

Grade 3
Unit 1

| Cycles of Learning <i>At a glance</i> | | | | |
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| Unit Writing Focus | Cycle | Time frame | Priority Standards | Supporting Standards |
| 3.W.3.3 & 3.W.4 Aug. 16- Oct. 14 (42 Days) | <u>Cycle 1</u> | Aug. 10-Aug 29 (14 days) | Procedures and Etiquette (establish routines) NWEA (<i>Aug 29-Sept. 9</i>) in school IRLA (<i>Begins no later than Sept. 12th</i>) 3.RL.2.1 | 3.RV.3.3 3.RF.4.2 3.RF. 4.4 3.W.2.1 |
| | <u>Cycle 2</u> | Aug. 30-Sept 19 (14 days) | DYSLEXIA: NWEA (<i>Sept 19-Sept 23</i>) DYSLEXIA: MINDPLAY (<i>Sept 19-Sept 23</i>) 3.RL.2.1 3.RL.4.2 | 3.RF.4.2 3.RF.4.4 3.RF.4.6 3.RV.2.1 3.W.2.1 |
| | <u>Cycle 3</u> | Sept. 20-Oct. 7 (14 days) | 3.RL.4.2 3.RV.2.1 | 3.RF.4.2 3.RF.4.4 3.RF.4.5 3.RL.2.3 |

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here](#).

Cycle 1

General Description of the Unit

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Priority Standards

- **Procedures, NWEA (BOY), IRLA**
- 3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Reading Expectations

- Read for a sustained 15 minutes
- Students will use close reading strategies for deeper comprehension.
- Students share strategies to stop and check for understanding.

Heggerty: Primary Extension:

Week 1: -

Week 2: Lesson 1

Week 3: Lesson 2

From Phonics to Reading:

Week 1: -

Week 2: Short Vowels

Week 3: Long a

Word Study:

Week 1: Review Homophones/Homographs

Week 2: Closed Syllables

Week 3: Open Syllables

Grammar:

Supporting Standards

- 3.RF.4.2: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.
- 3.RF.4.4: Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).
- 3.RV.3.3: Recognize and understand the meanings of idioms in context.
- 3.W.2.1: Write legibly in print or cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.
- 3.W.6.1a: Demonstrate command of English grammar and usage, focusing on: **Nouns/Pronouns** – Writing sentences using abstract nouns (e.g., hope, thought).

Comprehension Road Map Smekens (Introduction):

- **Week 1:** -
- **Week 2:** **W1:**
LAUNCH - Introduce the *Reading Voice* and *Thinking Voice* and how they support comprehension of all text types.
- **Week 3:** **W2:**
Emphasize that readers pay attention to and record their thoughts during reading.

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| <p>Week 1: - Week 2: Nouns Week 3: Verbs</p> | |
| <p><u>Writing Focus</u></p> <ul style="list-style-type: none">● 3.W.3.3: Narrative: Write narrative compositions in a variety of forms that –<ul style="list-style-type: none">○ Establish an introduction (e.g., situation, narrator, characters).○ Include specific descriptive details and clear event sequences.○ Include dialogue.○ Connect ideas and events using introduction and transition words.○ Provide an ending.● 3.W.4: The Writing Process: Apply the writing process to –<ul style="list-style-type: none">○ Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).○ Use technology to interact and collaborate with others to publish legible documents. | <p><u>Writing Expectations</u></p> <ul style="list-style-type: none">● By the end of quarter one students are expected to<ul style="list-style-type: none">○ Write for a sustained 15 minutes○ Write Daily○ Students use graphic organizers○ Students respond to text dependent writing prompts○ Sentences should be varied○ Writing to answer a prompt should address all parts○ The core text of the unit should be used as a mentor text to teach grammar and usage standards○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use W.3.3 rubric included in the proficiency scale)○ 3rd Grade Writing Rubrics● Students will write constructive responses after reading a text and use text evidence to support their responses, using the RACE STRATEGY.● 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 tasks, purposes, and audiences.● Students use a blend of both hand written and typed responses <p><u>Writing across the genres:</u></p> <ul style="list-style-type: none">● Priority: Narrative<ul style="list-style-type: none">○ Develop paragraph for each element of the story (setting, characters, plot)○ Build paragraphs with description● Maintenance: Informative<ul style="list-style-type: none">○ Research setting of narrative, write a paragraph● Maintenance: Persuasive<ul style="list-style-type: none">○ Response to reading questions (ARC): students will support their answers with evidence and reasoning. |

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| <p><u>Proficiency Scales</u> Find the Third Grade Proficiency Scales here. Narrative Rubric</p> | <p><u>Assessments</u></p> <ul style="list-style-type: none"> ● Formative assessments ● Quizzes/Tests on The Magic Tree House Book #1 <ul style="list-style-type: none"> ○ Comprehension questions ○ Vocabulary ○ Compare and Contrast | |
| <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> ● Asking and answering questions about a text helps the reader understand. ● Supporting students in knowing their strengths and weaknesses helps them set goals and improve as a reader and a learner. ● Readers and writers practice daily for continuous growth. ● Knowing how to pick good books can help develop readers. | <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> ● How do I pick a book that is right for me? ● How do the stories I read connect to my life? ● Why would an author use an idiom here? | |
| <p><u>Key Concepts</u> 3.RL.2.1</p> <ul style="list-style-type: none"> ● I can use what I read to ask questions. ● I can use what I read to answer questions. ● I can refer to a text to support my answer. | <p><u>Related Concepts</u> 3.RF.4.2</p> <ul style="list-style-type: none"> ● I can decode two-syllable words. ● I can decode two-syllable words with the CVC pattern. ● I can decode two-syllable words with the CVr pattern. ● I can decode two-syllable words with a short vowel. ● I can decode two-syllable words with the VV pattern. ● I can decode two-syllable words with the VCe pattern. ● I can decode two-syllable words with the Cle pattern. ● I can decode words with closed syllable patterns. ● I can decode words with open syllable patterns. <p>3.RF.4.4</p> | <p><u>Vocabulary</u> 3.RL.2.1</p> <ul style="list-style-type: none"> ● demonstrate ● explicit ● text <p>3.RF.4.2</p> <ul style="list-style-type: none"> ● decode ● syllable <p>3.RF.4.4</p> <ul style="list-style-type: none"> ● blend ● common ● consonant ● plural <p>3.RV.3.3</p> <ul style="list-style-type: none"> ● context clues ● idiom <p>3.W.2.1</p> <ul style="list-style-type: none"> ● cursive ● legible |

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| | <ul style="list-style-type: none"> • I can read words that have blends and common spelling patterns. <p>3.RV.3.3</p> <ul style="list-style-type: none"> • I can identify an idiom within a text. • I can determine the meaning of idioms. <p>3.W.2.1</p> <ul style="list-style-type: none"> • I can write legibly, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper. | |
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Resources

ARC Resources

- Class Sets of Two Magic TreeHouse Novels & Informational Read-Alouds Related to each
- 100 Book Challenge Library: Rotating Leveled Libraries at a Wide Range of Reading
- Hook Book Library: A Static Classroom Library of 50 Best books to hook students
- Informational Read-Alouds
- FPO's or graphic organizers
- Hook Book library
- 100 Book challenge library
- Integrated Reading and Writing
- IRLA Home practice Cards
- IRLA/Schoolpace
- [RACE STRATEGY](#)

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| <p><u>Supplemental Fiction Texts</u></p> <ul style="list-style-type: none"> • Picture Book: <i>The Exceptionally, Extraordinarily Ordinary First Day of School</i> by Albert Lorenz • Chapter Book: <i>How to Be Cool in the Third Grade</i> by Betsy Duffey • Chapter Book: <i>Third Grade Angels</i> by Jerry Spinelli • Picture Book: <i>How to Read a Book</i> by Kwame Alexander | <p><u>Supplemental Nonfiction Texts</u></p> <ul style="list-style-type: none"> • Article: Germs Go to School! • Article: Stop Bullying! • Article: Friendship Problems Solved! | <p><u>Supplemental Media, Music, Art, and other Resources</u></p> <ul style="list-style-type: none"> • Activity: Castle Floor Plan • Comprehension Questions: Dinosaurs Before Dark Comprehension • Venn Diagram: Compare and Contrast Magic Tree House books • Organizer: Knight at Dawn Sticky Notes • Character questions: Knight at Dawn Ch.1 Characters • Comprehension Questions or Assessment: Knight at Dawn Comprehension • Video: 6 Syllable Types |
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6 Revised on December 17, 2021

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| | | <ul style="list-style-type: none">• Video: Asking and Answering Questions: Reading Literature• Worksheet resources: https://www.superteacherworksheets.com/ https://www.teacherspayteachers.com/ |
| <i>Reflection</i> | | |
| <u>Data Analysis</u> | <u>Celebrations/Changes</u> | |

Cycle 2

General Description of the Unit

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Priority Standards

- **DYSLEXIA: NWEA & MINDPLAY**
- 3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RL.4.2: 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) **Focus on characters, settings, and plot. Theme will be emphasized in unit 3.**

Reading Expectations

- Read for a sustained 15 minutes
- Students will use close reading strategies for deeper comprehension.

Heggerty: Primary Extension:

Week 1: Lesson 3

Week 2: Lesson 4

Week 3: Lesson 5

From Phonics to Reading:

Week 1: Long o

Week 2: Long e

Week 3: Long i

Word Study:

Week 1: Vowel Team Syllables

Week 2: Final Stable Syllables

Week 3: Final e Syllables

Grammar:

Week 1: [Adjectives](#)

Week 2: [Adverbs](#)

Week 3: [Pronouns](#)

Supporting Standards

- 3.RF.4.2: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.
- 3.RF.4.4: Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).
- 3.RF.4.6: Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).
- 3.RV.2.1: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
- 3.W.2.1: Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.
- 3.W.6.1c: Demonstrate command of English grammar and usage, focusing on: **Adjectives/ Adverbs** – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.
- 3.W.6.2b: Demonstrate command of English grammar and usage, focusing on: **Punctuation** –
 - Correctly using apostrophes to form contractions and singular and plural possessives.
 - Using quotation marks to mark direct speech.
 - Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).

