TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Grade 3
English Language Arts
2025

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Curriculum Writing Team
Kate Engeldrum, ELA Program Leader
Laura Hatstat, Literacy Consultant, Tashua
Stacey Powell, Grade 3, Frenchtown
Jessica Preman, Grade 3, Tashua

Dr. Susan C. Iwanicki, Assistant Superintendent of Teaching and Learning

Grade 3 English Language Arts
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CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that present problem-solving through critical thinking. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote independent thinkers and learners. We believe ethical conduct to be paramount in sustaining the welcoming school climate that we presently enjoy.

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INTRODUCTION & PHILOSOPHY

The Bookworms English Language Arts (ELA) block, a 45-minute component of the program's three daily instructional blocks, is built on the core belief that both teachers and students will embrace their identities as writers and engage in daily writing. This ELA block meticulously focuses on genre-based writing instruction, interactive read-alouds with robust vocabulary development, and explicit instruction in grammar and language standards. It's designed to seamlessly complement the "Shared Reading" and "Differentiated Instruction" blocks, together forming a comprehensive literacy program that fosters a deep engagement with high-quality texts and explicit skill development. An additional approximate 15-20 minutes should be spent daily on Word Study (based on the UFLI six syllable types review unit and Building Vocabulary).

COURSE GOALS

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a module of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement through the writing process so that each student will see himself/herself as a writer and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- writing is a process and each component has importance.
- writers set goals for their writing and work to meet them.
- writers write for specific audiences.

- writers generate ideas from their own experiences and the writing of others.
- writers use a wide repertoire of learned strategies to create effective writing.
- writers work to increase their volume and stamina.
- writers remain engaged in their writing, which can include talking, planning, and
- drafting.
- writers write and revise with increasing precision and complexity.
- writers revise and experiment with craft (word choice, dialogue, description, varied
- sentence length) to bring out significance and meaning.
- writers reflect on their own writing and the writing of peers using specific writing language.
- writers apply learned language conventions consistently.

COURSE ESSENTIAL QUESTIONS

- How do I understand who I am as a writer?
- How can I use writing tools?
- How can we use writing to better understand our world?
- How do I generate writing ideas that matter to me?
- How do I become a stronger narrative story writer?
- How do I become a more persuasive writer?
- How do I become a stronger informational writer?
- How do I write for an audience?
- How do I hook my reader?
- How do I organize the structure of my writing according to my purpose?
- How do I revise my writing to elaborate?
- How do I apply editing skills to my writing pieces?
- How do I help others with writing?
- How do I use mentor texts to improve my writing?
- How do I share my writing with others?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that writing is a process

- key writing vocabulary: sketch/draw, label, stamina, details, feelings, action, dialogue, topic, opinion/fact, reason/evidence, transitions, punctuation, beginning, middle, end, mentor text, and publish.

Students will be able to . . .

- write a piece in each genre: narrative, informational, and opinion/persuasive.
- introduce a topic, opinion, or situation.
- create an organizational structure that groups reasons, details, examples, or a sequence of
- events.
- provide reasons and/or details to support the main idea of a piece of writing.
- use temporal words, linking words, and linking phrases.
- compose a concluding statement or section that provides a sense of closure.
- use dialogue and descriptions of actions, thoughts, and feelings.
- collaborate with a partner about writing.

Grade 3 English Language Arts YEAR AT A GLANCE

September-mid November	**Bookworms ELA Module 1** Unit 1: Purposeful Writing Unit 2: Becoming a Writer	**Module 1 Grammar** Review (capitalization, punctuation, nouns, verbs, adjectives, adverbs), simple/compound/complex sentences (intro - conjunctions), subject-verb agreement (more formal), commas in simple series
mid November–early February	**Bookworms ELA Module 2** Unit 1: Patterns in Our World Unit 2: Family Connections Unit 3: Timeless Tales	**Module 2 Grammar** Abstract nouns (introduction), pronouns (subject and object), Possessive pronouns, Sentence Composing (advanced)
February-April	**Bookworms ELA Module 3** Unit 1: Fearless American Females Unit 2: Astonishing Accomplishments Unit 3: Exposing Injustice	**Module 3 Grammar** Present progressive tense (am/is/are + -ing), past progressive tense (was/were + -ing), Future tense (will + verb), perfect tenses (introduction - present perfect: has/have + past participle)
May - June	**Bookworms ELA Module 4** Unit 1: Actions and Consequences Unit 2: Readers are Writers Unit 3: Look How Far I've Come ****SKIP: Module 4, Lessons 21-30****	**Module 4 Grammar** Comparative adjectives (-er), superlative adjectives (-est), more about adverbs (how, when, where), Identifying common prepositions, understanding prepositional phrases (location, time, direction)

ELA Module 1:
Purposeful Writing & Becoming a Writer

Connecticut Framework: The Common Core State Standards

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.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
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.3.6 Distinguish their own point of view from that of the author of a text.
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).

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1.b Provide reasons that support the opinion.
W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.3.c Use temporal words and phrases to signal event order.
W.3.3.d Provide a sense of closure.

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.
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.

SL.3.1.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).
SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.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.
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.

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1.b Form and use regular and irregular plural nouns.
L.3.1.c Use abstract nouns (e.g., childhood).
L.3.1.d Form and use regular and irregular verbs.
L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.
L.3.1.h Use coordinating and subordinating conjunctions.
L.3.1.i Produce simple, compound, and complex sentences.
L.3.2.a Capitalize appropriate words in titles.
L.3.2.c Use commas and quotation marks in dialogue.
L.3.2.d Form and use possessives.
L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.
L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
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).

SUBJECT Grade 3 ELA
MODULE 1: Purposeful Writing & Becoming a Writer
Unwrapped Performance Standards
Concepts: Need to know about: ● narrative, informative, and opinion writing structure ● Author's purpose ● Fiction and nonfiction text structures
Skills Need to be able to: ● produce narrative, information, and opinion writing tasks ● evaluate narrative, informative, and opinion writing examples ● learn necessary components of each genre ● evaluate well-written text versus text which needs improvement ● move through writing process of determining a topic, planning, drafting, revising, and editing

SUBJECT
Grade 3 ELA

MODULE 1:
Purposeful Writing & Becoming a Writer

Big Ideas
Student's statements of enduring ideas

1. Students learn the purpose and structure of each genre of writing.
2. Students use fiction and nonfiction texts to understand how authors write. They'll see how life experiences and themes show up in writing, and how to express their own ideas clearly.
3. Students go through the full writing process—planning, drafting, revising, and editing—and also learn how to work together and discuss ideas. Teachers can track growth with rubrics and focus on feedback, not just grading everything.

