Table</i>, by Jacqueline Briggs Martin, Illustrated by Eric-Shabazz Larkin ○ <i>One Plastic Bag Isatou Ceesay and the Recycling Women of the Gambia</i> by Miranda Pearl, Illustrated by Elisabeth Zunon ○ <i>Energy Island</i> by Allan Drummond ○ <i>The Storyteller’s Candle</i> by Lucia Gonzalez Illustrated by Lulu Delacre ○ <i>What if Everybody Did That?</i> By Ellen Javernick, Illustrated by Colleen M. Madden (writing focal text) <p>Cross-curricular connections: Social Studies - The Structure and Function of Government: Connecticut and Fairfield grade 3 unit Social Studies - The Impact of The Indigenous Peoples and Geography on Fairfield grade 3 unit</p>
Unit Overview:	<p>In this informational text-focused module, students will listen to, read, and view a variety of texts and media that present them with information about building communities. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss, particularly when engaging in the writing process as they construct their own opinion piece.</p>

	<p>This genre focus on narrative nonfiction texts will provide students with opportunities to identify the author's purpose, text structure, and text graphic features in order to better understand unfamiliar texts. Students will also encounter historical fiction to build knowledge across genres and synthesize topic knowledge through the social studies connection on community.</p> <p>This unit highlights several stories that take an environmentalist approach; emphasizing the importance of recycling, food equity, and renewable energy. This unit effectively blends scientific concepts of environmentalism with the importance of community traditions and values. These topics will allow rich conversations and debate amongst students. Students will read books on recycling, energy conservation, and sustainable farming to learn how to synthesize, make inferences, make and confirm predictions to help make a community stronger and better.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.5 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 Distinguish their own point of view from that of the author of a text.</p> <p>RI 3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social</p>

studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Foundational Skills

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

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

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

Language

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

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.

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

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

	<p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>Speaking and Listening</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. 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. b. 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 	
Essential Question(s):	<ul style="list-style-type: none"> ● How can one person make a meaningful difference in their local or global community? ● Why do we seek and build community? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● A dedicated individual or group of people can help make a community stronger and better. ● Without community, people may feel more isolated and lonely. One of the ways we can strengthen our mental health is by building community and creating the social connection and support to have more vulnerable conversations. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> ● Author’s Purpose 	<ul style="list-style-type: none"> ● Recognize the author’s purpose and identify the

	<ul style="list-style-type: none"> ● Predictions ● Text Structure ● Point of View ● Inferences ● Text and Graphic Features ● Figurative Language ● Literary Elements ● Synthesize ● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again</i>, <i>Contrasts and Contradictions</i>). 	<p>author's audience.</p> <ul style="list-style-type: none"> ● Explain how text structure supports the author's purpose. ● Make, correct and confirm predictions. ● Recognize characteristics of argumentative text. ● Recognize patterns on how a text is organized and determine text structure. ● Identify first or third person point of view. ● Recognize that the author's point of view may differ from the reader. ● Make inferences and use text evidence to support and develop understanding of a text. ● Recognize and analyze text and graphic features. ● Identify examples of figurative language. ● Explain an author's use of imagery and similes. ● Explain how characters develop using relationships, traits, actions and words. ● Explain the influence of setting on plot. ● Analyze plot elements. ● Evaluate text details to determine their importance. ● Discuss, listen, and make comments after listening to or reading a text. ● Write a response that demonstrates understanding of the text. ● Use text evidence and new vocabulary to write a response. ● Identify when a character suddenly realizes something or becomes aware of and explain how this might impact the story and change things. ● Identify when words are quoted by an author explain why it is important to the text/author's
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		purpose.
Foundational Skills:	<ul style="list-style-type: none"> ● Compound Words and Abbreviations ● Irregular Plurals ● Words with /oo/ ● Cursive Handwriting 	<ul style="list-style-type: none"> ● Recognize and decode compound words. ● Recognize and decode abbreviations. ● Read compound words and understand their meanings. ● Spell compound words. ● Spell abbreviations. ● Spell multisyllabic words and abbreviations and understand their meanings. ● Recognize and use irregular plural nouns. ● Read and understand irregular plural nouns. ● Learn to spell irregular plurals. ● Form and use irregular plural nouns. ● Recognize spelling patterns of irregular plural nouns. ● Differentiate the long and short /oo/ sounds. ● Recognize spelling patterns for the long and short /oo/ sounds. ● Read words with long and short /oo/ sounds and understand their meanings. ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.
Writing:	<ul style="list-style-type: none"> ● Elements of Opinion Writing ● The Writing Process of an Opinion 	<ul style="list-style-type: none"> ● Understand features of argumentative writing. ● Set goals for writing. ● Use multiple prewriting strategies to plan drafts.