Comprehension Road Map Smekens:

- **Week 1:** **W3:**
Reveal how readers combine multiple thoughts to figure out something that the author never said—to make an inference.
- **Week 2:** **W4:**
Introduce strategies to support readers making

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| | <p>inferences—even with little to no background knowledge on the topic.</p> <ul style="list-style-type: none"> ● Week 3: W5-6: SUMMARIZE LITERATURE – Recognize the important details authors provide within individual story elements |
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| <p><u>Writing Focus</u></p> <ul style="list-style-type: none"> ● 3.W.3.3: Narrative: Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> ○ Establish an introduction (e.g., situation, narrator, characters). ○ Include specific descriptive details and clear event sequences. ○ Include dialogue. ○ Connect ideas and events using introduction and transition words. ○ Provide an ending. ● 3.W.4: The Writing Process: Apply the writing process to – <ul style="list-style-type: none"> ○ Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). ○ Use technology to interact and collaborate with others to publish legible documents. | <p><u>Writing Expectations</u></p> <ul style="list-style-type: none"> ● By the end of quarter one students are expected to <ul style="list-style-type: none"> ○ Write for a sustained 15 minutes ○ Sentences should be varied ○ Writing to answer a prompt should address all parts ○ The core text of the unit should be used as a mentor text to teach grammar and usage standards ○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use W.3.3 rubric included in the proficiency scale) ○ 3rd Grade Writing Rubrics ● Students will write constructive responses after reading a text and use text evidence to support their responses, using the RACE STRATEGY. ● 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 tasks, purposes, and audiences. ● Students use a blend of both hand written and typed responses <p><u>Writing across the genres:</u></p> <ul style="list-style-type: none"> ● Priority: Narrative <ul style="list-style-type: none"> ○ Develop paragraph for each element of the story (setting, characters, plot) ○ Build paragraphs with description ● Maintenance: Informative <ul style="list-style-type: none"> ○ Research setting of narrative, write a paragraph ● Maintenance: Persuasive |

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| | <ul style="list-style-type: none"> ○ Response to reading questions (ARC): students will support their answers with evidence and reasoning. | |
| <p>Proficiency Scales Find the Third Grade Proficiency Scales here. Narrative Rubric</p> | <p>Assessments</p> <ul style="list-style-type: none"> ● Formative assessments ● Quizzes/Tests on The Magic Tree House Book #2 <ul style="list-style-type: none"> ○ Comprehension questions ○ Vocabulary ○ Compare and Contrast ● 3.RL.2.1 Formative Assessment | |
| <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Texts include clues that can help unlock meaning. ● Analyzing more than one text helps deepen understanding of a subject or character. ● Writers write stories for a variety of purposes and audiences. | <p>Essential Questions</p> <ul style="list-style-type: none"> ● What experiences shaped the character? ● How do our experiences change us? ● What are the elements of a narrative? ● Why are narratives important? | |
| <p>Key Concepts</p> <p>3.RL.2.1</p> <ul style="list-style-type: none"> ● I can use what I read to ask questions. ● I can use what I read to answer questions. ● I can refer to a text to support my answer. <p>3.RL.4.2</p> <ul style="list-style-type: none"> ● I can compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters. ● I can compare and contrast books within a series. | <p>Related Concepts</p> <p>3.RF.4.2</p> <ul style="list-style-type: none"> ● I can decode two-syllable words. ● I can decode two-syllable words with the CVC pattern. ● I can decode two-syllable words with the CVr pattern. ● I can decode two-syllable words with a short vowel. ● I can decode two-syllable words with the VV pattern. ● I can decode two-syllable words with the VCe pattern. ● I can decode two-syllable words with the Cle pattern. ● I can decode words with closed syllable patterns. ● I can decode words with open syllable patterns. | <p>Vocabulary</p> <p>3.RL.2.1</p> <ul style="list-style-type: none"> ● demonstrate ● explicit ● text <p>3.RL.4.2</p> <ul style="list-style-type: none"> ● author ● book series ● character ● character trait ● compare ● contrast ● plot ● setting ● theme <p>3.RF.4.2</p> <ul style="list-style-type: none"> ● decode ● syllable <p>3.RF.4.4</p> |

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| | <p>3.RF.4.4</p> <ul style="list-style-type: none"> I can read words that have blends and common spelling patterns. <p>3.RF.4.6</p> <ul style="list-style-type: none"> I can read multi-syllabic words with prefixes and suffixes. I can read multi-syllabic words with irregular contractions. I can read multi-syllabic words with possessives. <p>3.RV.2.1</p> <ul style="list-style-type: none"> I can use context clues to determine the meaning of unknown words I can use text features to determine the meaning of unknown words. <p>3.W.2.1</p> <ul style="list-style-type: none"> I can write legibly, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper. | <ul style="list-style-type: none"> blend common consonant plural <p>3.RF.4.6</p> <ul style="list-style-type: none"> contraction possessive prefix root word suffix syllable <p>3.RV.2.1</p> <ul style="list-style-type: none"> context clue determine text feature <p>3.W.2.1</p> <ul style="list-style-type: none"> cursive legible |
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Resources

ARC Resources

- Class Sets of Two Magic TreeHouse Novels & Informational Read-Alouds Related to each
- 100 Book Challenge Library: Rotating Leveled Libraries at a Wide Range of Reading
- Hook Book Library: A Static Classroom Library of 50 Best books to hook students
- Informational Read-Alouds
- FPO's or graphic organizers
- Hook Book library
- 100 Book challenge library
- Integrated Reading and Writing
- IRLA Home practice Cards
- IRLA/Schoolpace
- [RACE STRATEGY](#)

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| <p><u>Supplemental Fiction Texts</u></p> <ul style="list-style-type: none"> ● Short Story: The Same but Different | <p><u>Supplemental Nonfiction Texts</u></p> <ul style="list-style-type: none"> ● | <p><u>Supplemental Media, Music, Art, and other Resources</u></p> <ul style="list-style-type: none"> ● Activity: Castle Floor Plan |
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12 Revised on December 17, 2021

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| <ul style="list-style-type: none">● Picture Book: <i>Spaghetti in a Hot Dog Bun</i> by Maria Dismondy● Picture Book: <i>The Name Jar</i> by Yangsook Choi | | <ul style="list-style-type: none">● Comprehension Questions: Dinosaurs Before Dark Comprehension● Venn Diagram: Compare and Contrast Magic Tree House books● Organizer: Knight at Dawn Sticky Notes● Character questions: Knight at Dawn Ch.1 Characters● Comprehension Questions or Assessment: Knight at Dawn Comprehension |
| <u>Reflection</u> | | |
| <u>Data Analysis</u> | <u>Celebrations/Changes</u> | |

Cycle 3

General Description of the Unit

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Priority Standards

- 3.RL.4.2: 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) **Focus on characters, settings, and plot. Theme will be emphasized in unit 3.**
- 3.RV.2.1: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

Reading Expectations

- Read for a sustained 20 minutes
- Students will use close reading strategies for deeper Comprehension.

Heggerty: Primary Extension:

Week 1: Lesson 6

Week 2: Lesson 7

Week 3: Lesson 8

From Phonics to Reading:

Week 1: Long u

Week 2: r-Controlled Vowels (-ar, -or)

Week 3: r-Controlled Vowels (-er, -ir, -ur)

Word Study:

Week 1: Context Clues: General Clues

Week 2: r-Controlled Vowel Syllables

Week 3: Abbreviations

Supporting Standards

- 3.RF.4.2: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.
- 3.RF.4.4: Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).
- 3.RF.4.5: Know and use more difficult word families when reading unfamiliar words (e.g., -ight).
- 3.RL.2.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- **3.W.6.1e:** Demonstrate command of English grammar and usage, focusing on: Usage –
 - Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).
- **3.W.6.2a:** Demonstrate command of English grammar and usage, focusing on: Capitalization –
 - Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

Comprehension Road Map Smekens:

- **Week 1:** **W6-7:**
SUMMARIZE LITERATURE – Recognize the important details authors provide within individual story elements.

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| <p>Grammar: Week 1: Regular Plural Nouns Week 2: Irregular Plural Nouns Week 3: Review</p> | <ul style="list-style-type: none"> ● Week 2: W7-8: SUMMARIZE INFORMATION – Summarize a single section of text based on its most important information. ● Week 3: W8: SEE TEXT ORGANIZATION – Identify print and digital text features that readers “see” inside and outside the main text—and the purpose each serves. |
| <p><u>Writing Focus</u></p> <ul style="list-style-type: none"> ● 3.W.3.3: Narrative: Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> ○ Establish an introduction (e.g., situation, narrator, characters). ○ Include specific descriptive details and clear event sequences. ○ Include dialogue. ○ Connect ideas and events using introduction and transition words. ○ Provide an ending. ● 3.W.4: The Writing Process: Apply the writing process to – <ul style="list-style-type: none"> ○ Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). ○ Use technology to interact and collaborate with others to publish legible documents. | <p><u>Writing Expectations</u></p> <ul style="list-style-type: none"> ● By the end of quarter one students are expected to <ul style="list-style-type: none"> ○ Write for a sustained 15 minutes ○ Sentences should be varied ○ Writing to answer a prompt should address all parts ○ The core text of the unit should be used as a mentor text to teach grammar and usage standards ○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use W.3.3 rubric included in the proficiency scale) ○ 3rd Grade Writing Rubrics ● Students will write constructive responses after reading a text and use text evidence to support their responses, using the RACE STRATEGY. ● 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 tasks, purposes, and audiences. ● Students use a blend of both hand written and typed responses <p><u>Writing across the genres:</u></p> <ul style="list-style-type: none"> ● Priority: Narrative <ul style="list-style-type: none"> ○ Develop paragraph for each element of the story (setting, characters, plot) ○ Build paragraphs with description ● Maintenance: Informative <ul style="list-style-type: none"> ○ Research setting of narrative, write a paragraph ● Maintenance: Persuasive |