Essential Questions
Teacher's guiding questions

1. How can I help students understand the purpose and structure of narrative, informative, and opinion writing?
2. How can I connect reading and writing to help students see how authors express ideas and themes across genres?
3. How will I support students through the writing process and give meaningful feedback without over-assessing?

SUBJECT Grade 3 ELA
MODULE 1: Purposeful Writing & Becoming a Writer
LEARNING OBJECTIVES *The students will be able to:*

Students will be able to:

1. Students will be able to identify narrative writing structures.
2. Students will be able to identify informative writing structures.
3. Students will be able to recognize authors write for different purposes and audiences.
4. Students will be able to produce new fiction and nonfiction text structures.
5. Students will be able to analyze existing text structures.
6. Students will be able to understand that life experiences often impact an author's writing.
7. Students will be able to demonstrate comprehension of a theme expressed across multiple texts.
8. Students will be able to demonstrate knowledge of narrative, opinion and informative genre writing.
9. Students will be able to participate in oral discussions as a whole class and with partners.
10. Students will be able to differentiate written texts that require improvements from those that are well-written.
11. Students will be able to move through the writing process of determining a topic, planning, drafting, revising, and editing.
12. Apply the Vision of the Graduate by:
    a. Students will be able to demonstrate **Self-Efficacy** by confidently sharing their opinions about texts through writing.
    b. Students will be able to apply **Critical Thinking & Problem Solving** skills by use knowledge, facts, and data to effectively solve problems.

SUBJECT
Grade 3 ELA

Purposeful Writing & Becoming a Writer

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction
- Directly teaching genre-specific text structures.

Modeling
- The teacher will demonstrate how to construct a well-written genre-specific text.

Gradual Release of Responsibility
- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient. Often following an “I do, we do, you do” model.

Differentiation/Monitoring Progress
- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment
- Surrounding students with a variety of engaging topic related reading materials to encourage independent exploration, build background knowledge, and demonstrate the use of genre-specific text structures.

Establishing Daily Writing Routines
- Consistent and enjoyable practice with established writing routines.

For Text Engagement:

Read-Aloud Sessions
- The teacher will read aloud to introduce new texts, genre structures, and author’s choice of text features.

Interactive Discussions
- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction
- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding of how varying genres work together.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate how genre specific structures demonstrate authors choices.

Sentence Composing

- Teach grammar standards with mentor text standards by using four instructional routines (expand, imitate, combine, and unscramble).

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Connecting Texts

- Helping students understand how authors write for different audiences and purposes. Allowing students to see how the same themes and topics can be woven between different genres.

For Written Tasks:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Collaborative Writing

- Students will work together to build shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

SUBJECT Grade 3 ELA	
MODULE 1: Purposeful Writing & Becoming a Writer	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
<u>Formative</u> ● Genre based writing ● IAB: Reading Literary Texts ● Addition IAB: Write and Revise: Persuasive	**<u>Summative</u>** ● Opinion Writing: Unearthing Character Traits (ELA Module 1, Unit 2 Lessons 33-40)

SUBJECT Grade 3 ELA	
MODULE 1: Purposeful Writing & Becoming a Writer	
Pacing & Resources	
45 Days Time Allotment: September- mid November ● Unit 1: Purposeful Writing, students will work through two genre-based writing tasks focusing on the narrative and informative writing structures. Students will learn that authors write for different purposes and audiences. ● Unit 2: Becoming a Writer, students will explore the structure of opinion writing and learn that life experiences often impact an author's writing as they navigate two Interactive Read-Alouds and complete the Module 1 Culminating Task.	
Unit 1 Purposeful Writing	
Personal Narrative Lessons 1-5	In these genre writing lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. In Lesson 3 of these *Personal Narrative Writing* lessons, students will make connections to what they have learned about narrative text structure from Shared Reading and the book, Fudge-a-Mania.
Introduction to Informative	Throughout these Informative Writing lessons, you will see that we support students in

Writing Lessons 6-8	making connections to what they have learned so far in lessons across the curriculum. In Lessons 6 and 8, we connect to the elements, structure, and purpose of narrative writing. In Lessons 6 and 7, we connect content from two upcoming books that students will read in Module 1—The Constitution of the United States and The BFG.
Unit 2 Becoming a Writer	
Boy: Tales of Childhood Lessons 9-12	Boy: Tales of Childhood is a text about Roald Dahl's life events and inspirations. In these lessons, we will help students make connections to what they have learned so far. In Lesson 9, we make connections to characters (both fictional and real) learning life lessons in the texts, Owen Foote, Money Man, Fudge-a-Mania, Boy: Tales of Childhood, and The BFG. We also make a connection between the two different texts, Boy: Tales of Childhood and The BFG, by the same author, Roald Dahl. We also make connections to both narrative and informative text structures. Throughout each lesson of this book, we make connections to discussions about character traits from the Module 1 fictional Shared Reading texts.
The BFG Lessons 13-32	The BFG is a text about a friendship between a large giant and a young girl. In these lessons, we will help students make connections to what they have learned so far. In Lesson 13, we make a connection between the two different texts, Boy: Tales of Childhood and The BFG, by the same author, Roald Dahl. We also make connections to the elements of narrative text. In Lesson 14, we make a connection to the friendly letter students wrote during the Fudge-a-Mania lessons. Throughout the lessons for this book, we make connections to discussions about character traits from Module 1 fictional Shared Reading texts, and from Boy: Tales of Childhood.
	Lesson 13, Ch. 1-3 I can analyze the first chapters of *The BFG* to identify how the author introduces the main character, setting, and problem, so I can use a strong structure in my own stories.
	Lesson 14, Ch. 4 I can write a character's thoughts and feelings in a diary entry, making sure my sentences use the correct plural nouns and matching verbs.
	Lesson 15, Ch. 6 I can write a clear and concise warning email from Sophie's perspective, using strong action words and combining my ideas into smooth sentences.
	Lesson 16, **Ch. 7** I can analyze how specific parts of the text (like character dialogue, actions, and feelings) reveal the traits of the BFG and Sophie, use context clues to determine the meaning of new vocabulary, and express my understanding by composing persuasive dialogue for Sophie.

