



**SOMERS POINT**  
**SCHOOL DISTRICT**  
*the learning starts here!™*

## Curriculum

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English Language Arts  
Grade Three  
July 2017

Board Approved: August 2017

# **SOMERS POINT SCHOOL DISTRICT**

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**Writers Name:** Melanie Wagner, Aimee Altman, Brenda Bullard, Leslie Rutkowski

**Supervisor of Curriculum:** Kim Tucker

**Secretarial Staff:** Suzanne Klotz

# **Somers Point Schools**

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

## **Our Mission**

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

## **Our Beliefs**

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

## **Our Vision**

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

# INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

## Philosophy

Somers Point's balanced literacy program provides students with literacy instruction in phonemic awareness, phonics, comprehension, fluency, and vocabulary. Beginning in pre-school, students gain skills that are the foundation for later reading and writing. Using the Diagnostic Reading Assessment (DRA2) data, the needs of individual students are met at their reading level in guided reading, strategy groups, and through conferring with students. Teachers in the upper grades provide students the opportunity to use their literacy skills through project-based learning activities that enable students to work collaboratively on real world issues using technology. The district uses Writer's Workshop, an interdisciplinary writing program, to build students fluency in writing through continuous repeated exposure to the process of writing.

## Educational Goals & Beliefs

***Students are unique and reflect a wide range of diversity.***

- Therefore, a variety of instructional strategies and resources will be used to reflect and respect a wide range of diversity.

***All students will become empowered by developing their literacy abilities to their fullest potential.***

- Therefore, the skills of literacy will be taught in meaningful ways, using research-based instructional strategies that aligned to the learning needs of the individual student.

***Students learn best through a variety of language experiences that actively engage them in the acquisition of both basic and higher level thinking skills.***

- Therefore, curriculum needs to be presented in an integrated format, which utilizes a balanced literacy approach.

***Learning is best enhanced when assessment informs and drives instruction.***

- Therefore, assessment will be systematic and closely linked to instruction in order to facilitate sound instructional decisions for each student.

***Becoming literate is dependent upon strong links among home, school, and the community.***

- Therefore, the various roles of home, school, and community will be highlighted through effective communication and reinforcement of partnerships.

# New Jersey State Department of Education

## New Jersey Student Learning Standards

### A note about English Language Arts Standards:

#### Reading

- The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.
- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

#### Writing

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research—is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

## Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

## Language

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
- Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

## Media and Technology

- Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

**For more information:** <http://www.state.nj.us/education/cccs/2016/ela/>

### **Grade 3 Reading and Writing Big Ideas**

**READING**

<b>SEPTEMBER</b>	<b>OCTOBER</b>	<b>NOVEMBER</b>	<b>DECEMBER</b>	<b>JANUARY</b>
Launching Realistic Fiction	Fiction Character Study	Non-Fiction Informational Cross-Curricular	Non-Fiction Informational Cross-Curricular	Non-Fiction Biography
<b>FEBRUARY</b>	<b>MARCH</b>	<b>APRIL</b>	<b>MAY</b>	<b>JUNE</b>
Non-Fiction Research *Cross - Curricular Time for kids	Test Prep: Fables, Folktales, Poetry	Review Revise Revisit	Author's Study	Book Clubs

**WRITING**

<b>SEPTEMBER</b>	<b>OCTOBER</b>	<b>NOVEMBER</b>	<b>DECEMBER</b>	<b>JANUARY</b>
Personal Narrative	Narrative Realistic Fiction	Informational	Informational	Biography
<b>FEBRUARY</b>	<b>MARCH</b>	<b>APRIL</b>	<b>MAY</b>	<b>JUNE</b>
Opinion Writing	Test Prep: Fables, folktales, Poetry	Review Revise Revisit	Author's Study	Responding to Text and Peers in Book Study

**Big Idea: Launching/ Realistic Fiction...RSR---Ready, Set, Read!**  
**Reading-MP 1 September**

Enduring Understandings	Essential Questions	Skills/21st Century Skills	CCCS Standards	Assessments
<p>Readers use books to help them understand the world around them.</p> <p>Readers find books that are interesting to them.</p> <p>Readers build their reading stamina.</p> <p>Readers share ideas of what they have read to become better readers and make connections.</p> <p>Readers read different types of books.</p> <p>Readers choose books that are just right for them.</p> <p>Readers can identify the story elements of fiction to help them better understand the story.</p>	<p>How can reading relate to the world around me?</p> <p>How do I choose books that are interesting to me?</p> <p>Why it is important to read across the genres?</p> <p>How do I choose books that are just right for me?</p> <p>Why is it important to have conversations about what I have read?</p> <p>What strategies can I use to read more efficiently?</p> <p>Who am I as a reader?</p> <p>Why should I know the difference between fiction and realistic fiction?</p>	<p>Develop a love for reading</p> <p>Read a text on an appropriate reading level</p> <p>Identify key elements of realistic fiction</p> <p>Ask and answer questions to demonstrate understanding of text</p> <p>Engage in collaborative discussions</p> <p>Analyze and decode words</p> <p><i>Think Critically to make connections to text.</i></p> <p><i>Collaborate with diverse partners.</i></p> <p><i>Reflect critically on learning experiences.</i></p> <p><i>Solve different kinds of unfamiliar problems in unconventional and innovative ways.</i></p> <p><b>SE,ELL,BSI,GT Modifications</b></p> <p>scaffolding assignments, graphic organizers, highlighters, post-it notes, varied length of text, tiered assignments, small group instruction</p>	<p><b>RL3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL3.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza.</p> <p>Des</p> <p><b>RL3.7</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story</p> <p><b>RL3.10</b> By the end of the year, read and comprehend informational texts, including, history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p><b>SL3.1</b> Engage effectively in a range of collaborative discussions with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>SL3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RL.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>Required Benchmark Assessments:</b></p> <p>Running Records(SP)</p> <p>DRA2 (SP)</p> <p>Benchmark Test</p> <p>MAP</p> <p><b>Suggested Resources:</b></p> <p><i>Because of Winn Dixie</i> by Kate DiCamillo</p> <p><i>Turtle Bay</i> by Saviour Pirotta</p> <p><i>Mufaro's Beautiful Daughters</i> by John Steptoe</p> <p><i>A Chair for My Mother</i> by Vera B. Williams</p> <p><b>Vocabulary:</b></p> <p>Stamina, fiction, nonfiction, genre, realistic fiction, story elements,</p>