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| | <ul style="list-style-type: none"> ○ Response to reading questions (ARC): students will support their answers with evidence and reasoning. | |
| <p>Proficiency Scales Find the Third Grade Proficiency Scales here. Narrative Rubric</p> | <p>Assessments</p> <ul style="list-style-type: none"> ● Students will plan, write, edit and publish their own Magic Tree House stories. ● This assessment is focusing on story elements needed in order to master the theme. ● Full standard assessment of 3.RL.4.2 will be tested in cycle 9 3.RL.4.2 Formative Assessment | |
| <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Readers use context to understand words and phrases. ● It is important to analyze similarities and differences within stories written by the same author. ● Reading is fun. | <p>Essential Questions</p> <ul style="list-style-type: none"> ● What kinds of stories do you love to read? Why? ● What should you do when you encounter an unfamiliar word? ● How do the settings of a series impact the plot? ● How does reading multiple stories with the same characters impact your relationship with the book? | |
| <p>Key Concepts</p> <p>3.RL.4.2</p> <ul style="list-style-type: none"> ● I can compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters. ● I can compare and contrast books within a series. <p>3.RV.2.1</p> <ul style="list-style-type: none"> ● I can use context clues to determine the meaning of unknown words ● I can use text features to determine the meaning of unknown words. <p>3.W.3.3</p> | <p>Related Concepts</p> <p>3.RF.4.2</p> <ul style="list-style-type: none"> ● I can decode two-syllable words. ● I can decode two-syllable words with the CVC pattern. ● I can decode two-syllable words with the CVr pattern. ● I can decode two-syllable words with a short vowel. ● I can decode two-syllable words with the VV pattern. ● I can decode two-syllable words with the VCe pattern. ● I can decode two-syllable words with the Cle pattern. ● I can decode words with closed syllable patterns. ● I can decode words with open syllable patterns. | <p>Vocabulary</p> <p>3.RL.4.2</p> <ul style="list-style-type: none"> ● author ● book series ● character ● character trait ● compare ● contrast ● plot ● setting ● theme <p>3.RV.2.1</p> <ul style="list-style-type: none"> ● context clue ● determine ● text feature <p>3.W.3.3</p> <ul style="list-style-type: none"> ● character ● dialogue ● introduction |

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| <ul style="list-style-type: none"> ● I can write narrative compositions in a variety of forms. ● I can write an introduction that includes the situation, narrator, and characters. ● I can include specific descriptive details in the events of my story.. ● I can include dialogue in my story. ● I can connect ideas and events using transition words. ● I can write a conclusion to my story. | <p>3.RF.4.4</p> <ul style="list-style-type: none"> ● I can read words that have blends and common spelling patterns. <p>3.RF.4.5</p> <ul style="list-style-type: none"> ● I can use word families to unfamiliar words. <p>3.RL.2.3</p> <ul style="list-style-type: none"> ● I can describe characters in a story by their traits, motivations, or feelings. ● I can explain how a character's actions affect the plot. | <ul style="list-style-type: none"> ● narrative ● sequence ● transition word <p>3.RF.4.2</p> <ul style="list-style-type: none"> ● decode ● syllable <p>3.RF.4.4</p> <ul style="list-style-type: none"> ● blend ● common ● consonant ● plural <p>3.RF.4.5</p> <ul style="list-style-type: none"> ● unfamiliar ● word family <p>3.RL.2.3</p> <ul style="list-style-type: none"> ● character ● character trait ● plot |
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Resources

ARC Resources

- Class Sets of Two Magic TreeHouse Novels & Informational Read-Alouds Related to each
- 100 Book Challenge Library: Rotating Leveled Libraries at a Wide Range of Reading
- Hook Book Library: A Static Classroom Library of 50 Best books to hook students
- Informational Read-Alouds
- FPO's or graphic organizers
- Hook Book library
- 100 Book challenge library
- Integrated Reading and Writing
- IRLA Home practice Cards
- IRLA/Schoolpace
- [RACE STRATEGY](#)

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| <p><u>Supplemental Fiction Texts</u></p> <ul style="list-style-type: none"> ● Picture Book: <i>A Chair for My Mother</i> by Vera B. Williams | <p><u>Supplemental Nonfiction Texts</u></p> <ul style="list-style-type: none"> ● | <p><u>Supplemental Media, Music, Art, and other Resources</u></p> <ul style="list-style-type: none"> ● Activity: Castle Floor Plan ● Comprehension Questions: Dinosaurs Before Dark Comprehension |
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| | | <ul style="list-style-type: none"> • Venn Diagram: Compare and Contrast Magic Tree House books • Organizer: Knight at Dawn Sticky Notes • Character questions: Knight at Dawn Ch.1 Characters • Comprehension Questions or Assessment: Knight at Dawn Comprehension • |
| <u>Reflection</u> | | |
| <u>Data Analysis</u> | <u>Celebrations/Changes</u> | |

Grade 3
Unit 2

| Cycles of Learning | | | | |
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| <i>At a glance</i> | | | | |
| Unit Writing Focus | Cycle | Time frame | Priority Standards | Supporting Standards |
| 3.W.3.2 & 3.W.4 Oct. 19- Dec. 21 (43 Days) | <u>Cycle 4</u> | Oct. 10-Oct. 31 (14 days) | 3.RN.2.1 3.RN.2.2 | W.5 3.RN.3.1 3.RN.3.2 3.RV.3.2 |

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| | <u>Cycle 5</u> | Nov. 1-Nov.28 (14 days) | 3.RN.4.1 | 3.RN.2.3 3.RV.2.5 |
| | <u>Cycle 6</u> | Nov. 29-Dec. 16 (15 days) | NWEA (Nov 28-Dec 9) 3.RN.4.2 | 3.RN.2.3 3.RV.2.5 |

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here](#).

Cycle 4

General Description of the Unit

Determine central ideas or themes of a text related to Weather and Climate and analyze their development; summarize the key supporting details and ideas.

Priority Standards

- 3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RN.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Reading Expectations

- Read for a sustained 20 minutes
- Students will use close reading strategies for deeper comprehension.

Heggerty: Primary Extension:

Week 1: Lesson 9

Week 2: Review Week

Week 3: Lesson 10

From Phonics to Reading:

Week 1: Long oo and Short oo

Week 2: Review Week

Week 3: Diphthongs /ou/ and /oi/

Word Study:

Week 1: Compound words

Week 2: Review Week

Week 3: Hard and Soft c and g

Grammar:

Week 1: [Common & Proper Nouns](#)

Supporting Standards

- 3.W.5: Conduct short research on a topic.
 - Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).
 - Locate information in reference texts, electronic resources, or through interviews.
 - Recognize that some sources may be more reliable than others.
 - Record relevant information in their own words.
 - Present the information, choosing from a variety of formats.
- 3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
- 3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.
- 3.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.

Comprehension Road Map Smekens:

- **Week 1:** **W9:**
SYNTHESIZE IDEAS – Recognize the value of collecting information from multiple sources to deepen reader understanding on a topic.
- **Week 2: Review Week**

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| <p>Week 2: Review Week Week 3: Concrete & Abstract Nouns</p> | <p>● Week 3: W10-11: SUMMARIZE LITERATURE – Generate a succinct 1-2 sentence summary including only the most important story details.</p> |
| <p><u>Writing Focus</u></p> <ul style="list-style-type: none"> ● 3.W.3.2: Informative: Write informative compositions on a variety of topics that – <ul style="list-style-type: none"> ○ State the topic, develop a main idea for the introductory paragraph, and group related information together. ○ Develop the topic with facts and details. ○ Connect ideas within categories of information using words and phrases. ○ Use text features (e.g., pictures, graphics) when useful to aid comprehension. ○ Provide a concluding statement or section. ● 3.W.4: The Writing Process: Apply the writing process to – <ul style="list-style-type: none"> ○ Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). ○ Use technology to interact and collaborate with others to publish legible documents. | <p><u>Writing Expectations</u></p> <p>By the end of quarter two students are expected to</p> <ul style="list-style-type: none"> ○ Write for a sustained 20 minutes ○ Sentences should be varied ○ Writing to answer a prompt should address all parts ○ Use the unit’s texts to guide students in designing text features in their own writing ○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use W.3.2 rubric included in the proficiency scale) ○ 3rd Grade Writing Rubrics <ul style="list-style-type: none"> ● Students will write constructive responses after reading a text and use text evidence to support their responses, using the RACE STRATEGY. ● 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 tasks, purposes, and audiences. ● Students use a blend of both hand written and typed responses <p><u>Writing across the genres:</u></p> <ul style="list-style-type: none"> ● Priority: Informative <ul style="list-style-type: none"> ○ Students research and write about types of weather <ul style="list-style-type: none"> ■ They will answer 4 research questions to help with organizing their writing. ■ They will write an introduction, 2-3 informative paragraphs, and a conclusion. ■ They will edit, publish, and present their informative writing. ● Maintenance: Narrative <ul style="list-style-type: none"> ○ Narrative elements <u>can</u> be included in enrichment when students create their own news report video. |

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| | <ul style="list-style-type: none"> ● Maintenance: Persuasive <ul style="list-style-type: none"> ○ Response to reading questions (ARC): students will support their answers with evidence and reasoning. (teachers will need to intentionally choose or design argumentative research questions, RQ #6-7) ○ Students will write a response to the books they read including their opinion about the most interesting thing they read and the text evidence that changed their understanding. | |
| <p><u>Proficiency Scales</u> Find the Third Grade Proficiency Scales here.</p> | <p><u>Assessments</u></p> <ul style="list-style-type: none"> ● Formative Assessments ● Graphic Organizers ● Research Questions ● Quizzes/Tests on Main Idea and details <p><u>3.RN.2.2 Formative Assessment</u></p> | |
| <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> ● Researchers read multiple texts to build their understanding of a topic. ● Readers gain knowledge from reading about a specific topic. | <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> ● How can understanding different weather phenomena protect you? <p>ARC: <u>Weather and Climate Research Questions:</u></p> <ul style="list-style-type: none"> ● Research Topic--Define and describe it. ● In which climates is it most likely to occur? Why? ● What is its role in the water cycle? | |
| <p><u>Key Concepts</u></p> <p>3.RN.2.1</p> <ul style="list-style-type: none"> ● I can ask questions to demonstrate my understanding of a text. ● I can answer questions to demonstrate my understanding of a text. <p>3.RN.2.2</p> <ul style="list-style-type: none"> ● I can determine the main idea of a nonfiction text. ● I can identify key details in a | <p><u>Related Concepts</u></p> <p>3.W.5</p> <ul style="list-style-type: none"> ● I can conduct short research on a topic. ● I can identify a specific topic or question to research. ● I can locate information in reference texts, electronic resources, or through interviews. ● I can recognize that some sources may be more reliable than others. ● I can record relevant information in my own words. | <p><u>Vocabulary</u></p> <p>3.RN.2.1</p> <ul style="list-style-type: none"> ● demonstrate ● explicit ● text <p>3.RN.2.2</p> <ul style="list-style-type: none"> ● determine ● identify ● key detail ● main idea ● nonfiction text ● recount |