	Lesson 17, Ch. 8 I can use specific, vivid words and combine my sentences to write a clear and creative description that helps the reader imagine something new.
	Lesson 18 I can write a detailed paragraph that compares two different characters by using strong adjectives to show how they are similar and different.
	Lesson 19 I can write a persuasive advertisement using descriptive adjectives and adverbs to convince readers to try a fun, new product.
	Lesson 20 I can write a concise and informative sign by using the most important details to clearly communicate a single, strong message.
	Lesson 21 I can write a creative story paragraph about a dream by adding descriptive details and strong verbs to help the reader clearly see and feel the action.
	Lesson 22 I can write a diary entry from a character's point of view to share their feelings and reactions, using powerful words to describe the dramatic action.
	Lesson 23 I can write clear, concise notes or labels to summarize a big idea or plan my next steps in a story.
	Lesson 24 I can write a formal and persuasive message, choosing respectful language and strong details to convince an important person of my plan.
	Lesson 25 I can plan a detailed illustration by taking notes on the setting, character positions, and actions described in the text.
	Lesson 26 I can write a character's journal entry that clearly shows how their feelings about another character are changing, using precise vocabulary to describe the setting and action.
	Lesson 27 I can write an opinion paragraph that clearly states my argument and uses text evidence to prove whether or not Sophie and the BFG are partners.
	Lesson 28 I can analyze why a character acts in a surprising way so I can write characters whose actions and feelings make sense to the reader.

	Lesson 29 I can write realistic dialogue for a character and correctly use quotation marks to show exactly what they said.
	Lesson 30 I can write a logical prediction about what will happen next and use facts from the book to support my idea.
	Lesson 31 I can analyze how the author uses small details to create suspense and move the plot forward in a scene.
	Lesson 32 I can write a persuasive book blurb that summarizes the most exciting parts of the story and convinces a reader to pick up the book.
Opinion Writing: Unearthing Character Traits Lessons 33-40	Throughout this culminating task, we will help students make connections to what they have learned so far in lessons across the curriculum. In Lessons 34–38, we make connections to genre writing lessons from earlier in the year, focusing on narrative and informative writing. Lessons 34 and 35 revisit the elements and structure of both genres, drawing on knowledge from *Fudge-a-Mania* and earlier writing instruction. Lessons 36 and 37 emphasize planning and drafting a personal narrative using graphic organizers, while also connecting to character trait discussions from *The BFG*. In Lesson 38, students use a checklist to revise their opinion text, reinforcing a skill previously practiced during narrative writing lessons.

MODULE 2:
Patterns in our World, Family Connections, & Timeless Tales

Connecticut Framework: The Common Core State Standards

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.3.2 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.
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.
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
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).
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).

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.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6 Distinguish their own point of view from that of the author of a text.
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.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1.b Provide reasons that support the opinion.
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2.b Develop the topic with facts, definitions, and details.
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.3.d Provide a sense of closure.
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.
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.3.7 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.
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.

SL.3.1.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.
SL.3.1.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).
SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.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.

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.

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1.b Form and use regular and irregular plural nouns.
L.3.1.d Form and use regular and irregular verbs.
L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.
L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1.h Use coordinating and subordinating conjunctions.
L.3.1.i Produce simple, compound, and complex sentences.
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.2.a Capitalize appropriate words in titles.
L.3.2.b Use commas in addresses.
L.3.2.c Use commas and quotation marks in dialogue.
L.3.2.d Form and use possessives.
L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.
L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4.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.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
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).

SUBJECT Grade 3 ELA
MODULE 2: Patterns in our World, Family Connections, & Timeless Tales
Unwrapped Performance Standards
Concepts: Need to know about: ● informative, opinion, and narrative writing structure ● informative writing research task ● need for research to write ● nonfiction text features ● illustrations ● strong descriptive language ● fairytales and tall tales ● fiction text structure
Skills Need to be able to: ● navigate three nonfiction read-alouds ● work through an informative writing research task ● analyze author's decisions for using text features ● produce new text ● analyze existing text ● complete a book review ● understand how illustrations and strong descriptive language effects a storyline ● understand text structure and how the same theme can be in multiple texts ● describe important events and situations from a text in great detail ● provide relevant reasons and evidence to support their statements and opinions ● summarize a text ● compare and contrast a text ● take the perspective of a character from a text ● describe how authors and illustrators work together to share knowledge with a reader

SUBJECT
Grade 3 ELA

MODULE 2:
Patterns in our World, Family Connections, & Timeless Tales

Big Ideas

Student's statements of enduring ideas

1. Students read and write across all three genres analyzing structure, language, and text features to build a deeper understanding of each genre.
2. Students explore real-world patterns, family connections, and timeless stories to understand how themes and literary elements like illustrations, descriptive language, and exaggeration appear across texts and are reflected in their own writing.
3. Students develop as writers and thinkers by engaging in the full writing process and building skills in summarizing, comparing, and responding through daily writing tasks and discussions.

Essential Questions

Teacher's guiding questions

1. How do authors use text features, structure, and word choices to help readers understand their message?
2. How can I use what I read to help me write clearly and share my ideas?
3. What steps do good writers take to plan, write, and improve their writing?