**Big Idea: Personal Narrative**  
**Writing-MP 1-September**

Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards	Assessments
<p>Writing is a way to tell a story and communicate with the world around us.</p> <p>Writers understand that writing is a way to express thinking.</p> <p>Writers understand that they can write stories about their own life and experiences.</p> <p>Writers can list small moments in their life to generate ideas for their writing.</p> <p>Writers practice and work hard to become a better writer.</p> <p>Writers build stamina and write for longer periods of time.</p> <p>Writers use authors as mentors to improve</p>	<p>How do writers communicate their ideas?</p> <p>What types of experiences can I write about when writing a personal narrative?</p> <p>How can I generate ideas?</p> <p>Why should I practice to become a better writer?</p> <p>How do I write for longer time?</p> <p>How do I write for shorter time?</p> <p>Why do I want to become a better writer?</p> <p>How can authors help me in my writing?</p> <p>How do I keep my writing going?</p> <p>How do I use my writer's notebook?</p>	<p>Develop real or imagined experiences</p> <ul style="list-style-type: none"> <li>--brainstorm ideas</li> <li>--generate small moments</li> </ul> <p>Develop events using effective technique</p> <ul style="list-style-type: none"> <li>-picked the one small moment</li> <li>-plan out on a graphic organizer</li> <li>-</li> </ul> <p>Write descriptive details</p> <ul style="list-style-type: none"> <li>-dialogue</li> <li>-descriptions of actions, thoughts and feelings</li> <li>-response to situations</li> </ul> <p>Write clear event sequences</p> <p>Develop and organize (with support) a personal narrative</p> <p>Plan, Write, Revise, Edit</p> <p>Recognize and plan for varied time frames</p> <p>Recognize and plan for specific tasks, purposes, and audiences</p> <p>Formulate sentences with grade appropriate grammar and usage</p> <p>Formulate sentences with proper usage of capitalization,</p>	<p><b>W.3.3</b> Write Narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.3.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>Required Benchmark Assessments:</b></p> <p>OnDemand Piece</p> <p>Writing Rubric</p> <p>Writer's Notebook</p> <p>Finished Piece</p> <p><b>Suggested Resources:</b></p> <p><i>Those Shoes</i> by: Marybeth Boelts</p> <p><i>A Chair For My Mother</i> by: Vera B. Williams</p> <p><i>Fireflies</i> by: Julie Brickloe</p> <p>"I'm in Charge of Celebrations" Trophies</p> <p>"Miz Berlin Walks"</p> <p>"The Paperboy"</p> <p>"Here Comes the Rain"</p> <p><b>Vocabulary:</b></p> <p>personal narrative, stamina, brainstorming, conferencing, writer's notebook, proofread, elaborate, details, revise, edit, writing process, brainstorm, generate, small moments</p> <p><b>SE,ELL,BSI,GT Modifications:</b></p>

<p>their writing.</p> <p>Writers use a writer's notebook to show that writing is a work in progress.</p> <p>Writers draft multiple stories.</p>		<p>punctuation, and spelling</p> <p><b>21st Century Skills</b>  <i>Creatively generate ideas for writing.</i>  <i>Reflect critically on learning experiences.</i>  <i>Articulate thoughts and ideas effectively through writing.</i>  <i>Make judgements and decisions about writing.</i></p>		<p>Self-generated Graphic Organizers  Small Group Instruction  Modified Rubric  Story Starters  Scribing (dragon dictation)</p>
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**Big Idea: Character Study**  
**Reading-MP 1-October**

Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards	Assessments
<p>Readers can make connections with characters to help me understand the world around me.</p> <p>Readers can learn more about a character by paying close attention to what they do and say.</p> <p>Readers can identify a character's point of view.</p> <p>Readers can identify the narrator's point of view.</p> <p>Readers can compare and contrast characters within a text.</p> <p>Readers can discuss their ideas about the characters in the text.</p>	<p>What can readers learn from the characters in the stories they are reading.</p> <p>How can readers predict what characters might do or say?</p> <p>How can I distinguish between my own point of view and the character's point of view?</p> <p>How does the narrator's point of view differ from the character's point of view?</p> <p>How are the characters in story alike and how are they different?</p> <p><b>SE,ELL,BSI,GT Modifications</b>  scaffolding assignments, graphic organizers, highlighters, post-it notes, varied length of text, tiered assignments</p>	<p>Demonstrate understanding of a text.</p> <p>Make inferences by analyzing character trait empathize with their feelings.</p> <p>Explain how the characters' actions in a story contribute to the sequence of events.</p> <p>Compare and Contrast the themes, settings and plots of fiction stories in a series.</p> <p>Distinguish and communicate their own point of view from that of the narrator of those of the characters.</p> <p>Analyze and decode words.</p> <p>Retell stories using story structure elements and key details to determine their central message or theme.</p> <p><i>Collaborate with book club members.</i></p> <p><i>Communicate Ideas</i></p>	<p><b>RL3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL3.5</b> Describe characters in the story and explain how their actions contribute to the sequence of events.</p> <p><b>RL3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>RL3.9</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters</p> <p><b>SL 3.1.B</b>  Follow agreed-upon rules for discussions</p> <p><b>RF3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>L3.4</b> Determine the meaning of unknown and multiple-meaning words and phrases</p>	<p><b>Required Benchmark Assessments:</b>  DRA2 (SP)  Running Records  High frequency words</p> <p><b>Suggested Resources:</b>  Because of Winn Dixie  - Kate DiCamillo  The Blue Hill Meadows  - Cynthia Rylan Mufaro's Beautiful Daughters  - John Steptoe  Allie's Basketball Dream  -Barbara E. Barber  Salt In His Shoes  -Delores Jordan  -</p> <p><b>Vocabulary:</b>  fiction, characters, main and secondary, character traits, connections, inferences,</p>