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| <p>nonfiction text.</p> <ul style="list-style-type: none"> I can explain how the key details support the main idea in a nonfiction text. | <ul style="list-style-type: none"> I can present information in a variety of formats. <p>3.RN.3.1</p> <ul style="list-style-type: none"> I can locate and use text features within a nonfiction text. I can use text features to gain meaning in a nonfiction text. <p>3.RN.3.2</p> <ul style="list-style-type: none"> I can use text structure to support comprehension of the text. I can identify the problem and solution in a nonfiction text. I can identify the order of events in a nonfiction text. <p>3.RV.3.2</p> <ul style="list-style-type: none"> I can determine the meanings of words and phrases in a nonfiction text. | <ul style="list-style-type: none"> text <p>3.W.5</p> <ul style="list-style-type: none"> format interview present reference text research source topic <p>3.RN.3.1</p> <ul style="list-style-type: none"> chart format illustration nonfiction text text feature <p>3.RN.3.2</p> <ul style="list-style-type: none"> chronological order events indicate nonfiction text problem solution <p>3.RV.3.2</p> <ul style="list-style-type: none"> context clue |
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Resources

ARC Resources

- 100 Book Challenge Library: Rotating Leveled Libraries at a Wide Range of Reading
- Hook Book Library: A Static Classroom Library of 50 Best books to hook students
- Weather and Climate Workbooks
- Research Lab Informational books
- FPO's or graphic organizers
- Research Labs
- Integrated Reading and Writing
- Research Cards
- IRLA/Schoolpace

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| <p><u>Supplemental Fiction Texts</u></p> <ul style="list-style-type: none">● Easy Reader: I Am the Rain by John Paterson● Informational Fiction: Weather Clues in the Sky: Clouds by Belinda Jensen | <p><u>Supplemental Nonfiction Texts</u></p> <ul style="list-style-type: none">● Article: Weathering and Erosion by Rachelle Kreisman● Article: A Dangerous Dust Storm● Article: Earth Science-Tornadoes● Article: The Power of Hurricanes● Article: Preparing for Tornadoes● Article: The Why of Clouds● Article: The Whys of Weather-Rain● Article: The Whys of Weather-Rainbows● Article: What Happens When it Rains? | <p><u>Supplemental Media, Music, Art, and other Resources</u></p> <ul style="list-style-type: none">● Song: Scratch Garden The Water Cycle Song● Song: Have Fun Teaching Water Cycle Song● Video: Severe Weather● Video: Weathering and Erosion● Worksheet resources: https://www.superteacherworksheets.com/ https://www.teacherspayteachers.com/ |
| <i>Reflection</i> | | |
| <u>Data Analysis</u> | <u>Celebrations/Changes</u> | |

Cycle 5

General Description of the Unit

Determine central ideas or themes of a text related to Weather and Climate and analyze their development; summarize the key supporting details and ideas.

Priority Standards

- 3.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.

Reading Expectations

- Read for a sustained 20 minutes
- Students will use close reading strategies for deeper comprehension.

Heggerty: Primary Extension:

Week 1: Lesson 11

Week 2: Lesson 12

Week 3: Assess for BTG Intervention groups

From Phonics to Reading:

Week 1: Variant Vowel “o” [au, aw, a(lk), a(lt), a(ll), ough, augh]

Week 2: Closed syllables

Week 3: Open Syllable Sounds

Word Study:

Week 1: Final Stable Syllables

Week 2: Adding Suffixes (double final consonant)

Week 3: Adding Suffixes (drop e, change y to i)

Grammar:

Week 1: [Possessive Nouns](#)

Week 2: [Verb Tenses](#)

Week 3: [Irregular Past Tense Verbs](#)

Supporting Standards

- 3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
- 3.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

Comprehension Road Map Smekens:

- **Week 1:** ***W10-11: SUMMARIZE LITERATURE*** – Generate a succinct 1-2 sentence summary including only the most important story details.
- **Week 2:**
W11-12: ANALYZE AUTHOR CHOICES - Identify the F.A.S.T. Facts that authors provide in literature to imply a character’s perspective.
- **Week 3:**
W11-12: ANALYZE AUTHOR CHOICES - Identify the F.A.S.T. Facts that authors provide in literature to imply a character’s perspective.

Writing Focus

- 3.W.3.2: Informative: Write informative compositions on a variety of topics that –
 - State the topic, develop a main idea for the introductory paragraph, and group related information together.
 - Develop the topic with facts and details.
 - Connect ideas within categories of information using words and phrases.
 - Use text features (e.g., pictures, graphics) when useful to aid comprehension.
 - Provide a concluding statement or section.
- 3.W.4: The Writing Process: Apply the writing process to –
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
 - Use technology to interact and collaborate with others to publish legible documents.

Writing Expectations

By the end of quarter two students are expected to

- Write for a sustained 20 minutes
- Sentences should be varied
- Writing to answer a prompt should address all parts
- Use the unit's texts to guide students in designing text features in their own writing
- Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use W.3.2 rubric [included in the proficiency scale](#))
- [3rd Grade Writing Rubrics](#)
- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACE STRATEGY](#).
- 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 tasks, purposes, and audiences.
- Students use a blend of both hand written and typed responses

Writing across the genres:

- **Priority: Informative**
 - Students research and write about types of weather
 - They will answer 4 research questions to help with organizing their writing.
 - They will write an introduction, 2-3 informative paragraphs, and a conclusion.
 - They will edit, publish, and present their informative writing.
- Maintenance: Narrative
 - Narrative elements can be included in enrichment when students create their own news report video.
- Maintenance: Persuasive
 - Response to reading questions (ARC): students will support their answers with evidence and reasoning.

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| | <p>(teachers will need to intentionally choose or design argumentative research questions, RQ #6-7)</p> <ul style="list-style-type: none"> ○ Students will write a response to the books they read including their opinion about the most interesting thing they read and the text evidence that changed their understanding. | |
| <p>Proficiency Scales Find the Third Grade Proficiency Scales here.</p> | <p>Assessments</p> <ul style="list-style-type: none"> ● Formative Assessments ● Graphic Organizers ● Research Questions ● Quizzes/Tests on Main Idea and details ● <p>3.RN.4.1 Formative Assessment</p> | |
| <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Fact and opinion are present in nonfiction texts. It is important to distinguish between the two when forming your own opinion. ● How a person perceives an event can create bias and affect how others perceive that event. ● Informational texts have specific features and structures that support our understanding of a topic. | <p>Essential Questions <u>ARC: Weather and Climate Research Questions:</u></p> <ul style="list-style-type: none"> ● What natural hazards can it cause? How? ● How can these hazards impact society and the environment? ● What are some ways we can reduce the societal or environmental impact of these hazards? ● What data sets do scientists collect on it? Why? What long-term patterns do these data sets reveal? | |
| <p>Key Concepts 3.RN.4.1</p> <ul style="list-style-type: none"> ● What is the difference between fact and opinion? ● What reasons and facts does the author use? Is it a fact or opinion? How do you know? ● How does the author use facts to justify their thinking? ● Do you agree with the opinions of the author? Why or why not? | <p>Related Concepts 3.RN.2.3</p> <ul style="list-style-type: none"> ● I can describe how historical events are connected in a nonfiction text. ● I can describe how scientific ideas are connected in a nonfiction text. ● I can describe how steps in a process or procedure are connected in a nonfiction text. ● I can sequence events or ideas by using words like first, next, finally, because, problem, solution, same, and different. <p>3.RV.2.5</p> | <p>Vocabulary 3.RN.4.1</p> <ul style="list-style-type: none"> ● distinguish ● facts ● nonfiction text ● opinion ● reasons <p>3.RN.2.3</p> <ul style="list-style-type: none"> ● describe ● nonfiction text ● procedure ● process ● sequence |

- I can consult reference materials to determine the meaning of words or phrases.

3.RV.2.5

- consult
- determine
- reference materials

Resources

ARC Resources

- 100 Book Challenge Library: Rotating Leveled Libraries at a Wide Range of Reading
- Hook Book Library: A Static Classroom Library of 50 Best books to hook students
- Weather and Climate Workbooks
- Research Lab Informational books
- FPO's or graphic organizers
- Research Labs
- Integrated Reading and Writing
- Research Cards
- IRLA/Schoolpace

Supplemental Fiction Texts

- **Novel:** *Gaia Girls Enter the Earth* by Lee Welles
- **Picture Book:** *A Chip Off the Old Block* by Jody Jensen Shaffer

Supplemental Nonfiction Texts

- **Novel:** *Nature Attacks! Four Terrifying Tales of Disaster and Survival* by Lauren Tarshis
- **Eyewitness Book:** *Natural Disasters* by Claire Watts and Trevor Day
- **Picture Book:** *Grand Canyon* by Jason Chin
- **Picture Book:** *Cracking Up: A Story About Erosion* by Jacqui Bailey
- **Book:** [Earthquakes](#) by Anastasia Suen
- **Book:** [Volcanoes](#) by Peter Murray
- **Book:** [Extreme Hurricanes and Tornadoes](#) by John Farndon

Supplemental Media, Music, Art, and other Resources

- **Video:** [Severe Weather](#)
- **Video:** [Weathering and Erosion](#)

Reflection

| <u>Data Analysis</u> | <u>Celebrations/Changes</u> |
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Cycle 6

General Description of the Unit

Determine central ideas or themes of a text related to Weather and Climate and analyze their development; summarize the key supporting details and ideas.

Priority Standards

- **NWEA (MOY)**
- 3.RN.4.2: Compare and contrast the most important points and key details presented in two texts on the same topic.

Reading Expectations

- Read for a sustained 20 minutes
- Students will use close reading strategies for deeper comprehension.

From Phonics to Reading:

Week 1: Final Stable Syllables

Week 2: Vowel Team Syllables

Week 3: r-Controlled Vowel Syllables

Word Study:

Week 1: Context Clues: Definitions, Synonyms

Week 2: Context Clues: Antonyms, General Clues

Week 3: Homophones

Grammar:

Week 1: [Helping Verbs](#)

Week 2: [Linking Verbs](#)

Week 3: [Review Week](#)

Supporting Standards

- 3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
- 3.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
- 3.W.6.1e: Demonstrate command of English grammar and usage, focusing on: **Usage** –
 - Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).

