Subject: Language Arts Literacy

Grade Level: 3

Duration: 36 weeks

Language Arts Literacy Mission Statement

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

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Date Submitted: Summer 2015

Unit 1: Growing and Learning
Approximate Duration: 6 weeks

Essential Questions:

- What can stories teach you?
- What can traditions teach you about cultures?
- How do people from different cultures contribute to a community?
- How can problem solving lead to new ideas?
- How do landmarks help us understand our country’s history?

Upon completion of this unit students will be able to:

In reading and vocabulary

- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events RL3.3
- Decode multisyllable words. RF.3.3.c
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.3.4.b
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). RI.3.8
- Read grade-level text with purpose and understanding. RF.3.4.a
- Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4.a

In speaking and listening

- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). L.3.6
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.2

In grammar
• Use coordinating and subordinating conjunctions. L.3.1.h
• Produce simple, compound, and complex sentences. L.3.1.i

In spelling
• Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.3.2.f

In writing
• Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.3.a
• Use temporal words and phrases to signal event order. W.3.3.c
• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3.3
• Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.3.a
• Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3.b
• Conduct short research projects that build knowledge about a topic. W.3.7
• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.3.10

Activities may include:
• Read unit selections and self-selections and respond in a variety of ways.
• Individualized assessments with www.studyisland.com
• Practice skills with Your Turn workbooks.
• Review grammar skills by playing games on Wonders website.
• Celebration of completed personal narratives.
Writing Assignments may include the following:

- Personal narrative.
- Writer’s notebook to gather ideas and write reflections.
- Journal prompts.
- Respond to literature in a paragraph.
- Summarizing a story selection.
- Write a letter suggesting a solution to a problem.

Enrichment Activities may include the following:

- Create an oral presentation comparing two fables: Research teams will create an oral presentation that compares two fables with similar lessons.
- Letter suggesting a solution to a problem: Research teams will write a formal letter to a person in a position of authority, such as a principal, with suggestions about how to solve a problem in the school.
- Create a cultural event travel brochure: Research teams will prepare a travel brochure convincing others to travel in order to participate in a cultural tradition, such as Cinco de Mayo or Chinese New Year.
- Create a community development timeline: Research teams will create a timeline showing how their community, town, city, or state has changed over time.
- Create a historical landmarks timeline: Research teams will use the landmarks from the weekly projects to create a timeline telling when and where the landmarks were built.

Interdisciplinary Standards

- Standard 9.1 - 21st Century Life and career skills.
  Students will demonstrate their creative skills in guided reading center projects, think critically when discussing literature in whole and small groups, and collaborate in mini center projects or literature circles.
- Standard 8.1 – Computer and information Literacy
  Students gather information about Antarctica, and various locations around the world.

Methods of Assessments/Evaluation may include:

- Study Island and Spelling City
- Think/pair/share
● Exit slips
● Journal reflection or response
● Center activities and projects
● Portfolio and writer’s notebook
● Weekly assessments, Unit tests
● DRA2/running records
● Anecdotal notes
● Classwork, independent work, and homework
● Observation, whiteboards

**Resources:**
● *Wonders*, a Reading/Language Arts Program, Macmillan/McGraw-Hill.
● Various leveled trade books may include:
  - *Berries, Berries, Berries* by May Kennedy
  - *The Special Meal* by Paul Mason
  - *Ramona Quimby* by Beverly Clearly
● Various picture books such as:
  - *Owl Moon* by Jane Yolen (model imagery)
  - *Important Thing* by Margaret Wise Brown (teach main idea)
  - *The Art Lesson* by Tomie dePaola (main idea and supporting details)
  - *Tuesday* by David Wiesner (making predictions)
  - *Snowflake Bentley* by Jacqueline Briggs Martin (main idea) (narrative and informational writing)
  - *Mufaros’s Beautiful Daughter* by John Steptoe (analyze character)
  - *Paper Bag Princess* by Robert Munsch (analyze character)
  - *Two Bad Ants* by Chris Van Allsburg (analyze character)
  - *Fireflies* by Julie Brinckloe (setting that creates a mood or ending)
  - *Shortcut* by Donald Crews (personal narrative)
  - *The Paper Boy* by Dav Pilkey (personal narrative)
  - *Salt Hands* by Jane Chelsea Aragon (personal narrative)
  - *Tar Beach* by Faith Ringold (introduce similes)
  - *Mailing May* by Michael O. Tunnell (problem and solution and organization)
  - *Dogteam* by Gary Paulsen (sentence fluency)

● DRA2
● Wonders reading workbook, *Your Turn*, Macmillan/McGraw-Hill.