	<p>Essay</p>	<ul style="list-style-type: none"> ● Identify audience and purpose. ● Choose reasons to support your opinion. ● Features of an introduction, body and conclusion. ● Understand a call to action. ● Understand the purpose of persuasive language and techniques. ● Draft multiple-paragraph opinion text/essay. ● Revise to use persuasive language, strong support and reasons. ● Use sufficient evidence to explain reasons. ● Use details that support main ideas. ● Revise to connect ideas for clarity and coherence. ● Understand the importance of a purposeful structure. ● Understand the use of the apostrophe in contractions and possessives. ● Edit drafts using correct capitalization, punctuation, and spelling. ● Publish written work. ● Use technology to assist writing. ● Share writing. ● Respond to ideas in student writing.
<p>Speaking and Listening:</p>	<ul style="list-style-type: none"> ● Evaluation and Organization of Information ● Paraphrase/Cite Sources ● Topic Knowledge Synthesis ● Listening Comprehension 	<ul style="list-style-type: none"> ● Listen to fluent reading. ● Make and confirm predictions about a selection read aloud. ● Use predictions to support self-monitoring and comprehension. ● Develop research questions. ● Choose a question to research. ● Gather information from a variety of sources.

		<ul style="list-style-type: none"> ● Take notes. ● Identify and internalize key vocabulary to communicate ideas about a research topic. ● Determine relevance of information for research. ● Organize information for research to demonstrate understanding. ● Use keywords to organize information. ● Paraphrase text and recognize plagiarism. ● Cite sources in a bibliography. ● Use acquired writing and language skills to paraphrase text. ● Present a project. ● Listen actively and provide feedback during discussion. ● Self-assess project work using a rubric. ● Have students react to presentations.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: outreach, fellowship, communal, resident, scarce, greenhouses, pollution, crowded, vats, vertical, factories, confesses, forage, recycled, cable, environment, renewable, converted, resources, willing, slender, gallant, chimed, preparation, flickered, concluded, troubadour, landfills, caustic, consciousness, enthusiasm ● Instructional Vocabulary (*Smarter Balanced Construct 	<ul style="list-style-type: none"> ● Answer questions using module vocabulary. ● Articulate an author’s purpose and intended audience. ● Read compound words and understand their meanings. ● Spell multi-syllable words and abbreviations and understand their meaning. ● Use context and comprehend text. ● Answer questions and discuss meanings to develop vocabulary. ● Build academic vocabulary through guided discussions and answering questions. ● Use predictions to support self-monitoring and comprehension.

	<p>Relevant Vocabulary for English Language Arts and Literacy): *audience, author’s purpose, reason, confirm, prediction, *suffix, text structure, *narrator, *point of view, brainstorm, *primary source, *research, *secondary source, background knowledge, evidence, experience, *inference, graphic feature, diagram, map, sidebar, text feature, categorize, evaluate, *research, synthesize, *character, *event, literary elements, *plot, *setting, compound word, italic text, type, figurative language, hyperbole, imagery, simile, alphabetical order, bibliography, paraphrase, plagiarism, *conclusion, elaboration, evidence, *topic</p> <ul style="list-style-type: none"> ● Generative Vocabulary: suffixes: ion, ness, able, Compound Words ● Conventions of Standard English, Grammar and Usage: transition words, apostrophes in contractions and possessives, capitalization and punctuation (end, commas, quotation marks), synonyms and antonyms for adjectives, regular 	<ul style="list-style-type: none"> ● Use newly acquired vocabulary expressively. ● Identify new vocabulary using strategic learning techniques. ● Discuss words with suffixes -ion, -ness, -able to show understanding of target suffix. ● Use graphic organizers to list problems and solutions from a text. ● Discuss target vocabulary words and expand vocabulary knowledge. ● Identify and internalize key vocabulary to communicate ideas about a research topic. ● Articulate what has been learned about the essential question from reading. ● Read, understand, and spell irregular plurals and understand their meanings. ● Discuss key ideas in the text with academic language and teacher support. ● Discuss and elaborate on new ideas gained from a text. ● Identify personal pronouns and articulate how they demonstrate the narrator. ● Articulate connections between text and related visuals. ● Use keywords to organize information. ● Compare subjects from two selections using sentence frames for support. ● Share text details and offer examples. ● Internalize and use new academic language. ● Discuss compound words to show understanding of how to determine their meaning. ● Use academic language to discuss text and graphic
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	and irregular plural nouns	features. <ul style="list-style-type: none">● Analyze text with modeling and support.● Use acquired writing and language skills to paraphrase text.● Discuss connection between reading and the essential question.● Articulate ideas and opinions about module selections.● Use transition words and phrases in writing.
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Unit Number and Title:	Module 8: Inventions: Imagine! Invent!
Duration:	15 - 18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 8 ● HMH’s Writing Workshop Manual ● Rigby Leveled Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Get Curious Video: Getting There</i> ○ <i>(Some of) the Greatest Inventions</i>, informational text ○ <i>A Century of Amazing Inventions</i>, informational text ○ <i>Timeless Thomas: How Thomas Edison Changed Our Lives</i> by Gene Barretta, biography ○ <i>A Bumpy Ride</i> by Sharon Kutz Cooper and Rachel Young, informational text ○ <i>Rosie Revere Engineer</i> by Andrea Beaty, narrative poem ○ <i>Edison’s Best Invention</i>, opinion text ○ <i>Now and Ben: The Modern Inventions of Benjamin Franklin</i> by Gene Barretta (writing focal text) ○ Whoosh Lonnie Johnson’s Super Soaker by Chris Barton ○ Magic Ramen: The story of Momofuku Ando by Andrea Wang ○ The Man Who Walked Between the Towers by Mordicai Gerstein <p>Cross-curricular connections: Social Studies - The Role of Fairfield and Connecticut in America’s Story grade 3 unit STEAM unit 3 - Toy Design task grade 3</p>
Unit Overview:	<p>In this informational text-focused module, students will listen to, read, and view a variety of texts and media that present them with information about inventors and inventions. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers of informational texts, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how</p>