Comprehension Road Map Smekens:

- **Week 1:** **W13:**
TRACK IDEAS – Track the development of one character from beginning to end to infer his character traits.
- **Week 2:**
W14-15: SEE TEXT ORGANIZATION - Introduce the visible and physical differences among stories, plays, and poems and the invisible organization of most stories.
- **Week 3:**

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| | <p>W14-15 : SEE TEXT ORGANIZATION - Introduce the visible and physical differences among stories, plays, and poems and the invisible organization of most stories.</p> |
| <p><u>Writing Focus</u></p> <ul style="list-style-type: none"> ● 3.W.3.2: Informative: Write informative compositions on a variety of topics that – <ul style="list-style-type: none"> ○ State the topic, develop a main idea for the introductory paragraph, and group related information together. ○ Develop the topic with facts and details. ○ Connect ideas within categories of information using words and phrases. ○ Use text features (e.g., pictures, graphics) when useful to aid comprehension. ○ Provide a concluding statement or section. ● 3.W.4: The Writing Process: Apply the writing process to – <ul style="list-style-type: none"> ○ Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). ○ Use technology to interact and collaborate with others to publish legible documents. | <p><u>Writing Expectations</u></p> <p>By the end of quarter two students are expected to</p> <ul style="list-style-type: none"> ○ Write for a sustained 20 minutes ○ Sentences should be varied ○ Writing to answer a prompt should address all parts ○ Use the unit’s texts to guide students in designing text features in their own writing ○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use W.3.2 rubric included in the proficiency scale) ○ 3rd Grade Writing Rubrics <ul style="list-style-type: none"> ● Students will write constructive responses after reading a text and use text evidence to support their responses, using the RACE STRATEGY. ● 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 tasks, purposes, and audiences. ● Students use a blend of both hand written and typed responses <p><u>Writing across the genres:</u></p> <ul style="list-style-type: none"> ● Priority: Informative <ul style="list-style-type: none"> ○ Students research and write about types of weather <ul style="list-style-type: none"> ■ They will answer 4 research questions to help with organizing their writing. ■ They will write an introduction, 2-3 informative paragraphs, and a conclusion. ■ They will edit, publish, and present their informative writing. ● Maintenance: Narrative <ul style="list-style-type: none"> ○ Narrative elements <u>can</u> be included in enrichment when students create their own news report video. |

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| | <ul style="list-style-type: none"> ● Maintenance: Persuasive <ul style="list-style-type: none"> ○ Response to reading questions (ARC): students will support their answers with evidence and reasoning. (teachers will need to intentionally choose or design argumentative research questions, RQ #6-7) ○ Students will write a response to the books they read including their opinion about the most interesting thing they read and the text evidence that changed their understanding. | |
| <p><u>Proficiency Scales</u> Find the Third Grade Proficiency Scales here.</p> | <p><u>Assessments</u></p> <ul style="list-style-type: none"> ● Students will edit, publish, and present their Research projects on their chosen Weather Topic. <p><u>3.RN.4.2 Formative Assessment</u></p> | |
| <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> ● Researchers compare and contrast information from multiple texts in order to evaluate it. ● Reading serves different purposes and can help us make sense of the world around us. ● Authors use specific features and structures that support our understanding of a topic. | <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> ● How does comparing and contrasting details from multiple informational texts, on the same topic, help you gain knowledge? ● How is the information in multiple informational texts the same? How are they different? ● How does writing about a topic help you learn more about it? <p><u>Weather and Climate Research Paper:</u></p> <ul style="list-style-type: none"> ● Design the Final Project Organizers ● Draft Final Research Paper: Introduction/Conclusion, Body Paragraphs | |
| <p><u>Key Concepts</u> 3.RN.4.2</p> <ul style="list-style-type: none"> ● I can identify the most important points in a text. ● I can compare two texts on the same topic. ● I can contrast two texts on the same topic. ● I can identify key details in a text. | <p><u>Related Concepts</u> 3.RN.2.3</p> <ul style="list-style-type: none"> ● I can describe how historical events are connected in a nonfiction text. ● I can describe how scientific ideas are connected in a nonfiction text. ● I can describe how steps in a process or procedure are connected in a nonfiction text. ● I can sequence events or ideas by using | <p><u>Vocabulary</u> 3.RN.4.2</p> <ul style="list-style-type: none"> ● compare ● contrast ● key detail ● nonfiction text ● topic <p>3.RN.2.3</p> <ul style="list-style-type: none"> ● describe ● nonfiction text |

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| | <p>words like first, next, finally, because, problem, solution, same, and different.</p> <p>3.RV.2.5</p> <ul style="list-style-type: none"> I can consult reference materials to determine the meaning of words or phrases. | <ul style="list-style-type: none"> procedure process sequence <p>3.RV.2.5</p> <ul style="list-style-type: none"> consult determine reference materials |
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Resources

ARC Resources

- 100 Book Challenge Library: Rotating Leveled Libraries at a Wide Range of Reading
- Hook Book Library: A Static Classroom Library of 50 Best books to hook students
- Weather and Climate Workbooks
- Research Lab Informational books
- FPO's or graphic organizers
- Research Labs
- Integrated Reading and Writing
- Research Cards
- IRLA/Schoolpace

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| <p><u>Supplemental Fiction Texts</u></p> <ul style="list-style-type: none"> | <p><u>Supplemental Nonfiction Texts</u></p> <ul style="list-style-type: none"> Novel: <i>Nature Attacks! Four Terrifying Tales of Disaster and Survival</i> by Lauren Tarshis Eyewitness Book: <i>Natural Disasters</i> by Claire Watts and Trevor Day Picture Book: <i>Grand Canyon</i> by Jason Chin Picture Book: <i>Cracking Up: A Story About Erosion</i> by Jacqui Bailey Book: Earthquakes by Anastasia Suen Book: Volcanoes by Peter Murray | <p><u>Supplemental Media, Music, Art, and other Resources</u></p> <ul style="list-style-type: none"> Song: Scratch Garden The Water Cycle Song Song: Have Fun Teaching Water Cycle Song Video: Severe Weather Video: Weathering and Erosion |
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- **Book:** [Extreme Hurricanes and Tornadoes](#) by John Farndon

Reflection

Data Analysis

Celebrations/Changes

Grade 3

Unit 3

Cycles of Learning

At a glance

| Unit Writing Focus | Cycle | Time frame | Priority Standards | Supporting Standards |
|--|---------------------------------------|-----------------------------|---|----------------------------------|
| 3.W.3.3 & 3.W.4 Jan. 4- Mar. 7 (42 days) | <u>Cycle 7</u> | Jan. 3-Jan. 23 (14 days) | WIDA ACCESS ANNUAL (<i>Jan 9-Feb 24</i>) 3.RL.2.3 | 3.RL.2.2 3.RL.4.1 3.RV.3.1 |

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| | <u>Cycle 8</u> | Jan. 24-Feb. 10 (14 days) | 3.RL.3.2 | 3.RL.2.2 3.RL.2.3 |
| | <u>Cycle 9</u> | Feb. 13-March 3 (14 days) | 3.RL.4.2 | 3.RL.2.2 3.RL.2.3 |

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here](#).

Cycle 7

General Description of the Unit

Determine central ideas or themes of Traditional Tales and analyze their development; summarize the key supporting details and ideas.

Priority Standards

- **WIDA ACCESS ANNUAL**
- 3.RL.2.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

Reading Expectations

- Read for a sustained 20 minutes
- Students will use close reading strategies for deeper comprehension.

From Phonics to Reading:

Week 1: Final e Syllables

Week 2: Unaccented Final Syllables

Week 3: Inflectional Endings -ed, -ing with Spelling Changes

Word Study:

Week 1: Adding Suffixes with Spelling Changes

Week 2: Contractions

Week 3: Related words (-ed, -ing)

Grammar:

Week 1: [Superlatives & Comparatives](#)

Week 2: [Conjunctions](#)

Week 3: [Subject & Predicate](#)

Supporting Standards

- 3.RL.2.2: Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
- 3.RL.4.1: 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).
- 3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).

Comprehension Road Map Smekens:

- **Week 1:**
- **Week 2:**
- **Week 3:**

Writing Focus

- 3.W.3.3: Narrative: Write narrative compositions in a variety of forms that –
 - Establish an introduction (e.g., situation, narrator, characters).
 - Include specific descriptive details and clear event sequences.
 - Include dialogue.
 - Connect ideas and events using introduction and transition words.
 - Provide an ending.
- 3.W.4: The Writing Process: Apply the writing process to –
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
 - Use technology to interact and collaborate with others to publish legible documents.
 -

Writing Expectations

- Students will write explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACE STRATEGY](#).
 - Students will write an **Opinion Statement** for two texts using an Introduction, Body paragraphs, and a Conclusion.
- By the end of quarter two students are expected to
- Write for a sustained 20 minutes
 - Sentences should be varied
 - Writing to answer a prompt should address all parts
 - Use the unit’s texts to guide students in designing text features in their own writing
 - Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use 3.W.3,3.W.4 rubric [included in the proficiency scale](#))
- [3rd Grade Writing Rubrics](#)
 - 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 tasks, purposes, and audiences.
 - Students use a blend of both hand written and typed responses

Proficiency Scales

[Find the Third Grade Proficiency Scales here.](#)

Assessments

- Formative assessments
- Graphic Organizers
- Constructive responses
- Quizzes/Tests for author’s point of view and vocabulary

[3.RL.2.3 Formative Assessment](#)

[Phonics Screener](#)

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| <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> ● Narratives have common elements and structure and often center around a character and the events and experiences to which the character responds. ● Readers use illustrations to deepen understanding of the text. ● Sometimes words and phrases can have multiple meanings (figurative language). ● Authors intentionally use figurative language to create a picture in the reader’s mind. | | <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> ● How is the character affected by the events in the story? ● How does the character’s actions contribute to the plot? ● What character traits can be identified and described for the character? ● How does the character change throughout the story? <p><u>ARC Traditional Tales Constructed Responses:</u></p> <ul style="list-style-type: none"> ● #1 What is the most important story element in Traditional Tales? Why? Use evidence from multiple texts to support your answer. ● #2 What is a theme/message of __(title)__? What key details (story elements) does the author use to communicate this theme/message? | |
| <p><u>Key Concepts</u></p> <p>3.RL.2.3</p> <ul style="list-style-type: none"> ● I can describe characters in a story by their traits, motivations, or feelings. ● I can explain how a character's actions affect the plot. | <p><u>Related Concepts</u></p> <p>3.RL.2.2</p> <ul style="list-style-type: none"> ● I can retell folktales, fables, and tall tales from diverse cultures. ● I can identify the theme of folktales, fables, and tall tales. <p>3.RL.4.1</p> <ul style="list-style-type: none"> ● I can explain how illustrations convey the mood of a text. ● I can explain how illustrations convey aspects of a character or setting in a text. <p>3.RV.3.1</p> <ul style="list-style-type: none"> ● I can determine how the author uses words and phrases to provide meaning to works of literature. ● I can distinguish between literal and figurative language. | <p><u>Vocabulary</u></p> <p>3.RL.2.3</p> <ul style="list-style-type: none"> ● character ● character trait ● plot <p>3.RL.2.2</p> <ul style="list-style-type: none"> ● diverse culture ● fable ● folktale ● tall tale ● theme <p>3.RL.4.1</p> <ul style="list-style-type: none"> ● character ● character trait ● illustration ● mood ● setting <p>3.RV.3.1</p> <ul style="list-style-type: none"> ● context clue ● determine ● figurative language | |
| <p><u>Resources</u></p> | | | |