**Online Resources:**
● Teacher webpage
● Google Apps for Education (GAFE)
● Wonders digital component.
● Study Island
● Spelling City
• www.brainpop.com
• www.raz-kids.com

Unit 2: Figure It Out

Approximate Duration: 6 weeks
**Essential Questions:**
- Why is working together a good way to solve a problem?
- Why do people immigrate to new places?
- How do people make government work?
- How can people help animals survive?
- How do people figure things out?

**Upon completion of this unit students will be able to:**

**In reading and vocabulary**

- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.2
- Decode multisyllable words. RF.3.3.c
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.3.4.b
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.1
- Read grade-appropriate irregularly spelled words. RF.3.3.d
- Distinguish their own point of view from that of the author of a text. RI.3.6
- Read with sufficient accuracy and fluency to support comprehension. RF.3.4
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). L.3.5.c
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). L.3.5.a
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). L.3.4.b

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

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

**In grammar**

• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.a

• Form and use regular and irregular plural nouns. L.3.1.b

• Produce simple, compound, and complex sentences. L.3.1.i

• Form and use possessives. L.3.2.d

**In spelling**

• Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words. L.3.2.f

**In writing**

• Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. W.3.2.c

• Choose words and phrases for effect. L.3.3.a

• Develop the topic with facts, definitions, and details. W.3.2.b

• Use temporal words and phrases to signal event order. W.3.3.c

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

• Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.3.a
• Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3.b

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

Activities may include:

• Read unit selections and self-selections and respond in a variety of ways.
• Individualized assessments with www.studyisland.com
• Practice skills with Your Turn workbooks.
• Review grammar skills by playing games on Wonders website.
• Celebration of completed fictional narratives.
• After completion of unit 2, read Shark Lady: True Adventures of Eugenie Clark by Ann McGovern or Stone Fox by John Reynolds Gardiner, as a class novel.

Writing Assignments may include the following:

• Fictional narrative.
• Writer’s notebook to gather ideas and write reflections.
• Journal prompts.
• Respond to literature in a paragraph using text evidence.
• Summarize a story selection.
• Continue gathering ideas in Writer’s Notebook.
• Revise paragraph in order to improve word choice.
• Revise paragraph in order to improve organization.

Enrichment activities may include the following:

• Create a community project plan to help solve a common problem: Research teams will write a plan that assigns each team member specific tasks for helping to complete a project, such as putting on a show or holding a fundraiser.

• Write a play about a famous immigrant: Research teams will select an immigrant from the weekly research and research his or her reasons for moving. Then they will write and perform a play or skit about the decision.
Create a poster illustrating the three branches of government: Research teams will create a poster illustrating and explaining the three branches of government. The poster should explain how the branch helps our country run smoothly.

Create a flip-book about an animal from a specific biome: Research teams will select an animal from a specific habitat, such as a desert, arctic, rainforest, and research what people can do to help the animal survive there. Then they will create a flip-book illustrating their ideas.

Create a how-to book: Research teams will use the lists from their weekly projects to research and create a book explaining simple steps to solve problems.

**Interdisciplinary Standards**

- Standard 9.3 – Career Awareness, Exploration, and Preparation
  Students will engage in the process of career awareness through literature.
- Standard 6.1 – U.S. History: America in the World
  Students will acquire the knowledge to think about past inventions and how they shaped American heritage and life.

**Methods of Assessments/Evaluation may include:**

- Study Island and Spelling City
- Think/pair/share
- Exit slips
- Journal reflection or response
- Center activities and projects
- Portfolio and writer’s notebook
- Weekly assessments, Unit tests
- DRA2/running records
- Anecdotal notes
- Classwork, independent work, and homework
- Observation, whiteboards

**Resources:**

- *Wonders*, a Reading/Language Arts Program, Macmillan/McGraw-Hill
- DRA2

- Various trade books may include:
  *Why Do Birds Sing?* by Joan Holub
Are Trees Alive? by Debbie S. Miller
Elephants Can Paint Too! by Katya Arnold