	<p>to best support their findings and conclusions about what they read and discuss. Students will write a research report as they engage in the writing process.</p> <p>This genre focus on nonfiction text will provide students with opportunities to identify the author's purpose and central idea to better understand unfamiliar texts. Students will also encounter narrative poetry and opinion texts to build knowledge across genres and synthesize topic knowledge through the science connection on inventions.</p> <p>Students will read about how different inventors will persevere through persistence, consistency, and determination. They will read about content area words such as “laboratory” to study how scientists achieved new inventions. Students will build vocabulary to learn more about the way an idea, determination, support, and hard work can create an environment where anything is possible.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards Reading Literature RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. RI.3.10 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</p>

independently and proficiently.

Foundational

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

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

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL 3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

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

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

	<p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 	
Essential Question(s):	<ul style="list-style-type: none"> What does it take to make a successful invention? How is conflict essential to our growth? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> Determination, support, and hard work can create an environment where anything is possible. Positive conflict presents opportunities for individual growth and development. Engaging in constructive disagreements allows people to challenge their own assumptions, expand their knowledge and skills, and gain a broader understanding of different perspectives. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> Text and Graphic Features Inferring 	<ul style="list-style-type: none"> Recognize and explain the importance of features in informational text.

	<ul style="list-style-type: none"> ● Text Structures ● Central Idea ● Predictions ● Author’s Purpose ● Literary Elements ● Figurative Language ● Summarize ● Claims and Supporting Details ● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>). 	<ul style="list-style-type: none"> ● Recognize and explain the purpose of text and graphic features. ● Make inferences using text evidence and background knowledge. ● Recognize the central idea and its supporting evidence. ● Evaluate relevant details to determine key ideas. ● Make, correct and confirm predictions. ● Recognize characteristics of informational text. ● Recognize and explain the author's purpose. ● Identify major and minor characters. ● Analyze how characters and setting affect the plot. ● Discuss the purpose of imagery and analyze the author’s use of it. ● Summarize text in ways that maintain meaning. ● Identify a claim and evaluate the supporting evidence in an argumentative text. ● Distinguish facts from opinions in an argumentative text. ● Identify unknown words when they are reading and look for clues to help them understand it. ● Identify when a character shares advice or insights to another character and explain how this affects the character and the life lesson learned.
Foundational Skills:	<ul style="list-style-type: none"> ● Prefixes and Suffixes ● Words with -ed and -ing ● Plurals ● Cursive Handwriting 	<ul style="list-style-type: none"> ● Understand meanings of prefixes and suffixes. ● Use meanings of prefixes and suffixes to decode words. ● Spell words with prefixes and suffixes to understand their meaning.\ ● Learn to spell words with -ed and -ing.

		<ul style="list-style-type: none"> ● Spell words with -ed and -ing and understand their meaning. ● Recognize and decode words with prefixes re- and un-. ● Recognize and decode words with suffixes -less and -ness. ● Decode words with common suffixes. ● Describe how suffixes turn words into different parts of speech. ● Read words with prefixes re-, un-, and suffixes -less, -ness and understand their meanings. ● Recognize and use plural words formed by changing y to i. ● Recognize base words in plurals. ● Read and understand plural words formed by changing y to i. ● Use singular nouns ending with consonant, singular nouns ending with consonant y to form plural nouns. ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.
Writing:	<ul style="list-style-type: none"> ● Elements of a Research Report ● The Writing Process of a Research Report 	<ul style="list-style-type: none"> ● Turn prewriting into a draft. ● Write an introduction with a topic sentence. ● Add details to support the topic sentence. ● Write a conclusion.