ARC Resources

- Class Core Text If the Shoe Fits
- Literature Genre Lab books
- 100 Book Challenge Library: Rotating Leveled Libraries at a Wide Range of Reading
- Hook Book Library: A Static Classroom Library of 50 Best books to hook students
- Informational Text Set
- FPO's or graphic organizers
- Literature Genre Lab
- Integrated Reading and Writing
- Genre Cards
- IRLA/Schoolpace

Supplemental Fiction Texts

- **Fable:** Aesop's [The Fox and the Crow](#)
- **Chapter Book:** *The Enchanted Files* by Bruce Coville
- **Chapter Book:** *Rump* by Liesl Shurtliff
- **Chapter Book:** [The Sisters Grimm: Once Upon a Crime](#) by Michael Buckley
- **Book:** [The Boy Who Cried Wolf and Other Aesop Fables](#) by Leah Osei
- **Fable:** [The Fable of the Lion and the Hare](#)
- More fairy tales and fables can be found at [Storynory.com](#)
- **Story:**
 - Level I [Goldilocks and the Three Bears](#)
 - Level L [Goldilocks and the Three Bears Level L](#)
 - Level P [Goldilocks and the Three Bears Level P](#)

Supplemental Nonfiction Texts

- **Article:** [Oral Histories](#) by Samantha Gross

Supplemental Media, Music, Art, and other Resources

- **Video:** [What is a Folktale?](#)
- **Video:** [Ichabod Crane-Headless Horseman Song](#)
- **Video:** Movement video from Activity Works [Synonyms and Antonyms](#)
- [Cinderella Around the World Reading Unit](#)
- **Worksheet resources:**
<https://www.superteacherworksheets.com/>
<https://www.teacherspayteachers.com/>

Reflection

| <u>Data Analysis</u> | <u>Celebrations/Changes</u> |
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Cycle 8

General Description of the Unit

Determine central ideas or themes of Traditional Tales and analyze their development; summarize the key supporting details and ideas.

Priority Standards

- 3.RL.3.2: Distinguish personal point of view from that of the narrator or those of the characters.

Reading Expectations

- Read for a sustained 20 minutes
- Students will use close reading strategies for deeper comprehension.

From Phonics to Reading:

Week 1: Irregular Plurals

Week 2: Prefixes (dis-, un-, pre-, re-)

Week 3: Suffixes (-er, -or)

Word Study:

Week 1: Irregular Plurals

Week 2: Using Morphology: Prefixes and Base words

Week 3: Homographs

Grammar:

Week 1: [Subject & Verb Agreement](#)

Week 2: [Pronoun & Antecedent](#)

Week 3: [Simple & Compound Sentences](#)

Writing Focus

- 3.W.3.3: Narrative: Write narrative compositions in a variety of forms that –
 - Establish an introduction (e.g., situation, narrator, characters).
 - Include specific descriptive details and clear event sequences.
 - Include dialogue.
 - Connect ideas and events using introduction and transition words.

Supporting Standards

- 3.RL.2.2: Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
- 3.RL.2.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

Comprehension Road Map Smekens:

- **Week 1:**
- **Week 2:**
- **Week 3:**

Writing Expectations

- Students will write explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Students will write constructive responses after reading a text and use text evidence to support their responses.
- Students will write an Opinion Statement for two texts using an Introduction, Body paragraphs, and a Conclusion.

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| <ul style="list-style-type: none"> ○ Provide an ending. ● 3.W.4: The Writing Process: Apply the writing process to – <ul style="list-style-type: none"> ○ Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). ○ Use technology to interact and collaborate with others to publish legible documents. | <ul style="list-style-type: none"> ● Students will write constructive responses after reading a text and use text evidence to support their responses, using the RACE STRATEGY. <p>By the end of quarter two students are expected to</p> <ul style="list-style-type: none"> ○ Write for a sustained 20 minutes ○ Sentences should be varied ○ Writing to answer a prompt should address all parts ○ Use the unit’s texts to guide students in designing text features in their own writing ○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use 3.W.3,3.W.4 rubric included in the proficiency scale) ○ 3rd Grade Writing Rubrics <ul style="list-style-type: none"> ● 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 tasks, purposes, and audiences. ● Students use a blend of both hand written and typed responses Narrative Writing Rubric |
| <p><u>Proficiency Scales</u> Find the Third Grade Proficiency Scales here.</p> | <p><u>Assessments</u></p> <ul style="list-style-type: none"> ● Formative assessments ● Graphic Organizers ● Constructive responses ● Quizzes/Tests for author’s point of view and vocabulary <p>3.RL.3.2 Formative Assessment</p> |
| <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> ● Recognizing different points of view can expand your understanding of the world. ● Describing characters and recognizing their differences helps us empathize with their point of view. | <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> ● What is the author’s point of view in the story? ● What is the character’s point of view in the story? ● Why do you think the author feels this way? Use evidence to support your answer. ● How is the author’s point of view important to the theme? ● What motivated the character to make those choices? <p><u>ARC Traditional Tales Constructed Responses:</u></p> |

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| | | <ul style="list-style-type: none"> #3 & #4 What is a theme/message of __(title)__? What key details does the author use to communicate this theme/message? |
| <p><u>Key Concepts</u> 3.RL.3.2</p> <ul style="list-style-type: none"> I can identify the narrator’s point of view. I can identify the character’s point of view. I can distinguish my point of view from that of the narrator or characters in a story. | <p><u>Related Concepts</u> 3.RL.2.2</p> <ul style="list-style-type: none"> I can retell folktales, fables, and tall tales from diverse cultures. I can identify the theme of folktales, fables, and tall tales. <p>3.RL.2.3</p> <ul style="list-style-type: none"> I can describe characters in a story by their traits, motivations, or feelings. I can explain how character's actions affect the plot. | <p><u>Vocabulary</u> 3.RL.3.2</p> <ul style="list-style-type: none"> character distinguish narrator point of view <p>3.RL.2.2</p> <ul style="list-style-type: none"> diverse culture fable folktale tall tale theme <p>3.RL.2.3</p> <ul style="list-style-type: none"> character character trait plot |
| <u>Resources</u> | | |
| <u>ARC Resources</u> | | |
| <ul style="list-style-type: none"> Class Core Text If the Shoe Fits Literature Genre Lab books 100 Book Challenge Library: Rotating Leveled Libraries at a Wide Range of Reading Hook Book Library: A Static Classroom Library of 50 Best books to hook students Informational Text Set FPO’s or graphic organizers Literature Genre Lab Integrated Reading and Writing Genre Cards IRLA/Schoolpace | | |
| <p><u>Supplemental Fiction Texts</u></p> <ul style="list-style-type: none"> Fable: Aesop’s The Fox and the Crow Chapter Book: <i>The Enchanted Files</i> by Bruce Coville | <p><u>Supplemental Nonfiction Texts</u></p> <ul style="list-style-type: none"> Article: Oral Histories by Samantha Gross | <p><u>Supplemental Media, Music, Art, and other Resources</u></p> <ul style="list-style-type: none"> Video: What is a Folktale? Video: Ichabod Crane-Headless Horseman Song Cinderella Around the World Reading Unit |

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| <ul style="list-style-type: none">● Chapter Book: <i>Rump</i> by Liesl Shurtliff● Chapter Book: The Sisters Grimm: Once Upon a Crime by Michael Buckley● Book: The Boy Who Cried Wolf and Other Aesop Fables by Leah Osei● Fable: The Fable of the Lion and the Hare● More fairy tales and fables can be found at Storynory.com● Story:<ul style="list-style-type: none">○ Level I Goldilocks and the Three Bears○ Level L Goldilocks and the Three Bears Level L○ Level P Goldilocks and the Three Bears Level P | | <ul style="list-style-type: none">● Worksheet resources: https://www.superteacherworksheets.com/ https://www.teacherspayteachers.com/ |
| <u>Reflection</u> | | |
| <u>Data Analysis</u> | <u>Celebrations/Changes</u> | |

Cycle 9

General Description of the Unit

Determine central ideas or themes of Traditional Tales and analyze their development; summarize the key supporting details and ideas.

Priority Standards

- 3.RL.4.2: 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).

Emphasize the theme.

Reading Expectations

- Read for a sustained 25 minutes
- Students will use close reading strategies for deeper comprehension.

From Phonics to Reading:

Week 1: Suffixes (-able, -ful, -less, -ness, -y, -ly)

Week 2: Prefixes (im-, in-, non-, and others)

Week 3: Related Words

Word Study:

Week 1: Related words: Suffixes (-er, -est, -able)

Week 2: Using Morphology: Prefixes, Suffixes, and Base words

Week 3: Related Words: Prefixes and Suffixes

Grammar:

Week 1: [Capitalizing Titles](#)

Week 2: [Review Week](#)

Week 3: **IREAD-3 Review**

Supporting Standards

- 3.RL.2.2: Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
- 3.RL.2.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

Comprehension Road Map Smekens:

- **Week 1:**
- **Week 2:**
- **Week 3:**

Writing Focus

- 3.W.3.3: Narrative: Write narrative compositions in a variety of forms that –
 - Establish an introduction (e.g., situation, narrator, characters).
 - Include specific descriptive details and clear event sequences.
 - Include dialogue.

Writing Expectations

- Students will write explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Students will write 4 constructive responses after reading a text and use text evidence to support their responses.