- Various picture books may include:
  Stellaluna by Janell Cannon (fact and fantasy)
  I’m in Charge of Celebrations by Byrd Baylor (generating ideas in writing)
  Some Smug Slug by Pamela Duncan Edwards (alliteration)
  Jumanji by Chris Van Allsburg (fantasy and reality and word choices)
  I Wanna an Iguana by Karen Kaufman Orloff (persuasive writing)
  Z was Zapped by Chris Van Allsburg (word choices)
  Officer Buckle and Gloria by Peggy Rathmann (voice)
  Chicken Sunday by Patricia Polacco (summarize)
  The True Story of the Three Little Pigs by Jon Scieszka (dialogue)

Online Resources:
- Teacher webpage
- Google Apps for Education (GAFE)
- Wonders digital component.
- Study Island
- Spelling City
- www.brainpop.com
- www.raz-kids.com
- Discovery Ed/United Streaming video

Unit 3: One of a Kind

Approximate Duration: 6 weeks
Essential Questions:

- What makes different animals unique?
- How can one person change the way you think?
- What do we know about Earth and its neighbors?
- What ideas can we get from nature?
- How is each event in history unique?

Upon completion of this unit students will be able to:

In reading and vocabulary:

- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). L.3.6
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events RL3.3
- Decode multisyllable words. RF.3.3.c
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.3.4.b
- Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3.a
- Read grade-level text with purpose and understanding. RF.3.4.a
- Determine the main idea of a text; recount the key details and explain how they support the main idea. RL.3.2
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.3.4.b
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.2
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). L.3.5.b
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). L.3.5.c

- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). L.3.4.b

- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). L.3.4.c

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

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

**In grammar**
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.a

- Ensure subject-verb and pronoun-antecedent agreement. L.3.1.f

- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. L.3.1.e

- Ensure subject-verb and pronoun-antecedent agreement. L.3.1.f

**In spelling**
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.3.2.f

**In writing**
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.3.a
• Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. W.3.1.c

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

• Provide a concluding statement or section. W.3.2.d

• Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.1.a

**Activities may include:**

• Read unit selections and self-selections and respond in a variety of ways.
• Individualized assessments with [www.studyisland.com](http://www.studyisland.com)
• Practice skills with Your Turn workbooks.
• Review grammar skills by playing games on Wonders website.
• Celebration of completed essays.

**Writing Assignments may include the following:**

• Write an essay about a special person in your life.
• Writer’s notebook to gather ideas and write reflections.
• Journal prompts.
• Respond to literature in a paragraph using text evidence.
• Summarize a story selection.
• Continue gathering ideas in Writer’s Notebook.
• Revise paragraph in order to improve sentence fluency.
• Revise paragraph in order to improve voice.

**Enrichment activities may include the following:**

• Animal poster: Research teams will select one group of animals they have investigated, such as amphibians, reptiles, or fish, and create a poster illustrating different species of that animal group.
• News story about making a difference: Research teams will research and write a magazine or television news story about a person whose contributions have made a difference on the national level.
• Phases of the Moon: Research teams will research and prepare a poster or slide show presentation illustrating the different phases of the moon.
• Product advertisement: Research teams will create a product that will let its user mimic an animal ability and then write and illustrate a persuasive advertisement designed to sell the product.
• Newspaper Article: Research teams will conduct further research on one event from the weekly projects and write a newspaper article about it as though they were writing from the era the event occurred.

Interdisciplinary Standards
• Standard 6.1 – U.S. History: America in the World
  Students will acquire the knowledge to think about past inventions and how they shaped American heritage and life.
• Standard 8.1 – Computer and Information Literacy

Methods of Assessments/Evaluation may include:
• Study Island and Spelling City
• Think/pair/share
• Exit slips
• Journal reflection or response
• Center activities and projects
• Portfolio and writer’s notebook
• Weekly assessments, Unit tests
• DRA2/running records
• Anecdotal notes
• Classwork, independent work, and homework
• Observation, whiteboards

Resources:
• Wonders, a Reading/Language Arts Program, Macmillan/McGraw-Hill
• DRA2
• Wonders reading workbook, Your Turn, Macmillan/McGraw-Hill.
• Various leveled trade books may include:
  The First Strawberries: A Cherokee Story retold by Joseph Bruchac
  Clever Beatrice by Margaret Willey and Heather Soloman
  Elena’s Serenade by Campbell Geeslin

