

## LCCS 3rd Grade ELA Curriculum Overview

Month	Unit
September-October	Unit 1: Narratives
November-December	Unit 2: Pourquoi Tales
January-February	Unit 3: Nonfiction
March	Unit 4: <i>The Hundred Dresses</i>
March-April	Unit 5: ELA Skills Review (NJSLA Review & Test Taking Skills)
May	Unit 6: Poetry
June	Unit 7: <i>The One and Only Ivan</i>

### Unit 1: Narratives

**At a Glance:** In this unit, students will learn about the elements of narrative writing and explore fiction concepts including characters, conflict, setting, plot structure, and theme.

**Timeline:** 30 Days

### Unit 2: Pourquoi Tales

**At a Glance:** In this unit, students will continue to learn about fiction elements and begin writing LAT essays as they read a series of pourquoi tales.

**Timeline:** 25 Days

### Unit 3: Nonfiction

**At a Glance:**

**Reading:** The third graders begin their study of nonfiction with this unit. They will be immersed in nonfiction reading; reading for fluency and learning to make mental summaries. These summaries will contain the big ideas and supporting information they take away from the books as they read. Through mini-lessons, skill groups, and strategy groups the children will acquire comprehension strategies and study skills; such as note taking using Post-its, note cards, and graphic organizers. As the children move through the unit they will compare texts, thinking critically about

what they are learning. Finally, the children will apply their skills to the reading of narrative nonfiction; using their knowledge of story structure to learn about the lives of people in biographies.

**Writing:** Students will examine a topic from the Jurassic Period that they have a strong interest in, and feel knowledgeable about. Then, as writers, they will develop this topic in such a way as to engage their readers with their level of expertise. In order to accomplish this task, the children will conduct research thereby bringing even more facts, details, and interesting information to their topic. The unit aims to build upon the work students have completed in the second grade “All-About” unit. Students are now asked to demonstrate that they can introduce a topic clearly, separate it into subtopics, and organize their writing in such a way that appropriate information is grouped together inside of these subtopics. Writers will explore many nonfiction texts with an eye to how authors create headings and subheadings, as well as glossaries, text boxes, sidebars, diagrams, charts, graphs, and other visuals.

**Timeline:** 35 Days

#### Unit 4: *The Hundred Dresses*

**At a Glance:**

**Reading:** In this unit, students read the core text *The Hundred Dresses* as a way of exploring what it means to be accepting and tolerant of themselves and others. *The Hundred Dresses* challenges students to think about the different roles associated with bullying through the eyes of the narrator, who struggles with her own involvement with a classmate who is bullied. Therefore, the experiences of the characters will serve as a neutral launching point for deeper discussions about bullying, tolerance, acceptance, and forgiveness. The main focus of the unit is on identifying and tracing the central message across a longer text. Students will develop a deep understanding of each character’s thoughts, feelings, and motivations, which will help them identify and explain how the central message is developed and conveyed through the characters in each text. Students will also begin to understand how successive parts of a text build on each other to push the plot forward. When discussing the text, students continue to work on engaging with the thinking of others by building on, and paraphrasing, questioning, and clarifying ideas to understand.

**Writing:** While reading *The Hundred Dresses*, students will complete a variety of Literature Task Analysis responses to reflect on their understanding of the central themes of the novel. These themes include bullying, being a bystander, acceptance, and forgiveness. Students will learn how to include reasoning statements to explain how the evidence found in the novel supports the claims in their essay’s thesis. Students will be able to write an LAT essay by the end of the unit that correlates with the TAG Step-11 criteria.

**Timeline:** 20 Days

#### Unit 5: ELA Skills Review (NJSLA Review & Test Taking Skills)

**At a Glance:** In Unit 5, students will be guided through the process of how to prepare for taking the ELA NJSLA. Since this is the first year they will take this assessment, students will need to be taught the purpose and structure of the exam. They will learn test taking skills to better support their ability to perform at their best and to calm their anxiety around test taking. Students will be exposed to sample test questions and be guided through strategies to understand exactly what the question is asking them, and how to respond. They will also review narrative, constructed response

task, and literature task analysis essay structures by answering example test prompts. The unit's goal is to help students build their test taking skills and prepare them for the ELA NJSLA.

**Timeline:** 25 Days

### Unit 6: Poetry

**At a Glance:** In this unit, students will learn to identify and appreciate poetry. This unit spotlights the structure and techniques often utilized in poetry as well as the skills and habits essential to readers of poetry: careful and purposeful rereading of poems, creating mental images, considering the narrator's point of view, finding the central message and supporting details; determining the meaning of words and phrases, and distinguishing literal from nonliteral language.

**Timeline:** 25 Days

### Unit 7: *The One and Only Ivan*

**At a Glance:**

Reading:

The purpose of reading "The One and Only Ivan" is to engage with important themes such as friendship, empathy, courage, and the treatment of animals. Through Ivan's journey, readers learn about the power of kindness, the importance of standing up for what is right, and the beauty of finding one's own voice in a world that may not always understand you. The book also encourages readers to think critically about animal rights and the responsibilities humans have towards animals in captivity. This unit will require students to practice their comprehension skills such as Summarizing, Making Connections, Predicting, Questioning, Inferring, Analyzing Characters, and Evaluating to evaluate the choices characters make and the consequences of those choices, helping them think critically about the themes of the book. By using these comprehension reading skills, students can deepen their understanding of "The One and Only Ivan" and engage more fully with its themes and characters.

Writing:

The purpose of teaching these lessons is to engage third-grade students in narrative writing through Ivan the gorilla's experiences. By immersing students in Ivan's journal entries, they will develop empathy, descriptive writing skills, and creativity. Through Ivan's observations, students will enhance their ability to vividly depict settings, characters, and emotions, fostering empathy towards animals and diverse perspectives. Analyzing Ivan's interactions and reflections will encourage critical thinking and provide a model for crafting engaging narratives. Ultimately, these lessons will strengthen students' writing skills by offering a dynamic and immersive platform for exploring narrative elements and honing their descriptive language abilities.

**Timeline:** 20 Days