		<ul style="list-style-type: none"> ● Check for plagiarism . ● Use a confident voice. ● Make personal connections to ideas. ● Identify and gather relevant information. ● Plan to draft a research report. ● Set writing goals. ● Understand features of information text. ● Choose a topic. ● Identify primary and secondary sources. ● Create and follow a research plan. Gather and evaluate resources. ● Take notes and organize ideas for writing. ● Revise writing for transitions, run-on and sentence fragments. ● Use peer feedback to revise. ● Listen actively and offer feedback. ● Edit for capitalization and punctuation. ● Publish writing. ● Use technology to assist with writing. ● Engage in collaborative discussions. ● Reflect on goals.
Speaking and Listening:	<ul style="list-style-type: none"> ● Oral Instructions ● Multimedia Presentations ● Topic Knowledge Synthesis ● Listening Comprehension 	<ul style="list-style-type: none"> ● Listen to fluent reading. ● Identify key details from a read-aloud text. ● Follow oral instructions. ● Write instructions. ● Use sequence words to write instructions, ● Plan and give a persuasive presentation. ● Use formal persuasive language in a presentation. ● Organize ideas in a presentation in a logical sequence.

		<ul style="list-style-type: none"> ● Demonstrate active listening skills. ● Use acquired language skills to give a presentation. ● Identify multimedia formats. ● Plan and organize a multimedia presentation. ● Present research information using multimedia. ● Use acquired language to plan a multimedia presentation. ● React to presentations.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: invention, brilliant, productive, original, valuable, radar, device, breakthrough, dictation, technology, contraption, quest, craze, era, engineer, perplexed, dynamo, lingers, whirled, baffled, visionary, compact, singles, memorable, system, innovative, incandescent, transmit, vacuum, affordable, consumers ● Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): caption, graphic feature, *heading, label, text feature, timeline, background knowledge,*inference, compare, contrast, text structure, *root, *suffix, *central idea, 	<ul style="list-style-type: none"> ● Answer questions using module vocabulary. ● Use knowledge of prefixes and suffixes to read and understand words. ● Spell words with -ed and -ing and understand their meaning. ● Answer questions and discuss meanings to develop vocabulary. ● Use newly acquired vocabulary expressively. ● Use strategic learning techniques to master the use of reference sources to understand new vocabulary. ● Articulate the purpose of compare/contrast text structures. ● Use knowledge of prefixes, suffixes, and syllable division patterns to read and understand multisyllabic words. ● Discuss words with the Greek root graph and the suffix -logy to show understanding of the target root and suffix. ● Articulate what has been learned about the essential question from their reading. ● Read and spell words with prefixes re-, un- and suffixes -less, -ness and understand their meanings.

	<p>*detail, *main idea, *supporting evidence, font, instructions, sequence, confirm, prediction, author’s purpose, entertain, *inform, persuade, *character, character trait, literary elements, *plot, *setting, *prefix, figurative language, hyperbole, imagery, personification, bullet points, formal language, pacing, *presentation, summarize, audience, claim, evidence, *opinion, *fact, chart, table, multimedia, perspective, transition word</p> <ul style="list-style-type: none"> ● Generative Vocabulary: prefix: ex, suffix: logy, Greek root: graph, Latin roots: vis, mem, cent ● Conventions of Standard English, Grammar and Usage: sentence type, transition words, capitalization and punctuation (commas, quotation marks, end) 	<ul style="list-style-type: none"> ● Name cognates to learn a new language. ● Identify literary elements using the words character and setting. ● Discuss words with the prefix ex- to show understanding of the target prefix. ● Describe the image created by the phrase “hold on tight.” ● Use acquired language skills to give a presentation. ● Articulate what has been learned about the essential question from their reading. ● Answer questions and develop meanings to develop vocabulary. ● Read, understand, and spell plural words formed by changing y to i. ● Use strategic learning techniques to understand analogies. ● Discuss words with the Latin roots vis and mem to show understanding if the target roots. ● Discuss target vocabulary words and expand vocabulary knowledge.
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Unit Number and Title:	Module 9: Life Science: From Farm to Table
Duration:	15 - 18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 9 ● HMH’s Writing Workshop Manual ● Rigby Leveled Readers ● Core Text: <ul style="list-style-type: none"> ○ <i>Get Curious Video: Corn to Pop</i> ○ <i>Lobster Bait</i>, realistic fiction ○ <i>Great Ideas from Great Parents! Washington Elementary Needs a Greenhouse</i> ○ <i>How Did That Get In My Lunchbox?</i> By Chris Butterworth , Illustrated by Lucia Gaggiotti ○ <i>Educational Video: Carrots, Farm to Fork</i> ○ <i>Cycle of Rice, Cycle of Life: A Story of Sustainable Farming</i> by Jan Reynolds, nonfiction ○ <i>Hiromi’s Hands</i> by Lynne Barasch, narrative nonfiction ○ <i>How Do You Raise a Raisin?</i> By Pam Munoz Ryan, Illustrated by Craig Brown ○ <i>It’s Our Garden From Seed to Harvest in a School Garden</i> by George Ancona ○ <i>Gone Fishing A Novel Inverse</i> by Tamera Will Wissinger Illustrated by Mathew Cordel (writing focal text)
Unit Overview:	<p>In this informational text-focused module, students will listen to, read, and view a variety of texts and media that present them with information about where our food comes from. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers of poetry, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss. Students will write a poem as they engage in the writing process.</p>