• Various picture books may include:
  Merry-Go-Round: A Book about Nouns by Ruth Heller
  Mine, All Mine: A Book about Pronouns by Ruth Heller
Kites Sail High: A Book about Verbs by Ruth Heller
Many Luscious Lollipops: A Book about Adjectives by Ruth Heller
If a Chicken Stayed for Supper by Carrie Weston (verbs)
If You Give a Mouse a Cookie by Laura Joffe Numeroff (cause and effect)
Where the Wild Things Are by Maurice Sendak (inference)
The Gardener by Sarah Stewart (infer)
Aunt Isabel Tells a Good One by Kate Duke (story elements/story writing)

Online Resources:
● Teacher webpage
● Wonders digital component.
● Study Island
● Spelling City
Google Apps for Education (GAFE)
● www.brainpop.com
● www.raz-kids.com
● www.learner.org/interactives/story/cinderella.html (elements of a story)

Unit 4: Meet the Challenge

Approximate Duration: 6 weeks

Essential Questions:
● What choices are good for us?
● How can you use what you know to help others?
• How do animals adapt to challenges in the habitat?
• How are people able to fly?
• How can others inspire us?

Upon completion of this unit students will be able to:

In reading
• Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). L.3.6

• Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.1

• Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). L.3.4.c

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

• Decode multisyllable words. RF.3.3.c

• Read grade-level text with purpose and understanding. RF.3.4.a

• Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). RI.3.8

• Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.3

• Read grade-appropriate irregularly spelled words. RF.3.3.d

• Determine the main idea of a text; recount the key details and explain how they support the main idea. RL.3.2

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

**In grammar**
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.a
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.3.2.f
- Form and use regular and irregular verbs. L.3.1.d
- Produce simple, compound, and complex sentences. L.3.1.i

**In spelling**
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.3.2.f

**In writing**
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3.b
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. W.3.2.a
- Provide a concluding statement or section. W.3.2.d
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. W.3.6
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.3.8
Activities may include:
● Read unit selections and self-selections and respond in a variety of ways.
● Individualized assessments with [www.studyisland.com](http://www.studyisland.com)
● Practice skills with Your Turn workbooks.
● Review grammar skills by playing games on Wonders website.
● Celebration of completed writing pieces.

Writing Assignments may include the following:
● Test-taking writing.
● Writer’s notebook to gather ideas and write reflections.
● Journal prompts.
● Respond to literature in a paragraph.
● Summarizing a story selection.
● Write a letter suggesting a solution to a problem.

Enrichment Activities may include the following:
● How-To Brochure: Students will select one of the decisions or choices from the weekly research projects and write a how-to brochure telling how to implement the change or decision.

● Advertise a Business that Helps Others: Students will select a task they can perform to help others, such as yard work. They will create an advertisement for that service and think of other ways to promote their business.

● Help for an Endangered Animal: Using online resources, students will study an endangered animal and produce a digital slide show to document steps being taken to help this animal survive.

● Amusement Park Ride Design: Students will draw and design an amusement park ride based on an important moment in the history of flight.

● Inspirational Presentation: Students will research an inspiring person from current events. They will use their findings to write or present a mock news feature or interview.

Interdisciplinary Standards
● Standard 9.1 -21st Century Life and career skills. Students will demonstrate their creative skills in guided reading center projects, think critically when discussing literature in whole and small groups, and collaborate in mini center projects or literature circles.
Standard 8.1 – Computer and information Literacy
Students use computers to research various topics from readings

Methods of Assessments/Evaluation may include:
● Study Island and Spelling City
● Think/pair/share
● Exit slips
● Journal reflection or response
● Center activities and projects
● Portfolio and writer’s notebook
● Weekly assessments, Unit tests
● Writing rubrics
● DRA2/running records
● Classwork, independent work, and homework
● Observation, whiteboards