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| <ul style="list-style-type: none"> ○ Connect ideas and events using introduction and transition words. ○ Provide an ending. ● 3.W.4: The Writing Process: Apply the writing process to – <ul style="list-style-type: none"> ○ Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). ○ Use technology to interact and collaborate with others to publish legible documents. | <ul style="list-style-type: none"> ● Students will write an Opinion Statement for two texts using an Introduction, Body paragraphs, and a Conclusion. <p>By the end of quarter two students are expected to</p> <ul style="list-style-type: none"> ○ Write for a sustained 25 minutes ○ Sentences should be varied ○ Writing to answer a prompt should address all parts ○ Use the unit’s texts to guide students in designing text features in their own writing ○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use 3.W.3,3.W.4 rubric included in the proficiency scale) ○ 3rd Grade Writing Rubrics ○ RACE STRATEGY <ul style="list-style-type: none"> ● 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 tasks, purposes, and audiences. ● Students use a blend of both hand written and typed responses Narrative Writing Rubric |
| <p><u>Proficiency Scales</u> Find the Third Grade Proficiency Scales here.</p> | <p><u>Assessments</u></p> <ul style="list-style-type: none"> ● Students will draft Opinion Statements for Two Texts: <ul style="list-style-type: none"> ○ Quick-Write, Logical Organization, Body Paragraphs, Introduction/Conclusion ○ Revise, Edit, Publish, & Present Essay ● 3.RL.4.2 Formative Assessment |
| <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> ● Stories can reveal truths about the world around us. ● A stories theme can be revealed by comparing and contrasting elements of a story. ● Authors form opinions about what they read based on details or information from the story. | <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> ● How does comparing and contrasting details from multiple literature texts, on the same topic, help you form your opinion? ● How are the themes of the two stories similar? How are they different? ● What similarities can you identify from the books? What differences can you identify from the books? ● Does the same character in different books have different characteristics or traits? Why or why not? |

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| | | <ul style="list-style-type: none"> • Why would the author change the character’s traits when recreating a story? • How do the character’s traits shape the theme? <p><u>ARC Traditional Tales Response:</u></p> <ul style="list-style-type: none"> • Draft Opinion Statements for Two Texts: Quick-Write, Logical Organization, Body Paragraphs, Introduction/Conclusion • Revise, Edit, Publish, & Present Essay |
| <p><u>Key Concepts</u></p> <p>3.RL.4.2</p> <ul style="list-style-type: none"> • I can compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters. • I can compare and contrast books within a series. | <p><u>Related Concepts</u></p> <p>3.RL.2.2</p> <ul style="list-style-type: none"> • I can retell folktales, fables, and tall tales from diverse cultures. • I can identify the theme of folktales, fables, and tall tales. <p>3.RL.2.3</p> <ul style="list-style-type: none"> • I can describe characters in a story by their traits, motivations, or feelings. • I can explain how a character's actions affect the plot. | <p><u>Vocabulary</u></p> <p>3.RL.4.2</p> <ul style="list-style-type: none"> • author • book series • character • character trait • compare • contrast • plot • setting • theme <p>3.RL.2.2</p> <ul style="list-style-type: none"> • diverse culture • fable • folktale • tall tale • theme <p>3.RL.2.3</p> <ul style="list-style-type: none"> • character • character trait • plot |
| <u>Resources</u> | | |
| <u>ARC Resources</u> | | |
| <ul style="list-style-type: none"> • Class Core Text <u>If the Shoe Fits</u> • Literature Genre Lab books • 100 Book Challenge Library: Rotating Leveled Libraries at a Wide Range of Reading • Hook Book Library: A Static Classroom Library of 50 Best books to hook students • Informational Text Set | | |

- FPO's or graphic organizers
- Literature Genre Lab
- Integrated Reading and Writing
- Genre Cards
- IRLA/Schoolpace
- [RACE STRATEGY](#)

Supplemental Fiction Texts

- **Fable:** Aesop's [The Fox and the Crow](#)
- **Chapter Book:** *The Enchanted Files* by Bruce Coville
- **Chapter Book:** *Rump* by Liesl Shurtliff
- **Chapter Book:** [The Sisters Grimm: Once Upon a Crime](#) by Michael Buckley
- **Book:** [The Boy Who Cried Wolf and Other Aesop Fables](#) by Leah Osei
- **Fable:** [The Fable of the Lion and the Hare](#)
- More fairy tales and fables can be found at [Storynory.com](#)
- **Story:**
 - Level I [Goldilocks and the Three Bears](#)
 - Level L [Goldilocks and the Three Bears Level L](#)
 - Level P [Goldilocks and the Three Bears Level P](#)

Supplemental Nonfiction Texts

- **Article:** [Oral Histories](#) by Samantha Gross

Supplemental Media, Music, Art, and other Resources

- **Video:** [What is a Folktale?](#)
- **Video:** [Ichabod Crane-Headless Horseman Song](#)
- [Cinderella Around the World Reading Unit](#)
- **Worksheet resources:**
<https://www.superteacherworksheets.com/>
<https://www.teacherspayteachers.com/>

Reflection

Data Analysis

Celebrations/Changes

Grade 3
Unit 4

Cycles of Learning

At a glance

| Unit Writing Focus | Cycle | Time frame | Priority Standards | Supporting Standards |
|---|------------------------|------------------------------|---|----------------------|
| 3.W.3.1 & 3.W.4 55 Days Total Mar. 8 Apr. 14 (23 Days) | <u>Cycle 10</u> | March 6-April 5 (18 days) | IREAD-3 (<i>Mar 6-Mar 17</i>) 3.RN.3.3 | 3.RN.2.1 3.RN.4.1 |
| | <u>Cycle 11</u> | April 6-May 2 (18 days) | ILEARN (<i>Apr 17-May 12</i>) Differentiated assessment preparation | 3.RL.3.1 |

April 18-
May 28

49 Revised on December 17, 2021

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|--|---|---------------------------|---|--|
| (30 days) | <u>Cycle</u> <u>12</u> | May 3-May 25 (19 days) | NWEA (May 8-May 19) IRLA (May 15-May 25) Projects, presentations, ML, S&L standards, transition to next grade level | |
| *Units are allotted using instructional days, not quarters. Unit 4, which includes ILEARN, will begin during quarter 3. *150 teaching days + 30 review days = 180 Total | | | | |

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here](#).

Cycle 10

General Description of the Unit

In this Sports and Society Unit, students will assess how point of view or purpose shapes the content and style of a text. They will evaluate the argument and specific claims in a text.

Priority Standards

- **IREAD-3 (SPRING)**
- **3.RN.3.3:** Distinguish one’s own perspective from that of the author of the text.

Reading Expectations

- Read for a sustained 25 minutes
- Students will use close reading strategies for deeper comprehension.

From Phonics to Reading:

Week 1: IREAD Testing

Week 2: Homophones

Week 3: Homographs

Word Study:

Week 1: IREAD Testing/Review Week

Week 2: Context Clues: Examples, Definitions

Week 3: Context Clues: Antonyms, Synonyms

Grammar:

Week 1: IREAD Testing/Review Week

Week 2: [Quotation Marks in Dialogue](#)

Week 3: [Commas in Addresses](#)

Writing Focus

- 3.W.3.1: persuasive
 - State the opinion in an introductory statement or section.
 - Support the opinion with reasons in an organized way.

Supporting Standards

- **3.RN.2.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **3.RN.4.1:** Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.

Comprehension Road Map Smekens:

- **Week 1:**
- **Week 2:**
- **Week 3:**

Writing Expectations

- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACE STRATEGY](#).

By the end of quarter three students are expected to

- Write for a sustained 25 minutes

- Connect opinion and reasons using words and phrases.
- Provide a concluding statement or section.
- 3.W.4: The Writing Process: Apply the writing process to a persuasive paper.
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
 - Use technology to interact and collaborate with others to publish legible documents.

- Sentences should be varied
- Writing to answer a prompt should address all parts
- Use the unit's texts to guide students in designing text features in their own writing
- Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use 3.W.3.1, 3.W.4 rubric [included in the proficiency scale](#))
- [3rd Grade Writing Rubrics](#)
- 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 tasks, purposes, and audiences.
- Students use a blend of both hand written and typed responses

Writing across the genres

- Maintenance: Persuasive
 - Students research and write about types of sports and society.
 - They will answer 4 research questions to help with organizing their writing.
 - They will write an introduction, 2-3 informative paragraphs, and a conclusion.
 - They will edit, publish, and present their informative writing.
- Maintenance: Narrative
 - Narrative elements can be included in enrichment when students create their own news report video.
- Maintenance: Informative
 - Response to reading questions (ARC): students will support their answers with evidence and reasoning. (teachers will need to intentionally choose or design argumentative research questions,
 - Students will write a response to the books they read including their opinion about the most interesting thing they read and the text evidence that changed their understanding.

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| <p><u>Proficiency Scales</u> Find the Third Grade Proficiency Scales here.</p> | <p><u>Assessments</u> <u>3.RN.3.3 Formative Assessment</u></p> | |
| <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> ● Readers distinguish between fact and opinion when forming their own opinion. ● Reading critically means knowing the difference between the author’s opinion and your own. ● Reading serves different purposes and can help us make sense of the world around us. ● How a person perceives an event can create bias and affect how others perceive that event. | <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> ● What is the author’s perspective on the topic? ● What is my perspective on the topic? ● How can a fact be identified in a nonfiction text? ● How can an opinion be identified in a nonfiction text? ● What reasons does the author use to support points in the text? Is it a fact or opinion? How do you know? ● How does the author use facts to justify their thinking? ● Do you agree with the opinions of the author? Why or why not? <p><u>ARC Sports and Society Questions:</u></p> <ul style="list-style-type: none"> ● Introduce your sport, including basic rules and objectives. ● Geography: Where in the world is this sport most popular? Why? ● History: What are the most important events in the history of this sport? Why? <p>*Priority Questions (Others can be done if time permits)</p> | |
| <p><u>Key Concepts</u> 3.RN.3.3</p> <ul style="list-style-type: none"> ● I can identify the author's point of view in a nonfiction text. ● I can compare and contrast my perspective with the author's point of view. | <p><u>Related Concepts</u> 3.RN.2.1</p> <ul style="list-style-type: none"> ● I can ask questions to demonstrate my understanding of a text. ● I can answer questions to demonstrate my understanding of a text. <p>3.RN.4.1</p> <ul style="list-style-type: none"> ● I can distinguish between facts and opinions in a nonfiction text. ● I can identify the difference between fact and opinion. ● I can explain how the facts support the author’s points in the text. | <p><u>Vocabulary</u> 3.RN.3.3</p> <ul style="list-style-type: none"> ● author ● distinguish ● nonfiction text ● perspective <p>3.RN.2.1</p> <ul style="list-style-type: none"> ● demonstrate ● explicit ● text <p>3.RN.4.1</p> <ul style="list-style-type: none"> ● distinguish ● facts ● nonfiction text ● opinion |