SUBJECT
Grade 3 ELA

MODULE 2:
Patterns in our World, Family Connections, & Timeless Tales

LEARNING OBJECTIVES
The students will be able to:

Students will be able to:

1. Students will be able to identify patterns and consistences in the world through nonfiction research.
2. Students will be able to discover that writers need to research to write informative texts.
3. Students will be able to analyze authors' decisions to use nonfiction text features.
4. Students will be able to produce new fiction and nonfiction text structures.
5. Students will be able to analyze existing text structures.
6. Students will be able to complete book reviews using opinion writing structure.
7. Students will be able to examine how and why illustrations and descriptive language add additional meaning to the text.
8. Students will be able to understand that the same theme can be expressed across multiple texts.
9. Students will be able to demonstrate knowledge of narrative, opinion and informative genre writing.
10. Students will be able to participate in oral discussions as a whole class and with partners.
11. Students will be able to differentiate written texts that require improvements from those that are well-written.
12. Students will be able to move through the writing process of determining a topic, planning, drafting, revising, and editing.
13. Students will be able to provide detailed descriptions of topics, processes, characters, settings, and objects, taking the perspective of characters, comparing and contrasting information, characters, and stories using text features, character traits, and story elements, summarizing what they have read, and writing their own examples of exaggerations and tall tales.

14. Apply the Vision of the Graduate by:
    a. Students will be able to demonstrate **Communication** by showing the ability to understand others and be understood about a variety of texts and genres.
    b. Students will be able to demonstrate **Collaboration** by showing qualities and competencies we use to collectively make progress toward common class and partnership writing goals.

SUBJECT
Grade 3 ELA

MODULE 2:
Patterns in our World, Family Connections, & Timeless Tales

Instructional Strategies
Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction
- Directly teaching genre-specific text structures.

Modeling
- The teacher will demonstrate how to construct a well-written genre-specific text.

Gradual Release of Responsibility
- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient. Often following an “I do, we do, you do” model.

Differentiation/Monitoring Progress
- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment
- Surrounding students with a variety of engaging topic related reading materials to encourage independent exploration, build background knowledge, and demonstrate the use of genre-specific text structures.

Establishing Daily Writing Routines
- Consistent and enjoyable practice with established writing routines.

For Text Engagement:

Read-Aloud Sessions
- The teacher will read aloud to introduce new texts, genre structures, and author’s choice of text features.

Interactive Discussions
- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction
- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding of how varying genres work together.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate how genre specific structures demonstrate authors choices.

Sentence Composing

- Teach grammar standards with mentor text standards by using four instructional routines (expand, imitate, combine, and unscramble).

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Connecting Texts

- Helping students understand how authors write for different audiences and purposes. Allowing students to see how the same themes and topics can be woven between different genres.

For Written Tasks:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Collaborative Writing

- Students will work together to build shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters

- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

SUBJECT Grade 3 ELA	
MODULE 2: Patterns in our World, Family Connections, & Timeless Tales	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
Formative ● Genre based writing tasks ● IAB:Write and Revise Information ● IAB: Write and Revise Narrative ● IAB: Revision ● Additional IAB: Editing	**Summative** ● Narrative Writing: Tall Tale Ending (ELA Module 2, Unit 3 Lessons 41-45)

SUBJECT Grade 3 ELA	
MODULE 2: Patterns in our World, Family Connections, & Timeless Tales	
Pacing & Resources	
45 lessons	
● Unit 1: Patterns in Our World, students will navigate three nonfiction Read-Alouds and work through an informative writing research task. Students will discover that authors need to research to write informative texts, and will spend time analyzing authors' decisions using nonfiction text features. ● Unit 2: Family Connections, students will explore two nonfiction texts about real people and their strong family connections and complete a book review using the opinion writing structure. Students will examine how and why illustrations add additional meaning to the text and analyze strong descriptive language effects on a text storyline. ● Unit 3: Timeless Tales, students will explore narrative structure as they navigate fairytales and three tall tale interactive Read-Alouds and complete a Culminating Task.	
Unit 1: Patterns in Our World	
Maps and Globes Lessons 1-5	Maps and Globes will teach students about the variety of maps and the purpose of maps and globes.In these lessons, we will help students make connections to what they have learned so far. In Lesson 1, we make a connection between the Read-Aloud Maps and Globes and the Patterns in Our World theme. We also make a connection to a map featured in the Shared Reading text, The Constitution of the United States. In Lesson 3, we make a connection between the Read-Aloud Maps and Globes and the Patterns in Our World theme.
A Drop Around the World Lessons 6-8	A Drop Around the World is about the water cycle. Students will follow the journey of a raindrop exploring the role of water on Earth. In these lessons, we will help students make connections to what they have learned so far. In Lessons 6 and 7, we make connections between the Read-Aloud text A Drop Around the World and the Patterns in Our World theme. In Lesson 8, we make a connection to a written response activity from Lesson 1 of the Shared Reading text, Soil.
What is a Biome? Lessons 9-15	What is a Biome? is about the various biomes on Earth. These lessons will help students make connections to what they have learned so far. In Lessons 9 and 10, we make connections between content in the Read-Aloud text, What is a Biome?, and the Patterns in Our World theme. In Lesson 10, we also make a connection to a written response activity from Lesson 23 of the Shared Reading text, The Constitution of the United States. Lesson 15, we make a connection to content from the Shared Reading text, Soil.

Minerals and Rocks Research Report Lessons 16-25	In these genre writing lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. In Lessons 16–23, students make connections to various genres of writing and build on skills introduced in previous writing lessons. Lessons 16–18 focus on informative writing activities, evaluating narrative and opinion texts using checklists, and planning with graphic organizers. In Lesson 19, students revisit how to write a conclusion and connect to content from the Shared Reading text *Minerals, Rocks, and Soil*. Lessons 20–23 continue to build these connections through written responses and content knowledge from the Shared Reading texts *Soil* and *Minerals, Rocks, and Soil*.
Unit 2: Family Connections	
The Keeping Quilt Lessons 26-27	The Keeping Quilt is about a quilt that holds memories cherished and passed on by generations of Jewish immigrants. In these lessons, we will help students make connections to what they have learned so far. In Lesson 26, we make connections between the Read-Aloud text, The Keeping Quilt, and the Family Connections theme.
Grandfather's Journey Lessons 28-29	Grandfather's Journey is a text about the author, Allen Say's grandfather's journey from Japan to America. In these lessons, we will help students make connections to what they have learned so far. In Lesson 29, we make a connection to a similar written response assignment from Lesson 29 for the Shared Reading text, Because of Winn-Dixie. Both responses require students to write a letter, either from the perspective of a character in the text or to the author of the text.
Book Review Lessons 30-32	In these genre writing lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. In Lesson 30, students connect to writing lessons from *Informative Writing: Minerals and Rocks Research Report* involving the writing process steps and to a previously co-constructed class book review of the Shared Reading text, Fudge-a-Mania. We also make connections to two Read-Aloud texts, The Keeping Quilt and Grandfather's Journey. In Lessons 31 and 32, students connect to previous writing lessons involving the writing process steps.
Unit 3: Timeless Tales	
Lon Po-Po: A Red-Riding Hood Story From China Lessons 33-34	Lon Po Po is a retelling of *Little Red Riding Hood* from China. In these lessons, we will help students make connections to what they have learned so far. In Lesson 34, we make a connection to an activity from Lesson 12 of the Read-Aloud text, What is a Biome?, involving the juxtaposition of scrublands and deserts.