	<p>This genre focus on nonfiction text will provide students with opportunities to identify main idea, figurative language, and important vocabulary to better understand unfamiliar texts. Students will also encounter informational videos to build knowledge across genres and synthesize topic knowledge through the science connection on farming.</p> <p>Students will read about how farms will provide food inside our lunch boxes, and the process behind it. They will read about gardens and seeds in harvest , learning important words such as “local” to better understand the meaning of the text. As students build their vocabulary and synthesize topic knowledge, they will learn that food’s journey to our table often begins on a farm.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards Reading RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI 3.3 Describe the relationship 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 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.10 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> <p>Foundational Skills</p>

	<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Writing</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p>Speaking and Listening</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>SL.3.4 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>Language</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</p> <p>L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>
Essential Question(s):	<ul style="list-style-type: none"> ● How does food get to your table?

	<ul style="list-style-type: none"> • Why do we seek and build community? 	
Enduring Understanding (s):	<ul style="list-style-type: none"> • A food's journey to our table often comes from a farm. • Food is a commonality across cultures, communities, and societies serving as a universal medium for communication and a source of shared experiences. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> • Synthesize • Text structure • Text and graphic features • Central idea of a text • How to ask and answer questions (while reading a text) • Figurative language • Different forms of media techniques • Monitor and clarify their reading in a text • The meaning of content area words • Author's point of view • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>). 	<ul style="list-style-type: none"> • Recognize characteristics of an editorial • Evaluate details to determine an author's claim • Distinguish fact from opinion • Synthesize information to create new understanding • Recognize and explain the use of text structure • Recognize text and graphic features and explain the purpose in a text • Recognize the central idea in an informational text • Identify relevant supporting details in an informational text • Generate questions before, during and after watching a video • Listen actively to a video to recognize media techniques • Identify the author's use of imagery and figurative language and its purpose • Monitor comprehension while reading a text • Recognize organizational patterns in informational text • Explain how text structure contributes to the author's purpose • Use context to determine the meaning of content

		<p>area words</p> <ul style="list-style-type: none"> ● Identify the narrator and distinguish between first and third person ● Identify things that are surprising and things that challenged, changed or confirmed what they already knew as they read nonfiction. ● Identify and explain the importance of exact numbers or statistics that an author uses in nonfiction texts.
Foundational Skills:	<ul style="list-style-type: none"> ● Suffixes- ful, -y, -ly, -er, -or ● Spelling patterns: ough and augh ● How to decode and spell words with /j/ and /s/ ● Cursive Handwriting 	<ul style="list-style-type: none"> ● Decode and read words with suffixes -ful, -y, -ly, -er, -or. ● Identify and know the meaning of words with -ful, -y, -ly, -er, -or. ● Write and spell words with suffixes ful, -y, -ly, -er, -or. ● Learn spelling patterns for suffixes -ful, -ly, -er. ● Recognize spelling patterns for suffixes ful, -y, -ly, -er, -or. ● Decode and read words with ough and augh. ● Spell and write words with ough and augh. ● Use knowledge of word families to read unfamiliar or difficult words. ● Learn spelling patterns for words with ough and augh. ● Recognize spelling patterns for words with ough and augh ● Decode and read words with /j/ and /s/. ● Spell and write words with /j/ and /s/. ● Learn spelling patterns for words with /j/ and /s/. ● Recognize spelling patterns for words with /j/ and

		<p>/s/.</p> <ul style="list-style-type: none"> ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.
Writing:	<ul style="list-style-type: none"> ● Elements of Poetry ● The Writing Process of Writing Poetry 	<ul style="list-style-type: none"> ● Draft a poem. ● Use the strategy of “show, don’t tell.” ● Use multiple prewriting strategies to plan a first draft. ● Set goals for writing. ● Understand how to focus on a topic. ● Focus on a topic through freewriting. ● Revise to improve sound, meaning and word choice. ● Understand the effect of precise words and sensory words in a poem. ● Revise draft. ● Edit drafts for correct capitalization, punctuation, and spelling. ● Proofread classmates’ writing for capitalization, punctuation, and correct spelling. ● Publish written works as part of the writing process. ● Use technology to assist with writing. ● Share writing.
Speaking and Listening:	<ul style="list-style-type: none"> ● Plan and Gather Information ● Interpretation and analysis of 	<ul style="list-style-type: none"> ● Listen to fluent reading. ● Make inferences about a text read orally.