Resources:
● Wonders, a Reading/Language Arts Program, Macmillan/McGraw-Hill, 2014
● Your Turn Practice Book, reading workbook Macmillian/McGraw-Hill, 2014
● DRA2
● Various leveled trade books may include:
  Everest: Reaching for the Sky by Joy Masoff
  Fly High! The Story of Bessie Coleman by Louise Borden and Mary Kay Kroeger
  Recycle! by Gail Gibbons
● Various picture books such as:
  Train to Somewhere by Eve Bunting (inferring about characters, character’s emotions, plot)
  Smoky Night by Eve Bunting and David Diaz (inferring about characters, character’s emotions, plot)
  My Rotten Red Headed Older Brother by Patricia Polacco (comparing/contrasting characters)
  Miss Nelson is Missing (comparing/contrasting characters)
  What’s the Difference Between an Alligator and a Crocodile? by Lisa Bullard (compare/contrast text structure)
  How Much Can a Bare Bear Bare?: What are homonyms and homophones? by Brian P.
  Clearly (homophones)
  Chocolate Moose for Dinner by Fred Gwynne (homophones/homonyms)
  The King Who Rained by Fred Gwynne (homophones/homonyms)
  In a Pickle and Other Funny Idioms (idioms)
  More Parts by Tedd Arnold (idioms)
Online Resources:
- Teacher webpage
- Google Apps for Education (GAFE)
- Online textbook resource www.macmillanmh.com
- Study Island
- Spelling City
- Story activities from http://thirdgrade.okaloosaschools.wikispaces.net/Reading+Unit+4
- www.brainpop.com
- Reader’s Theater Scripts http://www.timelessteacherstuff.com/

Unit 5: Take Action

Approximate Duration: 6 weeks

Essential Questions:
• How do we get what we need?
• How can we reuse what we already have?
• How do teams work together?
• What do good citizens do?
• What are different kinds of energy?

Upon completion of this unit students will be able to:

In reading
• Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). L.3.6
• Decode multisyllable words. RF.3.3.c
• Read grade-level text with purpose and understanding. RF.3.4.a
• Distinguish their own point of view from that of the narrator or those of the characters. RL.3.6
• Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3.a
• Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.1
• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.3.4.b
• Distinguish their own point of view from that of the author of a text. RI.3.6
• Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.3

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

In grammar
• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  L.3.1.a

• Ensure subject-verb and pronoun-antecedent agreement. L.3.1.f

• Form and use possessives. L.3.2.d

**In spelling**

• Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.3.2.f

**In writing**

• Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.3.a

• Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3.b

• Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. W.3.2.a

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

• Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.1.a

**Activities may include:**

• Read unit selections and self-selections and respond in a variety of ways.
• Individualized assessments with [www.studyisland.com](http://www.studyisland.com)
• Practice skills with [Your Turn](http://Your Turn) workbooks.
• Review grammar skills by playing games on Wonders website.
• Celebration of completed fairy tales.

**Writing Assignments may include the following:**

• Fractured Fairy Tales.
• Writer’s notebook to gather ideas and write reflections.
• Journal prompts.
● Respond to literature in a paragraph.
● Summarizing a story selection.
● Write a letter suggesting a solution to a problem.

**Enrichment Activities may include the following:**

- **Early Culture Presentation:** Research an early culture, such as Greek, Roman, or Egyptian, and find out how the people met one of their needs. Students can create a report, poster, or slide show.

- **Reduce/Reuse/Recycle Plan:** Create a persuasive presentation or poster that explains a reduce/reuse/recycle plan for school or home.

- **Emergency Response Team Report:** Teams will research an emergency response team, such as natural disaster relief teams, paramedics, or firefighters. Students will write an informative report about their team.

- **Good Citizen Storyboard:** Research teams will create a storyboard telling about an individual who is known or remembered for being a good citizen. Students share their stories with the class.

- **Energy Source Pros and Cons:** Create a multimedia presentation on the pros and cons of two energy sources from the weekly research projects.

**Interdisciplinary Standards**

- **Standard 9.1 - 21st Century Life and career skills.** Students will demonstrate their creative skills in guided reading center projects, think critically when discussing literature in whole and small groups, and collaborate in mini center projects or literature circles.

- **Standard 8.1 – Computer and information Literacy**

  Students use computers to research various topics from readings

- **Standard 8.2 - Technology Education**

  Students will acquire knowledge of how transportation has changed over time and the history of carousels

**Methods of Assessments/Evaluation may include:**

- **Study Island and Spelling City**
- **Think/pair/share**
- **Exit slips**
- **Journal reflection or response**
- **Center activities and projects**
- **Portfolio and writer’s notebook**
- **Weekly assessments, Unit tests**
- DRA2/running records
- Anecdotal notes
- Classwork, independent work, and homework
- Observation, whiteboards