American Tall Tales Lessons 35-40	American Tall Tales is a compilation of different folk heroes and their stories. In these lessons, we will help students make connections to what they have learned so far. In Lessons 35, 39, and 40, students make connections between the Read-Aloud text *American Tall Tales* and the Timeless Tales theme. In Lesson 35, they revisit a similar writing activity from Lesson 14 of *The BFG*, writing a diary entry from a character's perspective. Lesson 39 connects to identifying character traits of the BFG from the Culminating Task, *Opinion Writing: Unearthing Character Traits*. In Lesson 40, students explore the similarities and differences among the three tall tales read during the *American Tall Tales* lessons.
Narrative Writing: Tall Tale AlternateEnding Lessons 41-45	Throughout this culminating task, we will help students make connections to what they have learned so far in lessons across the curriculum. In Lessons 41–45, students make connections to personal narrative writing from earlier in the year and revisit key steps of the writing process, including planning, drafting, revising, and editing. Lessons 41 and 42 emphasize the use of graphic organizers and explore the structure and elements of tall tales, including exaggeration, as featured in the Read-Aloud text *American Tall Tales*. Lessons 43–45 focus on using checklists to evaluate, revise, edit, and prepare writing for publication, reinforcing skills practiced throughout the year.

MODULE 3:
Fearless American Females, Astonishing Accomplishment & Exposing Injustice

Connecticut Framework: The Common Core State Standards

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.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

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.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6 Distinguish their own point of view from that of the author of a text.
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).

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1.b Provide reasons that support the opinion.
W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.1.d Provide a concluding statement or section.
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2.b Develop the topic with facts, definitions, and details.
W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.3.2.d Provide a concluding statement or section.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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.
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.3.7 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.
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.

SL.3.1.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).
SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.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.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1.b Form and use regular and irregular plural nouns.
L.3.1.c Use abstract nouns (e.g., childhood).
L.3.1.d Form and use regular and irregular verbs.
L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.
L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1.h Use coordinating and subordinating conjunctions.
L.3.1.i Produce simple, compound, and complex sentences.
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.2.a Capitalize appropriate words in titles.
L.3.2.b Use commas in addresses.

L.3.2.c Use commas and quotation marks in dialogue.
L.3.2.d Form and use possessives.
L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3.a Choose words and phrases for effect.
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.
L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
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).

SUBJECT Grade 3 ELA
MODULE 3: Fearless American Females, Astonishing Accomplishment & Exposing Injustice
Unwrapped Performance Standards
Concepts Need to know about: ● narrative, informative, and opinion text structure ● biographies written in the structure of narrative nonfiction ● theme - injustice
Skills Need to be able to: ● understand multiple text structures and purposes ● understand how theme can be expressed across multiple texts on different topics ● participate in oral discussions within whole class and with partners ● evaluate narrative, informative, and opinion writing samples ● differentiate one genre from another ● differentiate between well written texts and those that need improvement ● move through the writing process of determining a topic, planning, drafting, revising, and editing ● complete daily written response tasks ● keep track of historical events on a timeline ● describe important events and situations from a text in great detail ● provide relevant reasons and evidence to support their statements and opinions ● summarize a text ● compare and contrast a text ● take the perspective of a character from a text ● describe how authors and illustrators work together to share knowledge with a reader

SUBJECT
Grade 3 ELA

MODULE 3:
Fearless American Females, Astonishing Accomplishment & Exposing Injustice

Big Ideas

Student's statements of enduring ideas

1. Students learn how authors use different types of texts—like biographies and fiction—to share powerful messages and themes like bravery and injustice.
2. Through writing biography research reports and opinion pieces on injustice, students practice using text evidence, timelines, and strong reasons to support their ideas and use what they read to create meaningful writing.
3. Students engage in discussions, writing tasks, and text analysis to understand authors' choices and express their own ideas, using the full writing process along with anchor charts, text features, and rubrics to grow as readers and writers.

Essential Questions

Teacher's guiding questions

1. How do authors use different text structures and features to tell true stories and share important messages?
2. How can I use what I learn from reading to write clearly and share my own thoughts and opinions?
3. How can stories from history and realistic fiction help us understand fairness, courage, and the world around us?

SUBJECT Grade 3 ELA
MODULE 3: Fearless American Females, Astonishing Accomplishment & Exposing Injustice
LEARNING OBJECTIVES *The students will be able to:*

Students will be able to:

1. Students will be able to explore biographies and experience the lives of historical figures through narrative nonfiction.
2. Students will be able to write a work of realistic fiction around the theme of injustice.
3. Students will be able to understand that the same theme can be expressed across multiple texts.
4. Students will be able to demonstrate knowledge of narrative, opinion and informative genre writing.
5. Students will be able to participate in oral discussions as a whole class and with partners.
6. Students will be able to differentiate written texts that require improvements from those that are well-written.
7. Students will be able to move through the writing process of determining a topic, planning, drafting, revising, and editing.
8. Students will be able to differentiate one genre of writing from another.
9. Students will be able to use features of nonfiction text to keep track of historical events on timelines and describe important events and situations from a text in great detail.
10. Students will be able to provide relevant reasons and evidence to support their statements or opinions.
11. Students will be able to summarize what they have read in a text.
12. Students will be able to compare and contrast texts on the same topic.
13. Students will be able to take the perspective of characters and historical figures from a text and describe how authors and illustrators work together to share knowledge with readers.
14. Apply the Vision of the Graduate by:

a. Students will be able to demonstrate **Innovation** by looking at something familiar and seeing new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative.
b. Students will be able to demonstrate **Integrity** by consistently doing the right thing even when it's hard or no one is looking.