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| | | <ul style="list-style-type: none"> • reasons |
| <u>Resources</u> | | |
| <u>ARC Resources</u> | | |
| <ul style="list-style-type: none"> • 100 Book Challenge Library: Rotating Leveled Libraries at a Wide Range of Reading • Hook Book Library: A Static Classroom Library of 50 Best books to hook students • Class Core Text <u>Batter Up!: History of Baseball</u> • Independent Research library • FPO's or graphic organizers • Integrated Reading and Writing • Argument Writing Cards • Research Cards • IRLA/Schoolpace | | |
| <u>Supplemental Fiction Texts</u> | <u>Supplemental Nonfiction Texts</u> | <u>Supplemental Media, Music, Art, and other Resources</u> |
| <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • |
| <u>Reflection</u> | | |
| <u>Data Analysis</u> | <u>Celebrations/Changes</u> | |

Cycle 11

General Description of the Unit

Priority Standards

- **ILEARN**
- Based on data, identify priority standards to reemphasize
- Choose up to 3

From Phonics to Reading:

Week 1: continue homographs

Abbreviations

Week 2: ILEARN testing

Contractions

Week 3: Compound Words

Word Study:

Week 1: Continue Context Clues: Synonyms, Antonyms

Week 2: ILEARN testing

Week 3: Using Morphology: Prefixes and Roots

Grammar:

Week 1: Continue Commas in Addresses

Week 2: [Prefixes](#)

Week 3: [Suffixes](#)

Writing Focus

- 3.W.3.1: persuasive
- 3.W.4: The Writing Process: Apply the writing process to –
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and

Supporting Standards

- 3.RL.3.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.

Comprehension Road Map Smekens:

- **Week 1:**
- **Week 2:**
- **Week 3:**

Writing Expectations

- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACE STRATEGY](#).

By the end of quarter three students are expected to

- Write for a sustained 25 minutes
- Sentences should be varied
- Writing to answer a prompt should address all parts

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| <p>conventions (e.g., spelling, capitalization, usage, punctuation).</p> <ul style="list-style-type: none">○ Use technology to interact and collaborate with others to publish legible documents. | <ul style="list-style-type: none">○ Use the unit's texts to guide students in designing text features in their own writing○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use 3.W.3.1, 3.W.4 rubric included in the proficiency scale)○ 3rd Grade Writing Rubrics● 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 tasks, purposes, and audiences.● Students use a blend of both hand written and typed responses Narrative Rubric 3rd Grade <p><i>Writing across the genres</i></p> <ul style="list-style-type: none">● Maintenance: Persuasive<ul style="list-style-type: none">○ Students research and write about types of sports and society.<ul style="list-style-type: none">■ They will answer 4 research questions to help with organizing their writing.■ They will write an introduction, 2-3 informative paragraphs, and a conclusion.■ They will edit, publish, and present their informative writing.● Maintenance: Narrative<ul style="list-style-type: none">○ Narrative elements <u>can</u> be included in enrichment when students create their own news report video.● Maintenance: Informative<ul style="list-style-type: none">○ Response to reading questions (ARC): students will support their answers with evidence and reasoning. (teachers will need to intentionally choose or design argumentative research questions,○ Students will write a response to the books they read including their opinion about the most interesting thing they read and the text evidence that changed their understanding. |
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| <p><u>Proficiency Scales</u> Find the Third Grade Proficiency Scales here.</p> | | <p><u>Assessments</u></p> | |
| <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> ● Good readers know it is important to make and track goals to continue growing as a learner. ● Good writers use various resources to improve their writing. | | <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> ● How can you persuade your reader to think, believe, or do? ● Can the reader identify the opinion in your introductory statement? <p><u>Sports and Society Questions:</u></p> <ul style="list-style-type: none"> ● Role Models: Who are the 3 most influential people associated with this sport? Why? ● How does this sport influence our society? ● Social Issues: How has this sport been related to issues of race, class, and gender? ● Economic Issues: How do people make money from this sport? <p>*Priority Questions (Others can be done if time permits)</p> | |
| <p><u>Key Concepts</u> 3.W.3.1</p> <ul style="list-style-type: none"> ● I can write persuasive compositions in a variety of forms. ● I can state my opinion in an introductory statement or section. ● I can organize my writing with an introduction, middle, and conclusion. ● I can support the opinion with relevant reasons. | <p><u>Related Concepts</u> 3.RL.3.1</p> <ul style="list-style-type: none"> ● I can identify parts of a text, including the chapter, scene, or stanza. ● I can understand how the author structured the text. ● I can describe how each successive part of a story builds on earlier sections. | <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> ● Introduction ● Conclusion ● Opinion ● Persuasion ● Purpose ● Reason <p>3.RL.3.1</p> <ul style="list-style-type: none"> ● chapter ● scene ● stanza | |
| <p><u>Resources</u></p> | | | |
| <p style="text-align: center;"><u>ARC Resources</u></p> <ul style="list-style-type: none"> ● 100 Book Challenge Library: Rotating Leveled Libraries at a Wide Range of Reading ● Hook Book Library: A Static Classroom Library of 50 Best books to hook students ● Class Core Text <u>Batter Up!: History of Baseball</u> ● Independent Research library | | | |

- FPO's or graphic organizers
- Integrated Reading and Writing
- Argument Writing Cards
- Research Cards
- IRLA/Schoolpace

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| <u>Supplemental Fiction Texts</u> ● | <u>Supplemental Nonfiction Texts</u> ● | <u>Supplemental Media, Music, Art, and other Resources</u> ● |
| <i>Reflection</i> | | |
| <u>Data Analysis</u> | <u>Celebrations/Changes</u> | |

Cycle 12

General Description of the Unit

Priority Standards

- *NWEA, IRLA*
- Projects, presentations, ML, S&L standards, transition to next grade level

From Phonics to Reading:

Week 1: Abbreviations

Week 2: Contractions

Week 3: Review Week

Week 4: Review Week

Word Study:

Week 1: More Abbreviations

Week 2: More Contractions

Week 3: Review Week

Week 4: Review Week

Grammar:

Week 1: [Multiple Meaning Words](#)

Week 2: [Shades of Meaning](#)

Week 3: [Dictionary Skills](#)

Week 4: [Review Week](#)

Supporting Standards

Comprehension Road Map Smekens:

- **Week 1:**
- **Week 2:**
- **Week 3:**

Writing Focus

- 3.W.3.1: persuasive
- 3.W.4: The Writing Process: Apply the writing process to –
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and

Writing Expectations

- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACE STRATEGY](#).

By the end of quarter three students are expected to

- Write for a sustained 25 minutes
- Sentences should be varied
- Writing to answer a prompt should address all parts

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| <p>conventions (e.g., spelling, capitalization, usage, punctuation).</p> <ul style="list-style-type: none">○ Use technology to interact and collaborate with others to publish legible documents. | <ul style="list-style-type: none">○ Use the unit's texts to guide students in designing text features in their own writing○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use 3.W.3.1, 3.W.4 rubric included in the proficiency scale)○ 3rd Grade Writing Rubrics● 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 tasks, purposes, and audiences.● Students use a blend of both hand written and typed responses Narrative Rubric 3rd Grade <p><i>Writing across the genres</i></p> <ul style="list-style-type: none">● Maintenance: Persuasive<ul style="list-style-type: none">○ Students research and write about types of sports and society.<ul style="list-style-type: none">■ They will answer 4 research questions to help with organizing their writing.■ They will write an introduction, 2-3 informative paragraphs, and a conclusion.■ They will edit, publish, and present their informative writing.● Maintenance: Narrative<ul style="list-style-type: none">○ Narrative elements <u>can</u> be included in enrichment when students create their own news report video.● Maintenance: Informative<ul style="list-style-type: none">○ Response to reading questions (ARC): students will support their answers with evidence and reasoning. (teachers will need to intentionally choose or design argumentative research questions,○ Students will write a response to the books they read including their opinion about the most interesting thing they read and the text evidence that changed their understanding. |
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| <p><u>Proficiency Scales</u> Find the Third Grade Proficiency Scales here.</p> | | <p><u>Assessments</u> <i>Benchmark Writing - Constructed Response (This will occur at the opposite time of iReady Diagnostic.)</i></p> | |
| <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> ● Persuasive compositions provide a way to express ideas that are important to the author while providing convincing evidence to support those ideas. ● How a writer perceives an event can create bias and affect how others perceive that event. | | <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> ● How can you persuade your reader to think, believe, or do? ● Can the reader identify the opinion in your introductory statement? <p><u>Sports and Society Research Paper:</u></p> <ul style="list-style-type: none"> ● Design the Final Project Organizers ● Draft Final Book to present | |
| <p><u>Key Concepts</u> 3.W.3.1</p> <ul style="list-style-type: none"> ● I can write persuasive compositions in a variety of forms. ● I can state my opinion in an introductory statement or section. ● I can organize my writing with an introduction, middle, and conclusion. ● I can support the opinion with relevant reasons. | <p><u>Related Concepts</u></p> <ul style="list-style-type: none"> ● | <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> ● Introduction ● Conclusion ● Opinion ● Persuasion ● Purpose ● Reason | |
| <p><u>Resources</u></p> | | | |
| <p style="text-align: center;"><u>ARC Resources</u></p> <ul style="list-style-type: none"> ● 100 Book Challenge Library: Rotating Leveled Libraries at a Wide Range of Reading ● Hook Book Library: A Static Classroom Library of 50 Best books to hook students ● Class Core Text Batter Up!: History of Baseball ● Independent Research library ● FPO's or graphic organizers ● Integrated Reading and Writing ● Argument Writing Cards ● Research Cards ● IRLA/Schoolpace | | | |

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| <u>Supplemental Fiction Texts</u> • | <u>Supplemental Nonfiction Texts</u> • | <u>Supplemental Media, Music, Art, and other Resources</u> • |
| <i>Reflection</i> | | |
| <u>Data Analysis</u> | <u>Celebrations/Changes</u> | |