	<p>media</p> <ul style="list-style-type: none"> ● Engagement/Discussion ● Topic Knowledge Synthesis 	<ul style="list-style-type: none"> ● Choose a research project. ● Develop research questions. ● Choose a question to research. ● Identify and internalize key vocabulary to communicate ideas about a research topic. ● Interpret messages in media. ● Analyze media techniques to communicate information. ● Use content area words to describe media. ● Follow rules of discussion. ● Listen actively during a discussion. ● Make relevant comments and ask questions during a discussion. ● Comprehend content in order to discuss ideas about topics. ● Present a project. ● Listen actively and provide feedback during discussion. ● Self-assess project work using a rubric. ● React to presentations.
<p>Language:</p>	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: agriculture, reap, nutrition, tilling, stalk, dairy, curds, tingly, scarlet, grove, rotation, prepping, storage, vine, burly, shrivel, layout, arbor, transplanted, mulch, blooming, kernels, hesitate, bellow, mesh, bait, winch ● Instructional Vocabulary 	<ul style="list-style-type: none"> ● Answer questions using module vocabulary. ● Articulate the authors claim and support. ● Read, spell, and understand words with suffixes -ful, -y, -ly, -er, and -or. ● Comprehend text using teacher support. ● Answer questions and discuss meanings to develop vocabulary. ● Articulate the process of synthesizing. ● Use understanding of oral language to make inferences about a text read aloud.

	<p>(*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): claim, *fact, *opinion, synthesize, cause, effect, sequence, text structure, *prefix, *suffix, *root, diagram, graphic feature, *heading, label, text feature, *central idea, *detail, *supporting, brainstorm, primary source, *research, secondary source, clarify, prediction, expert, media, sound elements, visual elements, alliteration, content-area words, figurative language, imagery, personification, simile, bold text, italic text, graphic feature, sidebar, analyze, interpret, media techniques, monitor, compound word, context clues, multiple-meaning word, narrator, point of view, collaborative discussion, conversation, *conclusion, elaboration, evidence, *topic</p> <ul style="list-style-type: none"> ● Generative Vocabulary: prefix: in, re, suffix: ful, ness, able, ion, Compound Words ● Conventions of Standard English, 	<ul style="list-style-type: none"> ● Use newly acquired vocabulary expressively. ● Use strategic learning techniques to identify context clues and determine word meaning. ● Identify language that signals text structure. ● Discuss words with the prefixes in- and re- and the suffix -ful to show understanding of the target affixes. ● Identify and describe the purpose of text and graphic features. ● Discuss target vocabulary words and expand vocabulary knowledge by creating word webs. ● Articulate the central idea and supporting details in an informational text. ● Identify and internalize key vocabulary and communicate ideas about a research topic. ● Ask and answer questions about a text and video. ● Articulate sounds for ough and augh and read words containing those sounds. ● Read and spell words with ough and augh and understand their meanings. ● Identify and explain the use of sound and visual elements. ● Describe the image the author creates . ● Discuss words with the suffixes -ness and -able to show understanding of the target word. ● Identify and describe the purpose of different typefaces. ● Use content-area words to describe media. ● Articulate what has been learned about the essential question from reading. ● Articulate the process for clarifying
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	<p>Grammar and Usage: capitalization and punctuation, abstract nouns (word choice), coordinating and subordinating conjunctions (e.g., or, and, but; as long as)</p>	<p>understanding.</p> <ul style="list-style-type: none"> ● Articulate sounds, read, spell, and understand meaning for words containing /j/ and /s/. ● Use strategic learning techniques to master the use of reference sources to understand new vocabulary. ● Identify transition words for a sequence text structure. ● Identify the narrator and the point of view using text evidence. ● Comprehend content to discuss ideas about topics. ● Discuss words with the suffix -ion and compound words to show understanding of their meaning. ● Explain how to use context to determine the meaning of content-area words. ● Articulate what has been learned about the essential question from reading. ● Articulate ideas and opinions about module selections. ● Use sequence words and phrases in writing. ● React to presentations. ● Use conventional spelling for high frequency and other words; add suffixes to base words. ● Use spelling patterns and generalizations in writing words.
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Unit Number and Title:	Module 10: Community and Culture: Tell a Tale
Duration:	15 - 18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 10 ● HMH’s Writing Workshop Manual ● Rigby Leveled Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Get Curious Video: Tortoise and Hare</i> ○ <i>Aesop’s Fable</i>, fable ○ <i>Why We Share Stories</i>, informational text ○ <i>When the Giant Stirred</i> by Celia Godkin, legend ○ <i>Why the Sky is Far Away: A Nigerian Folk Tale</i> by Marci Stillerman, folktale ○ <i>Cinder Al and the Stinky Footwear</i> by Roger Lore, fairy tale ○ <i>Compay Mono and Comay Jicotea</i>, retold by Joe Hayes, folktale ○ <i>The Plot Chickens</i> by Mary Jane and Herm Auch, imaginative story (writing focal text)
Unit Overview:	<p>In this fable text-focused module, students will listen to, read, and view a variety of texts and media that present them with information about stories that are worth retelling. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers of imaginative narratives, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss. Students will write an imaginative story as they engage in the writing process.</p> <p>A genre focus on tales provides students with opportunities to identify the author's craft, theme, and figurative language in order to better understand unfamiliar texts. Students will also encounter folktales to build knowledge across genres and synthesize topic knowledge through the social studies connection on cultural tales.</p>