**Big Idea: Fiction stories that are.....sort of true. (realistic fiction)**

**Writing-MP 1-October**

Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards	Assessments
<p>Writers collect story ideas by imagining stories from ordinary moments and issues in their lives.</p> <p>Writers can look at their narrative writing with a “fiction eye” to generate ideas.</p> <p>Realistic fiction writers develop believable characters, settings, problems, and solutions.</p> <p>Fiction writer’s experience the world through their character’s eyes.</p> <p>Writers plan and rehearse before writing.</p> <p>Writers can read a story and compose a new ending.</p>	<p>How do the events, people and places in my life help generate ideas.</p> <p>What lessons can we learn from our life?</p> <p>How does planning make for better stories?</p> <p>What key questions will help me look at my personal narrative with a fictional eye?</p> <p>How do I plan and incorporate story elements?</p> <p>How do you develop your character, problems and solution?</p> <p>How can character traits help develop my character?</p>	<p>Generate ideas from prior experiences.</p> <p>Produce a written narrative with an organized sequence of events.</p> <p>Writing will support a specific task or purpose.</p> <p>Use correct grammar and mechanics in sentence formation.</p> <p>Develop story elements through descriptive details.</p> <p>Adapt the narrator's point of view and continue the story.</p> <p>Continue a fiction story</p> <p><i>Reflect critically on learning experiences.</i></p> <p><i>Make judgements and decisions about their writing.</i></p> <p><i>Articulate thoughts and ideas effectively using written communication skills.</i></p>	<p><b>W3.3</b> Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences</p> <p><b>W3.4</b> With guidance and support from adults produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b>W3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W3.10</b> Write routinely over extended time frames and shorter timers for a range of discipline specific tasks, purposes, and audiences. L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>Required Benchmark Assessments:</b></p> <p>OnDemand Writing</p> <p>Published Realistic Fiction Piece</p> <p>Anecdotal notes from conferring</p> <p>Teacher created assessments</p> <p><b>Suggested Resources:</b></p> <p><i>Junkyard Wonders</i> by Patricia Polacco</p> <p>Other stories by Patricia Polacco</p> <p>Chrysanthemum</p> <p>Peter’s Chair</p> <p>Ruby the Copycat</p> <p><b>Vocabulary:</b></p> <p>real, imagined, believable, character traits, fictional eye, story elements</p> <p><b>SE, ELL, BSI, GT Modifications</b></p> <p>Graphic Organizers</p> <p>Allow extra time</p> <p>Tiered Writing</p> <p>Small</p> <p>Group Instruction</p> <p>Adjust Pacing</p> <p>Technological support where applicable</p>

	<p>How do I figure out the author's point of view and then match it as a writer?</p> <p>What story elements do I need to include in my continuation piece?</p>	<p><i>Think creatively using a wide range of creation techniques such as brainstorming.</i></p>		
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**Big Idea: READING FOR INFORMATION....ONE TOPIC, LOTS OF CHOICES**

**Reading- MP2 Nov/Dec**

Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards	Assessments
<p>Readers read nonfiction text to become more informed about the world.</p> <p>Nonfiction incorporates many different types of texts (articles, text books, magazines, recipes, brochures, and websites).</p> <p>Readers read a variety of text to further their understanding of one topic.</p> <p>Readers use nonfiction strategies to locate information, find answers, and deepen their understanding.</p> <p>Nonfiction readers gather information from multiple sources to further their understanding.</p> <p>Nonfiction readers rely on text features to help locate information.</p>	<p>Why do we read nonfiction text?</p> <p>How does nonfiction text teach me about the world?</p> <p>What kinds of nonfiction text are there?</p> <p>Why is it important to use more than one source to find information?</p> <p>How do I disseminate the information from multiple sources?</p> <p>What are nonfiction reading strategies?</p> <p>How do text features help us to understand a nonfiction text?</p> <p>How do I organize my</p>	<p>Organizing thoughts when reading nonfiction texts.</p> <p>Identify text features</p> <p>Use text features and search tools to locate information</p> <p>Identify main and supporting details in nonfiction text.</p> <p>Compare and contrast key details across two sources on same topic.</p> <p>Use reading strategies to deepen understanding of the text.</p> <p>Ask and answer questions to understand nonfiction text.</p> <p><i>Think critically to make connections to text.</i></p> <p><i>Collaborate with diverse partners.</i></p>	<p><b>RI3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI3.2</b> Determine the main idea of a text: recount the key details and explain how they support the main idea</p> <p><b>RI3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts or steps in a technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI3.5</b> Use text features and search tools to locate information relevant to a given topic efficiently</p> <p><b>RI3.7</b> Use information gained from illustrations and the words in a text to demonstrate understanding of the text</p> <p><b>RI3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>L3.3</b> Use knowledge of language and its conventions when writing</p>	<p><b>Required Benchmark Assessments:</b>            Teacher created project            Teacher created materials            Benchmark Assessment</p> <p><b>Suggested Resources:</b>            Scholastic News            Websites  <a href="http://www.whychristmas.com/cultures/">www.whychristmas.com/cultures/</a>  <a href="http://www.educationworld.com">www.educationworld.com</a>  <a href="http://www.kids-world-travel-guide.com">www.kids-world-travel-guide.com</a>            World Map            Teacher created resources</p> <p><b>Vocabulary:</b>            Nonfiction, informational text, text features, main idea, supporting details</p> <p><b>SE,ELL,BSI, GT Modifications</b>            leveled reading materials, scaffolding assignments, graphic organizers, highlighters, post-it notes, shortened length of text, tiered assignments</p>

	thoughts when reading a nonfiction text?	<i>Reflect critically on learning experiences. Solve different kinds of unfamiliar problems in unconventional and innovative ways</i>	speaking, reading, or listening. <b>L3.4.d</b> Use glossaries or beginning dictionaries, both print and digital to determine or clarify the precise meaning of keys words and phrases.	
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**Big Idea: Non-fiction Informational-\*Cross Curricular  
Writing-MP-2-Nov/Dec**

Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards	Assessments
<p>Writers know that they can write to teach others.</p> <p>Writers understand that can write about topics they are experts on.</p> <p>Writers can study mentor texts to help them develop their writing.</p> <p>Writers research text to ensure that their facts are accurate.</p> <p>Writers understand that informative writing is a balance of facts and ideas.</p> <p>Writers understand that the organization of information in a text matters.</p>	<p>How do writers communicate their ideas?</p> <p>What types of information can I write about?</p> <p>Where can I find strategies to help me with my writing?</p> <p>How can I make sure that what I am writing is factual?</p> <p>How can I interest my reader by including both facts and ideas?</p> <p>How can I structure my writing so that it I can best develop my ideas?</p> <p>How can I use pictures, charts and diagrams to help the reader understand my topic?</p>	<p>Choose a topic by brainstorming ideas we are experts on.</p> <p>Drafting: Make plans for organizing information.</p> <p>Create a Table of Contents</p> <p>Study mentor texts to learn to elaborate on ideas.</p> <p>Make connection across chapters.</p> <p>Balance facts and Ideas</p> <p>Use mentor texts to guide introductions and Conclusions.</p> <p>Revising/Editing: Include Text Features Paragraphing</p> <p><i>Creatively generate ideas for writing.</i></p>	<p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.2.a</b> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension</p> <p><b>W.3.2.b</b> Develop the topic with facts, definitions, and details.</p> <p><b>W.3.2.c</b> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p><b>W.3.2.D</b> Provide a concluding statement or section.</p> <p><b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Required Benchmark Assessments:</b> OnDemand Piece Writing Rubric Writer's Notebook Finished Piece</p> <p><b>Suggested Resources:</b> Scholastic News Websites <a href="http://www.whychristmas.com/cultures/">www.whychristmas.com/cultures/</a> <a href="http://www.educationworld.com">www.educationworld.com</a> <a href="http://www.kids-world-travel-guide.com">www.kids-world-travel-guide.com</a></p> <p><b>Vocabulary:</b> stamina, brainstorming, conferencing, writer's notebook, proofread, elaborate, details, revise, edit, writing process</p>

<p>Writers understand that using text features makes it easier for readers to learn.</p>	<p><b>SE, ELL, BSI, GT Modifications</b> Self-generated Graphic Organizers Small Group Instruction Modified Rubric Story Starters Scribing (dragon dictation)</p>	<p><i>Reflect critically on learning experiences. Articulate thoughts and ideas effectively through writing. Make judgements and decisions about writing.</i></p>		
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**Big Idea: Biography**  
**Reading-MP 2-January**

Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards	Assessments
<p>I read nonfiction texts to become more informed about the world and how it works</p> <p>Biographies are nonfiction texts about real people who became well known for their successes.</p> <p>Biographies can teach me about a person's traits and how their traits and feelings contribute to their actions.</p> <p>Biographies can teach me about how people overcome struggles and persevere.</p> <p>I can make connections between my life and the person in the Biography.</p> <p>Biographies often have text features such as time lines, photographs, table of contents and chapter headings.</p>	<p>Why do we read nonfiction texts?</p> <p>How do biographies teach us about history?</p> <p>How can a person's decisions and actions change his or her life?</p> <p>Why do we read about a person's life?</p> <p>What are the similarities and differences I have with the person in the Biography?</p> <p>How can text features help me understand more about the biography.</p>	<p>Understand the elements of biographies.</p> <p>Determine the main idea of a text.</p> <p>Recount key details and explain how they support the main idea.</p> <p>Draw conclusions about characters by studying their traits.</p> <p><i>Collaborate with peers to discuss texts.</i></p> <p><i>Think critically to make connections to text.</i></p>	<p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or ste</p> <p><b>RI.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters</p> <p><b>RI.3.7</b> Apply information gained from illustrations (maps, photographs) and the words in the text to understand informational text (where, when, why and how key events occur.)</p> <p><b>RI.3.2</b> Determine the main idea recount the key details and explain how they support the main idea.</p>	<p><b>Required Benchmark Assessments:</b>  Running Records  DRA 2 (SP)  Beginning of year ELA Benchmark (N) (L)</p> <p><b>Suggested Resources:</b>  Duke Ellington by Andrea Pinkney  Amelia Flies by Anne Phillips  Jesse Owens by Jane Sutcliffe  The story of Ruby Bridges by Robert Coles  Lou Gehrig The Luckiest Man Alive by David A. Adler  Roberto Clemente Pride of the Pittsburgh Pirates by Jonah Winter  Helen Keller  Babe Ruth</p> <p><b>Vocabulary:</b>  biography, character traits, persevere, text features</p> <p><b>SE,ELL,BSI, GT Modifications</b>  leveled reading materials, scaffolding assignments, graphic organizers, highlighters, post-it notes, shortened length of text, tiered assignments</p>

**Big Idea: Research Informational  
Writing-MP2- January**

Enduring Understandings	Essential Questions	Skills/21st Century Skills	CCCS Standards	Assessments
<p>Writers look to illustrations and other parts of text to aid and enhance their writing.</p> <p>Writers know that they can write to inform others about a topic.</p> <p>Writers write to examine a specific topic and convey ideas pertaining to it.</p> <p>Writers use research in their writing.</p> <p>Writers use information found from various resources to support the topic.</p>	<p>How can we use text, illustrations and other aspects of research in our writing?</p> <p>How can one write to inform another about factual information as well as to compare and contrast one topic?</p> <p>How can one write about a topic to convey information clearly?</p> <p>How can one use research in their writing?</p> <p>How can writers find relevant information to be used in their writing and organize it effectively?</p> <p><b>SE,ELL,BSI,GT Modifications:</b> Self-generated graphic organizers small group instruction conferencing modified rubric internet research</p>	<p>Include textual evidence, illustrations and other media in writing.</p> <p>Compare and contrast evidence in a text</p> <p>Support statements with textual evidence</p> <p>Organize information clearly found from various sources on a given topic</p> <p>Research different media to write about a specific topic</p> <p>Locate and organize related information from several sources</p> <p><i>Creatively generate ideas for writing.</i> <i>Articulate thoughts and ideas effectively through writing.</i> <i>Make judgements and decisions about writing.</i></p>	<p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</p> <p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>W.3.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic</p> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p>	<p><b>Required Benchmark Assessments:</b> Finished piece Writing Rubric</p> <p><b>Suggested Resources:</b> Time for Kids Graphic Organizers Library Books Various biographies</p> <p><b>Vocabulary:</b> compare, contrast, textual evidence, citing text, topic, supporting details, facts, research</p>