SUBJECT
Grade 3 ELA

MODULE 3:
Fearless American Females, Astonishing Accomplishment & Exposing Injustice

Instructional Strategies
Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction
- Directly teaching genre-specific text structures.

Modeling
- The teacher will demonstrate how to construct a well-written genre-specific text.

Gradual Release of Responsibility
- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient. Often following an “I do, we do, you do” model.

Differentiation/Monitoring Progress
- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment
- Surrounding students with a variety of engaging topic related reading materials to encourage independent exploration, build background knowledge, and demonstrate the use of genre-specific text structures.

Establishing Daily Writing Routines
- Consistent and enjoyable practice with established writing routines.

For Text Engagement:

Read-Aloud Sessions
- The teacher will read aloud to introduce new texts, genre structures, and author’s choice of text features.

Interactive Discussions
- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction
- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding of how varying genres work together.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate how genre specific structures demonstrate authors choices.

Sentence Composing

- Teach grammar standards with mentor text standards by using four instructional routines (expand, imitate, combine, and unscramble).

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Connecting Texts

- Helping students understand how authors write for different audiences and purposes. Allowing students to see how the same themes and topics can be woven between different genres.

For Written Tasks:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Collaborative Writing

- Students will work together to build shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters

- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

MODULE 3: Fearless American Females, Astonishing Accomplishment & Exposing Injustice	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	

Formative
 	
● Genre based writing tasks
● IAB: Reading: Listen/Interpret ****Enter in IC****
● Additional IABs:
  ● Read Information Texts
  ● Research: Analyze Information
  ● Research: Interpret & Integrate
  ● Research: Use Evidence
	Summative
	
	● Informative Writing: Biography Research Report (ELA Module 3, Unit 2 Lessons 18-25)
	
	● Opinion Writing: Exposing Injustice (ELA Module 3, Unit 3 Lessons 41-45)

SUBJECT Grade 3 ELA
MODULE 3: Fearless American Females, Astonishing Accomplishment & Exposing Injustice
Pacing & Resources
45 days
● Unit 1: Fearless American Females, students will progress through three ELA units. In Unit 1: Fearless American Females, students will explore biography writing as they learn about two fearless females in American history. ● Unit 2: Astonishing Accomplishments, students will continue to explore biography writing as they learn about the astonishing accomplishments of two famous individuals in United States' history and engage in the first Culminating Task of this module. ● Unit 3: Exposing Injustice, students will explore the theme of injustice as they navigate a work of realistic fiction and engage in the second Culminating Task of this module.
Unit 1: Fearless American Females

Rosa Lessons 1-5	Rosa is a text about Rosa Parks and her determination for positive change. In these lessons, we will help students make connections to what they have learned so far. In Lesson 1, we make a connection between the Read-Aloud text, Rosa, and the Fearless American Females theme. We also make a connection between Frederick Douglass from the Shared Reading text, A Picture Book of Frederick Douglass, and Rosa Parks from the Read-Aloud, Rosa.
When Marian Sang Lessons 6-10	When Marian Sang is a text about Marian Anderson's life and singing career. She stood up for her equal rights. In these lessons, we will help students make connections to what they have learned so far. In Lesson 6, we make a connection between Marian Anderson and the Reaching our Goals theme. We also make connections to text structure and a discussion from the Read-Aloud text, Rosa.
Unit 2: Astonishing Accomplishments	
Harvesting Hope: The Story of Cesar Chavez Lessons 11-14	Harvesting Hope is a text about Cesar Chavez and his fight for civil rights. He worked to improve the lives of migrant farmworkers. In these lessons, we will help students make connections to what they have learned so far. In Lesson 11, we make a connection between Cesar Chavez and the Astonishing Accomplishments theme. We also make connections between Cesar Chavez and individuals from other Shared Reading and Read-Aloud texts from this module, like Frederick Douglass, Rosa Parks, Susan B. Anthony, and Marian Anderson. We also make a connection to written response activities from previous Shared Reading and Read-Aloud lessons that involved writing a diary entry from a different perspective.
Snowflake Bentley Lessons 15-17	Snowflake Bentley is a text about the journey of Wilson Bentley's snowflake photographs. In these lessons, we will help students make connections to what they have learned so far. In Lesson 15, we make connections between Cesar Chavez, Wilson Bentley, and the Astonishing Accomplishments theme. We also make connections to previous lessons involving the discussion of character traits and opinion writing. In Lesson 17, we make a connection to a response activity from the lessons for the Read-Aloud text, When Marian Sang, that involved writing a book blurb.
Informative Writing: Biography Research Report Lessons 18-25	Throughout this culminating task, we will help students make connections to what they have learned so far in lessons across the curriculum. Throughout Lessons 18–25 of this Culminating Task, we make connections to historical figures from biographies explored in previous Shared Reading and Read-Aloud lessons. These lessons also reinforce key writing skills taught earlier in the module and in previous modules. Lesson 18 reviews the purpose of biography writing and the steps of the writing process. Lessons 19–21 focus on planning,

	researching, and drafting informative texts using graphic organizers and multiple sources. Lessons 22 and 23 emphasize adding transitions and conclusions, while Lessons 24 and 25 highlight the use of checklists to evaluate, revise, edit, and prepare writing for publication.
Unit 3: Exposing Injustice	
Shiloh Lessons 26-40	Shiloh is a text about a young boy facing many challenges to save and love an abused dog. In these lessons, we will help students make connections to what they have learned so far. In Lesson 26, we make connections between the Read-Aloud text, Shiloh, previously-read biographies from both Shared Reading and ELA, and the Exposing Injustice theme.
Opinion Writing: Exposing Injustice Lessons 41-45	Throughout this culminating task, we will help students make connections to what they have learned so far in lessons across the curriculum. In Lessons 41–45, we make connections between the Read-Aloud texts—*Shiloh*, *When Marian Sang*, and *Harvesting Hope: The Story of Cesar Chavez*—and the overarching theme of Exposing Injustice. These lessons also build on previous writing instruction. Lesson 41 reviews using graphic organizers and writing checklists for planning. Lesson 42 focuses on identifying strong reasons and evidence to support an opinion. Lesson 43 emphasizes planning effective conclusions, while Lesson 44 highlights the use of linking and transition words. Finally, Lesson 45 reinforces using checklists for revision, editing, and peer feedback to prepare writing for publication.