	<p>Students will read stories such as Aesop’s Fables, and other adapted fairy tales to make inferences, create mental images to deepen understanding, and dig deeper into retelling. They will read about culturally diverse stories, and how stories are passed down, and retold in different ways. Students will learn more about how people pass their culture’s tales from one generation to the next.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>RI.3.1 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 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>Foundational Skills</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Writing</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique,</p>

	<p>descriptive details, and clear event sequences.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p>Speaking and Listening</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>SL.3.4 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>Language</p> <p>L.3.2 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Choose words and phrases for effect.</p> <p>L.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● Why is it important to pass stories down to the next generation? ● How do stories tell us about what a culture values?
<p>Enduring Understanding (s):</p>	<ul style="list-style-type: none"> ● People pass their culture's tales from one generation to the next. Storytelling is at the core of culture. It is how histories are passed down, how customs are shared and how traditions continue.

	<ul style="list-style-type: none"> • Stories convey our sense of right and wrong, our organizational culture, and our expectations of others. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> • Central Idea • Inferences • Author’s Craft • Theme • Figurative Language • Visualization • Retelling • Author’s Purpose • Literary Elements • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>). 	<ul style="list-style-type: none"> • Recognize characteristics of an informational text. • Recognize the central, or main ideas of an informational text. • Identify relevant details that support central ideas. • Make inferences about the text using background knowledge and text evidence. • Recognize the author’s voice by recognizing the mood and tone that the author creates. • Identify the theme of a text and how it develops. • Recognize the difference between topic and theme. • Identify and explain examples of figurative language and the author’s purpose for using it (simile, alliteration and imagery). • Create mental images to deepen understanding. • Retell the important ideas in a story including plot and theme) and evaluate the details to determine their importance. • Identify the author’s purpose and intended audience. • Identify literary elements including major and minor characters. • Explain how characters and setting influence the plot. • Recognize an author’s use of repetition and

		<p>explain how that helps readers to understand the story or text.</p> <ul style="list-style-type: none"> ● Identify when a character acts differently than they would expect and explain how that impacts the story.
Foundational Skills:	<ul style="list-style-type: none"> ● Final stable syllables tion, sure, ture ● VCCV pattern ● VCCV Syllable Division Pattern ● Words with Double Consonants ● Word Endings le, al, el, er ● Cursive Handwriting 	<ul style="list-style-type: none"> ● Decode and read words with final stable syllables tion, sure, and ture. ● Spell and write words with final stable syllables tion, sure, and ture. ● Learn spelling patterns for words with the VCCV pattern. ● Recognize spelling patterns for words with final syllables tion, sure, and ture. ● Decode and read words with the VCCV pattern. ● Spell and write words with the VCCV pattern. ● Learn spelling patterns for words with double consonants. ● Recognize spelling patterns for words with VCCV pattern. ● Decode and read word endings with in, le, al, el, and er. ● Spell and write words ending in le, al,el, and er. ● Learn spelling patterns for words ending in er and le. ● Recognize spelling patterns for words ending in le, al, el, and er. ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting.