**Big Idea: Nonfiction Research \*Cross-Curricular  
Reading-MP-3-February**

Enduring Understandings	Essential Questions	Skills/21 <sup>st</sup> Century Skills	Standards	Assessments
<p>Readers use a variety of nonfiction media to research.</p> <p>Readers choose a topic of interest to find out more about.</p> <p>Readers search a variety of materials on the same topic to determine key details.</p> <p>Readers organize the information being collected and their thoughts using a graphic organizer.</p> <p>Readers share their information with others.</p> <p>Readers use nonfiction text features to help them learn more information.</p>	<p>What kinds of nonfiction can I use for research?</p> <p>What are some topics I can choose?</p> <p>How do I disseminate key details versus information?</p> <p>How do I gather my thoughts?</p> <p>What kind of graphic organizer should I use to help with all the information?</p> <p>How do I share what I have learned?</p> <p>How can text features help me to disseminate my information?</p>	<p>Collect information on a chosen topic</p> <p>Organize thoughts to convey meaning</p> <p>Use proper grade level sentence structure</p> <p>Use a variety of media on one topic</p> <p>Use context clues and word knowledge to figure out the meaning of unknown words</p> <p><i>-Think critically to make connections to text. Collaborate with diverse partners. -Reflect critically on learning experiences. -Solve different kinds of unfamiliar problems in unconventional and innovative ways</i></p>	<p><b>R13.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>R13.2</b> Determine the main idea of a text: recount the key details and explain how they support the main idea</p> <p><b>R13.5</b> Use text features and search tools to locate information relevant to a given topic efficiently</p> <p><b>R13.7</b> Use information gained from illustrations and the words in a text to demonstrate understanding of the text</p> <p><b>R13.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>L3.3</b> Use knowledge of language and its conventions when writing speaking, reading, or listening.</p> <p><b>L3.4.d</b> Use glossaries or beginning dictionaries, both print and digital to determine or clarify the precise meaning of key words and phrases.</p>	<p><b>Required Benchmark Assessments:</b> Teacher created Benchmark Assessments</p> <p><b>Suggested Resources:</b> National Geographic Kids website DK Readers Time for Kids Various leveled nonfiction text</p> <p><b>Vocabulary</b> research, nonfiction text, media, graphic organizer</p> <p><b>SE,ELL,BSI, GT Modifications</b> Leveled reading material, scaffolding assignments, graphic organizers, tiered assignments, highlighters, photocopied text, shortened length of text</p>

**Big Idea: My Opinion**  
**Writing- MP-3-February**

Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards	Assessments
<p>People have different points of view. Your opinion counts.</p> <p>Writer's opinions are supported by reasons.</p> <p>Writers back their opinions with evidence from the text.</p> <p>Writers follow a pattern to organize their thoughts and reasons.</p> <p>Writers can differentiate between fact and opinion.</p> <p>Writers use linking words to connect their opinion to their reasons.</p> <p>Writers provide a concluding statement to state their point of view.</p> <p>Writers revise and edit their drafts before publishing?</p>	<p>Why is it important to express my point of view?</p> <p>How do I support my opinion?</p> <p>How can our writing convince others of our opinion?</p> <p>What is a fact?</p> <p>What is an opinion?</p> <p>How is opinion writing about a topic different than opinion writing of a text?</p> <p>How do I form and write a paragraph to state my opinion and reasons?</p> <p>What are linking words?</p> <p>What is a concluding statement?</p> <p>How do I revise and edit my writing?</p>	<p>Develop and state an opinion.</p> <p>Support opinions with reasons or evidence.</p> <p>Use linking words and phrases (because, therefore, for example, etc) to connect opinion and reasons.</p> <p>Identify and differentiate fact and opinion.</p> <p>Plan, edit, and revise writing.</p> <p><i>Reflect critically on learning experiences. Make judgements and decisions about their writing.</i></p> <p><i>Articulate thoughts and ideas effectively using written communication skills.</i></p> <p><i>Think creatively using a wide range of creation techniques such as brainstorming.</i></p>	<p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W.3.1.a</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons</p> <p><b>W.3.1.b</b> Provide reasons that support the opinion</p> <p><b>W.3.1.c</b> Use linking words and phrases to connect opinion and reasons</p> <p><b>W.3.1.d</b> Provide a concluding statement or section.</p> <p><b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><b>Required Benchmark Assessments:</b>  Published opinion piece  Anecdotal records from conferring  Teacher created assessments</p> <p><b>Suggested Resources:</b>  ReadWorks.org (fact/opinion unit)  LearnZillion  <i>Click Clack Moo Cows that Type</i>  <i>I Wanna Iguana</i>  <i>Don't Let the Pigeon Drive the Bus</i>  KidsFirst.org  Scholastic.com  ThisKidReviewsbooks.com</p> <p><b>Vocabulary:</b>  Opinion, fact, point of view, reasons, linking words, conclude</p> <p><b>SE, ELL, BSI, GT Modifications</b>  Graphic Organizers  Allow extra time  Tiered Writing  Small Group Instruction  Adjust Pacing  Technological support where applicable</p>

**Big Idea: Powerful thoughts in short text ( Poetry, Fables, and Folktales)**  
**Reading-MP-3-March**

Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards	Assessments
<p>Poetry, folktales, and fables have a variety of elements to convey their message.</p> <p>Readers can pick out characteristics of folktales and fables to deepen their understanding.</p> <p>Readers are invited to reread to further understanding due to the short nature of poetry, fables, and folktales.</p> <p>Readers can compare and contrast different versions of the same story.</p> <p>Reader's senses are awakened through well-chosen words and details.</p> <p>Readers interpret the meaning of a poem through its sound, rhythm, and expression.</p>	<p>What is a central message?</p> <p>How do I determine the central message?</p> <p>What details supports this message?</p> <p>What kind of evidence do I need to support my thinking?</p> <p>What are the characteristics of folktales, fables, and poetry?</p> <p>How do authors and poets express so much while writing so little?</p> <p>How do I compare and contrast different versions?</p> <p>Why is language and word choice important in poetry?</p> <p>How is poetry read differently than other types of writing?</p>	<p>Determine the central message/theme and support with evidence.</p> <p>Analyze poems for a variety of literary elements including elements of structure, figurative language, and other craft techniques.</p> <p>Analyze fables/folktales for a variety of elements including good vs evil, sets of 3, repeating phrases, characters, setting, and other techniques.</p> <p>Identify similarities and differences across versions.</p> <p>Distinguish literal and nonliteral language.</p> <p>Read orally with rhythm and expression.</p> <p><i>Collaborate with others to think critically and analyze text.</i></p> <p><i>Reflect critically on learning experiences.</i></p>	<p><b>RL3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, more and explain how it is conveyed through key details in the text.</p> <p><b>RL3.3</b> Describe characters in a story and explain how their actions contribute to the sequence of events</p> <p><b>RL3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>RL3.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p><b>RL3.9</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>	<p><b>Required Benchmark Assessments:</b>            Teacher created assessments            Benchmark Assessments</p> <p><b>Suggested Resources:</b>            Shel Silverstein            Jack Prelutsky            Versions of 3 Little Pigs            Versions of Stone Soup            Poetryfoundation.org            Anchor chart</p> <p><b>Vocabulary:</b> central message, moral, stanza, free verse, alliteration, rhyme, repetition, onomatopoeia</p> <p><b>SE,ELL,BSI, GT Modifications</b>            leveled reading materials, scaffolding assignments, graphic organizers, highlighters, post-it notes, shortened length of text, tiered assignments</p>