MODULE 4:
Actions and Consequences

Connecticut Framework: The Common Core State Standards

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.3.2 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.
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.
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
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.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2.b Develop the topic with facts, definitions, and details.
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.3.c Use temporal words and phrases to signal event order.
W.3.3.d Provide a sense of closure.
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.

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.3.7 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.
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.

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.3.1.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).
SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.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.
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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.
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.
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1.b Form and use regular and irregular plural nouns.
L.3.1.d Form and use regular and irregular verbs.
L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.
L.3.1.h Use coordinating and subordinating conjunctions.
L.3.1.i Produce simple, compound, and complex sentences.
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.2.a Capitalize appropriate words in titles.
L.3.2.c Use commas and quotation marks in dialogue.

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3.a Choose words and phrases for effect.
L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.
L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
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).

SUBJECT Grade 3 ELA
MODULE 4: Actions and Consequences
Unwrapped Performance Standards
Concepts: Need to know about: ● storytelling ● narrative structure ● same theme across multiple texts ● how to share information, knowledge, and opinion with others ● how to express their feelings, struggles, perspectives, and processes in regards to their own writing across the year
Skills Need to be able to: ● complete narrative, informative, and opinion writing tasks ● participate in oral discussions in whole class and with partners ● evaluate each genre of writing and know the components of each genre and how to differentiate each genre ● differentiate between well-written texts and ones that need improvement ● move through the writing process by determining a topic, planning, drafting, revising, and editing ● apply what they have learned about genre-specific elements to produce a well-written text ● synthesis information across multiple texts ● analyze, compare and contrast author's craft ● critically think about cause and effect relationships in text, writing from varying perspectives, and supporting their opinions with reasons and evidence from the text

SUBJECT
Grade 3 ELA

MODULE 4:
Actions and Consequences

Big Ideas

Student's statements of enduring ideas

1. Through stories and personal writing, students explore how choices lead to consequences, how reading and writing are connected, and how much they've grown as thinkers and learners this year.
2. By reading and writing across genres, students practice the elements and structure of each type of writing, learning how to express their ideas clearly and support them with evidence.
3. Students use the full writing process to create meaningful texts, reflect on what they've learned, compare texts, analyze cause and effect, and express their opinions with confidence.

Essential Questions

Teacher's guiding questions

1. How do our actions affect ourselves and others, and how can we show that through storytelling?
2. How can reading help us become stronger writers, and how can writing help us show what we've learned?
3. How have I grown as a reader and writer, and how can I reflect on and share that journey?

SUBJECT Grade 3 ELA
MODULE 4: Actions and Consequences
LEARNING OBJECTIVES *The students will be able to:*

Students will be able to:

1. Students will be able to explore storytelling in writing narrative adaptations.
2. Students will be able to analyze and identify narrative text structures.
3. Students will be able to understand that the same theme can be expressed across multiple texts.
4. Students will be able to write about what they have read and learned in order to demonstrate their understanding and to share information, knowledge, and opinions with others.
5. Students will be able to write a personal narrative including their feelings, struggles, perspective, and process.
6. Students will be able to demonstrate knowledge of narrative, opinion and informative genre writing.
7. Students will be able to participate in oral discussions as a whole class and with partners.
8. Students will be able to differentiate written texts that require improvements from those that are well-written.
9. Students will be able to move through the writing process of determining a topic, planning, drafting, revising, and editing.
10. Students will be able to synthesize information across multiple texts.
11. Students will be able to analyze, compare, and contrast the author’s craft.
12. Students will be able to critically think about cause-and-effect relationships in a text.
13. Students will be able to write from varying perspectives.
14. Students will be able to support opinions with reasons and evidence from the text.
15. Apply the Vision of the Graduate by:

a. Students will be able to reflect on their **Growth Mindset** by evaluating their end of the year accomplishments in intelligence or skills through continued hard work and adapting when faced with challenges.
b. Students will be able to demonstrate **Emotional Intelligence** by identifying how and why a person is feeling the way they are and how to regulate and address those emotions, as evidenced through their personal narrative writing.

SUBJECT
Grade 3 ELA

MODULE 4:
Actions and Consequences

Instructional Strategies
Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction
- Directly teaching genre-specific text structures.

Modeling
- The teacher will demonstrate how to construct a well-written genre-specific text.

Gradual Release of Responsibility
- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient. Often following an “I do, we do, you do” model.

Differentiation/Monitoring Progress
- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment
- Surrounding students with a variety of engaging topic related reading materials to encourage independent exploration, build background knowledge, and demonstrate the use of genre-specific text structures.

Establishing Daily Writing Routines
- Consistent and enjoyable practice with established writing routines.

For Text Engagement:

Read-Aloud Sessions
- The teacher will read aloud to introduce new texts, genre structures, and author’s choice of text features.

Interactive Discussions
- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction
- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding of how varying genres work together.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate how genre specific structures demonstrate authors choices.

Sentence Composing

- Teach grammar standards with mentor text standards by using four instructional routines (expand, imitate, combine, and unscramble).

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Connecting Texts

- Helping students understand how authors write for different audiences and purposes. Allowing students to see how the same themes and topics can be woven between different genres.