		<ul style="list-style-type: none"> ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.
Writing:	<ul style="list-style-type: none"> ● Elements of an Imaginative Story ● The Writing Process of Writing an Imaginative Story 	<ul style="list-style-type: none"> ● Establish purpose for reading. ● Preview a text to evaluate story details. ● Synthesize information to understand elements common to imaginative stories. ● Ask and answer questions about a text. ● Make connections between story, characters, and personal experience. ● Evaluate story details. ● Synthesize information from a story as it connects to real life. ● Compose a literary text. ● Understand features of narrative writing. ● Use multiple prewriting strategies to plan a first draft. ● Understand and plan characters, setting, and events in a narrative story. ● Develop engaging ideas for literary texts. ● Draft an imaginative story that introduces character and setting. ● Organize a purposeful structure for narrative writing. ● Develop drafts with engaging ideas. ● Organize a naturally unfolding sequence of events in an imaginative story. ● Develop a draft of an imaginative story with a purposeful structure. ● Develop an engaging and satisfying conclusion to

		<p>an imaginative story.</p> <ul style="list-style-type: none"> ● Revise drafts based on conferences with peers ● Revise drafts to clarify organization. ● Come up with creative ideas for publishing an imaginative story. ● Publish an original story. ● Use technology to publish a story. ● Share writing.
Speaking and Listening:	<ul style="list-style-type: none"> ● Oral Instructions ● Evaluation and Organization of Information ● Presentation ● Topic Knowledge Synthesis 	<ul style="list-style-type: none"> ● Listen to fluent reading. ● Understand how conflict and resolution affect plot. ● Connect conflict and resolution to the moral of the story. ● Follow oral instructions. ● Write instructions. ● Use sequence words to write instructions. ● Determine relevance of information for research. ● Organize information for research to demonstrate relevance to a topic. ● Comprehend content to determine relevance to a topic. ● Plan and give a short presentation by telling a story they think should be retold. ● Speak with appropriate volume, pace and clarity. ● Organize ideas in a presentation in a logical sequence. ● Demonstrate active listening skills. ● Use acquired language skills to give a presentation. ● Present a project.

		<ul style="list-style-type: none"> ● Listen actively and provide feedback during discussion. ● Self-assess project work using a rubric. ● React to presentations.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: myth, folklore, recount, inherit, lagoon, garlands, belched, cinders, appease, barren, tempting, quantities, ominously, upcoming, proclamation, pungent, snickered, theft, inspected, sympathetic, suspicious, reputation, crafty, concise, sparse, council, devise ● Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): *central idea, *detail, background knowledge, *evidence, *inference, author’s craft, mood, tone, voice, *prefix, *suffix, *root, theme, *topic, alliteration, imagery, metaphor, personification, simile, instructions, sequence, visualize, hyperbole, figurative language, brainstorm, evaluate, *research, conflict, resolution, audience, author’s purpose, entertain, 	<ul style="list-style-type: none"> ● Answer questions using module vocabulary. ● Identify central ideas. ● Read words with final syllables -tion, -sure, and -ture and understand their meanings. ● Read and Spell words with the vccv pattern and understand their meanings. ● Comprehend text using teacher support. ● Answer questions and discuss meanings to develop vocabulary. ● Articulate the process of making inferences. ● Understand conflict and resolution to connect to the moral. ● Use newly acquired vocabulary expressively. ● Use strategic learning techniques to understand shades of meaning in synonyms. ● Describe the tone and mood of the text and identify language that creates it. ● Discuss familiar words with prefix re-, the suffix -y, and the root graph to show understanding and meaning. ● Articulate the difference between the topic and the theme. ● Discuss target vocabulary words and expand vocabulary knowledge. ● Explain the comparison in a simile. ● Use sequence words to write instructions.

	<p>*inform, persuade, *character, conflict, literary elements, *plot, *setting, bullet points, formal language, informal language, pacing, *presentation, *elaboration, *opinion, *reasons, support, transition word</p> <ul style="list-style-type: none"> ● Generative Vocabulary: prefixes: re, im, in, suffix: ment, Greek root: graph ● Conventions of Standard English, Grammar and Usage: verb tense 	<ul style="list-style-type: none"> ● Articulate what has been learned about the essential question from their reading. ● Describe mental images created based on text. ● Spell words with double consonants and understand their meanings. ● Discuss words with the suffix -ment to show understanding of the target suffix. ● Identify and explain the use of simile in the text. ● Comprehend content to determine relevance to a topic. ● Retell using time-order words. ● Read words ending in -le, -al, -el, and -er and understand their meanings. ● Spell words ending in -er, and -le and understand their meanings. ● Use strategic learning techniques to identify context clues and determine word meaning. ● Articulate the author's purpose. ● Discuss words with the prefixes im - and in- to show understanding of target prefixes. ● Identify major and minor characters and setting. ● Use acquired language skills to give a presentation. ● Articulate ideas and opinions about module selections. ● Consult dictionaries and glossaries to confirm word meaning, spelling, and pronunciation. ● Use spelling patterns and generalizations in writing words.
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