		<i>Collaborate with diverse partners.</i>	<b>RF3.4</b> Read with sufficient accuracy and fluency to support comprehension.	
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**Big Idea: Writing to Show Understanding (Responding to Poetry and Drama...Literary Analysis)**  
**Writing--MP3-March**

Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards	Assessments
<p>I can show my understanding by providing detail from the text.</p> <p>I can demonstrate understanding by summarizing.</p> <p>There is a variety of writing that can show my understanding.</p> <p>Writing takes many forms.</p> <p>Analytical writing is different than descriptive writing.</p> <p>Writers can analyze by comparing and contrasting themes and/or topics.</p> <p>Authors think thoughtfully about language and word choice.</p>	<p>How do I write a response to literature?</p> <p>What do I include in my summary?</p> <p>What are the forms of writing?</p> <p>How do I evaluate and make a claim about what I have read?</p> <p>What does it mean to analyze?</p> <p>What is analytical writing compared to descriptive writing?</p> <p>How can we compare and contrast themes and/or topics?</p> <p>Why is language and word choice important?</p> <p><b>SE, ELL, BSI, GT Modifications</b>            Graphic Organizers            Allow extra time            Tiered Writing            Small Group Instruction            Adjust Pacing            Technological support where applicable</p>	<p>Evaluate text for a variety of literary elements.</p> <p>Interpret the author's choice.</p> <p>Identify big ideas and themes within and across different genres.</p> <p>Analyze a variety of literature through writing.</p> <p>Analyze the lines in a poem.</p> <p>Analyze author's choices</p> <p>Determine word meaning</p> <p><i>Reflect critically on learning experiences.            Make judgements and decisions about their writing.            Articulate thoughts and ideas effectively using written communication skills.            Think creatively using a wide range of creation techniques such as brainstorming.</i></p>	<p><b>W.3.4</b> With guidance and support from adults produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b>L3.4a-d</b> Determine or clarify the meaning of unknown and multiple meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p><b>L3.5 a-c</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>RL.3.10</b> By the end of the year, read and comprehend literature including stories, dramas, and poetry at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p><b>Required Benchmark Assessments:</b>            Teacher observation            Teacher created assessments</p> <p><b>Suggested Resources:</b>            Drafting a letter to an author or character            Shel Silverstein            Jack Prelutsky</p> <p><b>Vocabulary:</b>            Analyze            Poetry            Lines            Stanzas            Figurative language</p>

**Big Idea: REVIEW, REVISIT, REVISE**

**Reading/Writing-MP-4-APRIL**

Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards	Assessments
<p>I can take notes to further my understanding of what I am reading.</p> <p>I need to think about the genre I am reading to help deepen my understanding and my expectations.</p> <p>It is important for me to look at the questions before reading the story.</p> <p>I can prove my theories/answers with evidence from the text and/or video.</p> <p>We can discover the meaning of a difficult text or word by using our reading strategies.</p> <p>I can organize and disseminate information collected from videos and/or text to answer questions and prove my thinking.</p> <p>I can compare and contrast text and/or videos across and within genres.</p>	<p>Which graphic organizer should I use for which genre?</p> <p>How does skimming the questions help improve my comprehension?</p> <p>How do I know which statements/details support my answer and thinking?</p> <p>How much evidence do I need to support my answer?</p> <p>How do I use my reading strategies and context clues for unknown words?</p> <p>How do I compare and contrast texts and/or videos across genres?</p> <p>How do ideas from a paragraph build upon ideas from another paragraph?</p>	<p>Identify fictional story elements.</p> <p>Identify main idea and details in both nonfiction and fiction texts.</p> <p>Find evidence in a text to support an opinion or main idea.</p> <p>Determine the key details in a text.</p> <p>Determine meaning using context clues and inferences.</p> <p>Use graphic organizers to record thoughts.</p> <p>Transfer the material from the graphic organizer.</p> <p><i>Think critically to make connections to text.</i></p> <p><i>Collaborate with diverse partners.</i></p> <p><i>Reflect critically on learning experiences.</i></p>	<p><b>RL3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently.</p> <p><b>RL3.9</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p><b>RI3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI3.2</b> Determine the main idea of a text: recount the key details and explain how they support the main idea</p> <p><b>RI3.10</b> By the end of the year, read and comprehend informational texts at the high end of the grades 2/3 text complexity</p>	<p><b>Required Benchmark Assessments:</b> Teacher created EdCite PARCC Review Online Benchmark Assessments</p> <p><b>Suggested Resources:</b> PARCC website EdCite Cite Evidence Sheets Color code question to answer</p> <p><b>Vocabulary:</b> central message, key details, skimming, text features, story elements, text evidence, graphic organizer, short constructed response, paragraph, context clues</p> <p><b>SE,ELL,BSI, GT Modifications</b> leveled reading materials, scaffolding assignments, graphic organizers, highlighters, post-it notes, shortened length of text, tiered assignments</p>

<p>While reading, I need to think about how the paragraphs link together or build upon each other.</p>		<p><i>Solve different kinds of unfamiliar problems in unconventional and innovative ways.</i></p>	<p>band independently and proficiently. <b>L3.5 a-c</b> Demonstrate understanding of word relationships and nuances in word meanings. <b>SL3.2</b> Determine the main ideas and supporting detail of text from diverse formats</p>	
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**Big Idea: REVIEW, REVISIT, REVISE**  
**Reading/Writing-MP-4-APRIL**

Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards	Assessments
<p>I can take notes to further my understanding of what I am reading.</p> <p>I need to think about the genre I am reading to help deepen my understanding and my expectations.</p> <p>It is important for me to look at the questions before reading the story.</p> <p>I can prove my theories/answers with evidence from the text and/or video.</p> <p>We can discover the meaning of a difficult text or word by using our reading strategies.</p> <p>I can organize and disseminate information collected from videos and/or text to answer questions and prove my thinking.</p> <p>I can compare and contrast text and/or videos across and within genres.</p> <p>While reading, I need to think about how the</p>	<p>Which graphic organizer should I use for which genre?</p> <p>How does skimming the questions help improve my comprehension?</p> <p>How do I know which statements/details support my answer and thinking?</p> <p>How much evidence do I need to support my answer?</p> <p>How do I use my reading strategies and context clues for unknown words?</p> <p>How do I compare and contrast texts and/or videos across genres?</p> <p>How do ideas from a paragraph build upon ideas from another paragraph?</p>	<p>Identify fictional story elements.</p> <p>Identify main idea and details in both nonfiction and fiction texts.</p> <p>Find evidence in a text to support an opinion or main idea.</p> <p>Determine the key details in a text.</p> <p>Determine meaning using context clues and inferences.</p> <p>Use graphic organizers to record thoughts.</p> <p>Transfer the material from the graphic organizer.</p> <p><i>Think critically to make connections to text.</i></p> <p><i>Collaborate with diverse partners.</i></p> <p><i>Reflect critically on learning experiences.</i></p> <p><i>Solve different kinds of unfamiliar</i></p>	<p><b>RL3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently.</p> <p><b>RL3.9</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p><b>RI3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI3.2</b> Determine the main idea of a text: recount the key details and explain how they support the main idea</p> <p><b>RI3.10</b> By the end of the year, read and comprehend informational texts at the high end of the grades 2/3 text complexity band independently and proficiently.</p>	<p><b>Required Benchmark Assessments:</b>            Teacher created            EdCite            PARCC Review Online Benchmark Assessments</p> <p><b>Suggested Resources:</b>            PARCC website            EdCite            Cite Evidence Sheets            Color code question to answer</p> <p><b>Vocabulary:</b> central message, key details, skimming, text features, story elements, text evidence, graphic organizer, short constructed response, paragraph, context clues</p> <p><b>SE,ELL,BSI, GT Modifications</b>            leveled reading materials, scaffolding assignments, graphic organizers, highlighters, post-it notes, shortened length of text, tiered assignments</p>

<p>paragraphs link together or build upon each other.</p>		<p><i>problems in unconventional and innovative ways.</i></p>	<p><b>L3.5 a-c</b> Demonstrate understanding of word relationships and nuances in word meanings. <b>SL3.2</b> Determine the main ideas and supporting detail of text from diverse formats</p>	
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**Big Idea: Author's Study**  
**Reading M.P.4- May**

Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards	Assessments
<p>Readers make choices.</p> <p>Studying characters in stories can help us understand our own lives.</p> <p>Authors use their lives and adventures to create stories others can learn from.</p> <p>Our actions and words impact our friends and families (for good or bad).</p> <p>Learning about the work of a published author improves skills, knowledge, and pleasure in both reading and writing.</p> <p>Spoken language develops by listening to and talking about experiences, events, and books.</p> <p>Readers discuss what they read with peers.</p>	<p>How does an author's own life shape what and how s/he writes</p> <p>How can studying one author influence our own writing or life experience?</p> <p>How do my words and actions impact my friends and family for good or bad?</p> <p>How do the life experiences influence an author's writing?</p> <p>Where do writers get their ideas for writing?</p> <p>How does knowing about an author's background help me understand her writing?</p> <p>What should I talk about when sharing ideas with a group?</p>	<p>Read and critique various pieces from different authors</p> <p>Find connections between self and authors, author to author, author to world</p> <p>Collaborate with peers to share ideas and building on understandings</p> <p>Use various resources to creatively present learning</p> <p><i>-Think critically to make connections to text.</i></p> <p><i>-Collaborate with diverse partners.</i></p> <p><i>-Use a wide range of idea creation techniques (such as brainstorming)</i></p>	<p><b>SL.3.1d</b> Explain own ideas and understanding in light of discussion.</p> <p><b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL.3.3.</b> Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p><b>RL.3.7.</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p><b>RL.3.9.</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written</p>	<p><b>Required Benchmark Assessments:</b>            Teacher created materials            Observations            Class and partner discussion</p> <p><b>Suggested Resources:</b>            Teacher created materials            Various book titles/authors</p> <p><b>Vocabulary:</b>            Author            Illustrator            Compare and Contrast            Opinion            Book Review            Critique/Critic            Influence</p> <p><b>SE,ELL,BSI, GT Modifications</b>            leveled reading materials, scaffolding assignments, graphic organizers, highlighters, post-it notes, shortened length of text, tiered assignments</p>

			<p>by the same author about the same or similar characters (e.g., in books from a series).</p> <p><b>RL.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, a</p>	
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**Big Idea: Authors' Study**  
**Writing M.P 4 -May**

Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards	Assessments
<p>Writers have choices.</p> <p>Writing is a skill that I can continue to develop through practice.</p> <p>Writing can be fun!</p> <p>The craft of writing can be improved by studying the writing of published authors.</p> <p>Spoken language develops by listening to and talking about experiences, events, and books.</p> <p>Writers use craft techniques to enhance their writing.</p> <p>Writers share and present their stories to others and the world.</p> <p>Others will read my writing, so I need to use correct conventions.</p> <p>Writers continuously revise and edit their writing.</p> <p>Writers bring their stories to publication through computer programming.</p>	<p>How can we use evaluation and reflection to improve our writing?</p> <p>Why is writing fun?</p> <p>Where do we generate topics to write about?</p> <p>What are craft techniques?</p> <p>How does one author's technique differ from another's?</p> <p>How do we create an opinion on what we read?</p> <p>How do we present our writing to others?</p> <p>Why are punctuation, capitalization, and spelling important?</p> <p>Why is it important to revise and edit throughout and not just wait until the end?</p> <p>How do I get my typed story to mimic my written story?</p>	<p>Write simple, compound, and complex sentences with varying detail.</p> <p>Choose words or phrases to serve author's purpose.</p> <p>Speak in front of others</p> <p>Publish the story using a computer</p> <p><i>Creatively generate ideas for writing.</i>  <i>Reflect critically on learning experiences.</i>  <i>Articulate thoughts and ideas effectively through writing.</i>  <i>Make judgements and decisions about writing.</i></p>	<p>A review unit will encompass writing standards from past units with primary focus on W.3 1-5</p> <p><b>W3. 10</b> Write routinely over extended time frames and shorter timers for a range of discipline specific tasks, purposes, and audiences.</p> <p><b>SL 3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant describing details, speaking clearly at an understandable pace</p> <p><b>L3.3a</b> Choose words and phrases for effect</p> <p><b>W3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p><b>Required Benchmark Assessments:</b>  Published piece (Project)  Teacher created materials</p> <p><b>Suggested Resources:</b>  Mentor texts from each author  Anchor charts from prior units (opinion unit)</p> <p><b>Vocabulary:</b>  Opinion  Elaborate  Revise/edit  Present  Craft techniques  Publication</p> <p><b>SE, ELL, BSI, GT Modifications</b>  Graphic Organizers  Allow extra time  Tiered Writing  Small Group Instruction  Adjust Pacing  Technological support where applicable.</p>

**Big Idea: Character Study/ Book Clubs/Series**

**Reading-March**

Enduring Understandings	Essential Questions	Skills	Standards	Assessments
<p>Readers can make predictions about their reading and what is going to occur next by paying close attention to details.</p> <p>Readers can read closely to learn life lessons and discover a moral to the story.</p> <p>Readers can make connections with characters to help me understand the world around me.</p> <p>Readers can learn more about a character by paying close attention to what they do and say.</p> <p>Readers can identify the characters point of view.</p> <p>Readers can compare and contrast books in a series.</p> <p>Readers can discuss ideas about their reading.</p> <p>I can collaborate with my book club to synthesize information.</p>	<p>How can I use what I know about the sequence of events and about the characters to make predictions about what is going to happen next?</p> <p>How can I discover the moral or the lesson learned in the story?</p> <p>What can readers learn from the characters in their book?</p> <p>How can readers distinguish between their own point of view, the narrator's point of view and the character's point of view?</p> <p>How are the character's the same or different within a series?</p> <p>How is the plot the same or different within a series?</p> <p>Can talking to someone else about what I have read help me to understand the text better?</p>	<p>Demonstrate understanding of a text.</p> <p>Infer character's traits empathize with their feelings.</p> <p>Explain how the characters' actions in a story contribute to the sequence of events.</p> <p>Compare and Contrast the themes, settings and plots of fiction stories in a series.</p> <p>Distinguish and communicate their own point of view from that of the narrator of those of the characters.</p> <p>Analyze and decode words.</p> <p>Retell stories using story structure elements and key details to determine their central message or theme. <i>Collaborate with book club members</i> <i>Think critically to ask and answer questions.</i></p>	<p><b>RL3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RL3.5</b> Describe characters in the story (their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <b>RL3.9</b> 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) <b>SL3.1.B</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) <b>L3.6</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships.</p>	<p><b>Required Benchmark Assessments:</b> <b>DRA2 (SP)</b> <b>Running Records</b> <b>High frequency words</b></p> <p><b>Suggested Resources:</b> <b>Series:</b> <b>Time Warp Trio</b> <b>Katie Kazoo</b> <b>Goosebumps</b> <b>Horrid Henry</b> <b>A-Z mysteries</b> <b>Judy Moody</b> <b>Clementine</b></p> <p><b>Vocabulary:</b> fiction, characters, main and secondary, character traits, connections, inferences</p> <p><b>SE,ELL,BSI, GT Modifications</b> leveled reading materials, scaffolding assignments, graphic organizers, highlighters, post-it notes, shortened length of text, tiered assignments</p>

**Big Idea: Book Review - Opinion**  
**Writing-June**

Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards	Assessments
<p>Writers know that they have a purpose for writing.</p> <p>Writers can learn from other writers.</p> <p>Writers choose topics that are important to them to write about. (Book Choice)</p> <p>Writers understand that they can use evidence to build their opinion.</p> <p>Writers understand that the organization of information in a text matters.</p> <p>Writers understand that powerful openings and closings are important when writing reviews.</p>	<p>How do writers communicate their ideas?</p> <p>Where can I find strategies to help me with my writing?</p> <p>How can I prove that my opinion matters?</p> <p>How do I organize information to present my opinion and back up my opinion with reasons?</p> <p>How can I structure my writing so that it I can best develop my ideas?</p> <p>How can I grab my reader's attention?</p> <p>How can I make my reader want to read the book I reviewed?</p> <p><b>SE,ELL,BSI,GT Modifications:</b>            Self-generated Graphic Organizers            Small Group Instruction            Modified Rubric</p>	<p>Choose a book to review by analyzing our personal reading likes and dislikes.</p> <p>Drafting:            Create a strong, bold, opinion statement</p> <p>Provide evidence to support opinion.</p> <p>Create transitions using words such as, <i>for example</i> and <i>because</i>.</p> <p>Consider audience to say more.</p> <p>Create an ending that restates opinion.</p> <p>Study mentor texts to learn to elaborate on ideas.</p> <p><i>Creatively generate ideas for writing.</i>  <i>Reflect critically on learning experiences.</i>  <i>Articulate thoughts and ideas effectively through writing.</i>  <i>Make judgements and decisions about writing.</i></p>	<p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W.3.1.a</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p><u>CCSS.ELA-LITERACY.W.3.1.B</u></p> <p>Provide reasons that support the opinion.</p> <p><u>CCSS.ELA-LITERACY.W.3.1.C</u></p> <p>Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p><u>CCSS.ELA-LITERACY.W.3.1.D</u></p> <p>Provide a concluding statement or section.</p>	<p><b>Required Benchmark Assessments:</b>            On Demand Piece            Writing Rubric            Writer's Notebook            Finished Piece</p> <p><b>Suggested Resources:</b>            Sample book reviews from <a href="http://www.spaghettibookclub.org">www.spaghettibookclub.org</a></p> <p><b>Vocabulary:</b>            personal narrative, stamina, brainstorming, conferencing, writer's notebook, proofread, elaborate, details, revise, edit, writing process</p>