For Written Tasks:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Collaborative Writing

- Students will work together to build shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

MODULE 4: Actions and Consequences	
Assessments/Common Learning Experiences *Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:*	
Formative ● Genre Based Writing ● IAB: Reading: Listen/Interpret ****Enter in IC**** ● Additional IAB: Language and Vocabulary	**Summative** ● Opinion Writing: Book Advertisement (Module 4, Unit 2 Lessons 31-35) ● Narrative Writing: Reading and Writing Identity (Module 4, Unit 3 Lessons 36-40)

SUBJECT Grade 3 ELA	
MODULE 4: Actions and Consequences	
Pacing & Resources	
29 days	
Unit 1: Action and Consequences In this unit, students will encounter stories about characters who realize that there are consequences to their actions, and they will try their hand at storytelling in a narrative adaptation. The lessons in this unit work together to reinforce narrative structure through both producing new text and through analyzing existing text. They also demonstrate the idea that the same theme can be expressed across multiple texts, whether that text is produced by the students themselves, or by professional authors. **Unit 2: Readers are Writers** In this unit, students will discover that readers are writers! They will focus on their ability to write about what they have read and learned in order to demonstrate their understanding and to share information, knowledge, and opinions with others. The lessons in this unit work together to showcase students' growth this year as readers and writers. They also reinforce that reading and writing are interdependent, lifelong pursuits. **Unit 3: Look How Far I've Come** In this unit, students will finish off the year with narrative writing as they reflect on how they have changed as readers and writers. In the final Culminating Task, *Narrative Writing: Reading and Writing Identity*, students will write a personal narrative about their growth and development as readers and writers over the course of their third-grade year. Drawing on their knowledge of the elements and structure of personal narrative writing, they will hone in on their feelings, struggles, perspective, and process from the beginning of the year to the end of the year and identify what they have learned about themselves as readers and writers along the way.	
Unit 1: Actions and Consequences	
Bringing the Rain to Kapiti Plain Lessons 1-3	In the rhyming folktale, Bringing the Rain to Kapiti Plain, students will learn how a young man named Ki-pat brought rain to the drought-stricken Kapiti plain. In Lesson 1, we make a connection to the Actions and Consequences theme. We also make a connection to exaggerated events from the Read-Aloud text, American Tall Tales, and content from the Read-Aloud text, What is a Biome? In Lesson 3, we make a connection to the Actions and Consequences theme.

One Hen Lessons 4-7	In One Hen, a story inspired by true events, students will follow Kojo, a tenacious boy from Ghana, as he turns one small loan into a thriving farm and livelihood for many people in his village. One Hen is based on a real person changing the community for the better. This text is about a young boy who uses a small loan to make big changes. In Lesson 4, we make connections to the author's writing style in the Read Aloud, Bringing the Rain to Kapiti Plain. In Lesson 7, we make connections to the theme of Actions and Consequences and the main character from the Read Aloud, Bringing the Rain to Kapiti Plain.
Pinduli Lessons 8-10	In Pinduli, students will witness a young hyena's triumphant tale of self-image and self-acceptance that demonstrates how the actions of one can have rippling effects on others. In Lesson 8, we make a connection to the Actions and Consequences theme. In Lesson 10, we make a connection to the opinion writing that was done in the Module 3 Culminating Task, *Opinion Writing: Exposing Injustice*.
Pinduli Adaptation Lessons 11-20	In Pinduli Adaptation, students will decide how they will change the story in a way that makes it different from the author's, keeping in mind the necessary elements of narrative structure. Within each lesson, students connect to the Read-Aloud text, Pinduli. In Lessons 11–19, students build on key narrative writing skills practiced in earlier lessons. In Lessons 11–13, they connect to planning and drafting a narrative using a checklist and graphic organizer, with focused attention on crafting the introduction and body. In Lesson 14, they revisit adding dialogue to enhance interest, while Lessons 15 and 16 emphasize using descriptive language to create vivid imagery. In Lesson 18, students build on prior work with vivid and temporal words to improve flow and develop a strong conclusion. Finally, in Lesson 19, they apply peer revision and editing strategies previously used in Module 3's culminating opinion writing task, reinforcing cross-genre writing skills.
Unit 2: Readers are Writers	
Opinion Writing: Book Advertisement Lessons 31-35	In the Culminating Task, *Opinion Writing: Book Advertisement*, students will put their opinion writing capabilities to the test as they create an advertisement for their favorite book from this year to share with second graders and spark excitement about third-grade reading. In Lessons 31–34, students deepen their understanding of opinion writing by making connections to previously learned skills and strategies. In Lessons 31 and 32, they revisit the structure, purpose, and elements of a book review, using a checklist to plan, draft, and identify supporting reasons and evidence, while drawing on the Read-Aloud text *Bringing the Rain to Kapiti Plain*. In Lesson 33, students connect to earlier writing lessons focused on using checklists to evaluate,

	revise, and edit both their own work and a partner's in preparation for publication. Lesson 34 builds on past experiences of practicing with a partner to effectively present information to an audience.
Unit 3: Look How Far I've Come	
Narrative Writing: Reading and Writing Identity Lessons 36-40	In this unit, students will finish off the year with narrative writing as they reflect on how they have changed as readers and writers. In the final Culminating Task, *Narrative Writing: Reading and Writing Identity*, students will write a personal narrative about their growth and development as readers and writers over the course of their third-grade year. Drawing on their knowledge of the elements and structure of personal narrative writing, they will hone in on their feelings, struggles, perspective, and process from the beginning of the year to the end of the year and identify what they have learned about themselves as readers and writers along the way. This Culminating Task serves as an opportunity to showcase students' growth as they progress from one grade level to the next and reinforces that reading and writing are interdependent, lifelong pursuits. It allows students to demonstrate sophisticated self-evaluation and reflection and gives students, teachers, and families the opportunity to see how they have grown and changed as readers and writers over time. In Lessons 36–40, students build on previously practiced narrative writing skills, with a focus on planning, drafting, revising, editing, and providing feedback. In Lesson 36, they connect to prior learning by using a graphic organizer to plan a personal narrative, including revisiting the class narrative from Module 1 about the Hula Hoop Game. Lesson 37 continues this work as students use a graphic organizer and Narrative Checklist to plan a conclusion and begin drafting. In Lesson 38, students revise their drafts with attention to word choice and use editing checklists, applying strategies practiced in earlier lessons across genres. Lesson 39 emphasizes peer and self-evaluation using checklists to prepare final drafts. Finally, in Lesson 40, students read each other's published narratives and offer specific, checklist-based positive feedback, reinforcing skills used throughout the unit.