**Resources:**
- *Wonders*, a Reading/Language Arts Program, Macmillan/McGraw-Hill, 2014
- DRA2
- Various leveled trade books may include:
  - *The Babe & I* by David A. Adler and Terry Widener
  - *The Year of Miss Agnes* by Kirkpatrick Hill
  - *Amelia And Elanor Go For A Ride* by Pam Munoz Ryan
- Various picture books such as:
  - *Two Bad Ants* by Chris Van Allsburg (cause/effect)
  - *The Day Jimmy’s Boa Ate the Wash* by Trinka Hakes Noble (cause/effect)
  - *Jumanji* by Chris Van Allsburg (sequencing)
  - *Alexander and the Horrible, Terrible, No Good, Very Bad Day* by Judith Viorst (sequencing)

**Online Resources:**
- Teacher webpage
- Google Apps for Education (GAFE)
- Wonders digital component.
- Study Island
- Spelling City
- www.brainpop.com
- www.raz-kids.com

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**Unit 6: Think it Over**

**Essential Questions:**
- How do you decide what’s important?
- How can weather affect us?
Why are goals important?
How can learning about animals help you respect them?
What makes you laugh?

Upon completion of this unit students will be able to:

In reading

- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). L.3.6

- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.2

- Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3.a

- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.3.4.c

- Decode words with common Latin suffixes. RF.3.3.b

- Read grade-level text with purpose and understanding. RF.3.4.a

- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.3

- Decode multisyllable words. RF.3.3.c

- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.3.4.c

- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). RI.3.8

- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.3.4.b
- Distinguish their own point of view from that of the narrator or those of the characters. RL.3.6

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

**In grammar**
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.a
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. L.3.1.g
- Produce simple, compound, and complex sentences. L.3.1.i

**In spelling**
- Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words. L.3.2.f
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). L.3.2.e

**In writing**
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. W.3.6
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. W.3.2.a
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3.b
- Provide a concluding statement or section. W.3.2.d
• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.3.10

Activities may include:
• Read unit selections and self-selections and respond in a variety of ways.
• Individualized assessments with www.studyisland.com
• Practice skills with Your Turn workbooks.
• Review grammar skills by playing games on Wonders website.
• Celebration of completed memoirs.

Writing Assignments may include the following:
• Personal narrative.
• Writer’s notebook to gather ideas and write reflections.
• Journal prompts.
• Respond to literature in a paragraph.
• Summarizing a story selection.
• Write a letter suggesting a solution to a problem.

Interdisciplinary Standards
• Standard 9.1 -21st Century Life and career skills.
  Students will demonstrate their creative skills in guided reading center projects, think critically when discussing literature in whole and small groups, and collaborate in mini center projects or literature circles.
• Standard 8.1 – Computer and information Literacy
  Students gather information about rhinoceroses, or animal of choice, in order to write a report

Enrichment Activities may include the following:
• Quality They Value Essay: Students will select a historical role model who embodies a quality that they value and admire. Students will write an essay about that person.

• Weather Disaster News Story: Students will select a weather disaster, such as tornados or hurricanes, and gather information about that weather disaster. They will create a news story using their information.
● **Goal Setting Plan:** Students will choose a goal for their school or town and research how to achieve it. They will write out a plan, including the materials and skills necessary to accomplish their goal.

● **Fantasy Story:** Students will select an animal to research and use as a character in a fantasy story. In groups, each student should use one fact to write a part of the story.

● **Health Slideshow:** Teams will research the health benefits of laughing and include a humorous poem in a slideshow to share their information with the class.

**Methods of Assessments/Evaluation may include:**
- Study Island and Spelling City
- Think/pair/share
- Exit slips
- Journal reflection or response
- Center activities and projects
- Portfolio and writer’s notebook
- Weekly assessments, Unit tests, Benchmark Test
- DRA2/running records
- Classwork, independent work, and homework
- Observation, whiteboards
- Anecdotal notes

**Resources:**
- *Wonders*, a Reading/Language Arts Program, Macmillan/McGraw-Hill, 2014
- DRA2
- Various leveled trade books may include:
  - *Teddy Roosevelt: The People’s President* by Sharon Gayle, Bob Dacey and Debra Bandelin
  - *Roberto Clemente: Pride of the Pittsburgh Pirates* by Jonah Winter
  - *Eleanor* by Barbara Cooney
- Various picture books such as:
  - *A River Ran Wild: An Environmental History* by Lynn Cherry (problem/solution text structure)
  - *Cars and How They Go* by Joanna Cole (problem/solution text structure)
  - *If You Traveled on the Underground Railroad* by Ellen Levine (problem/solution text structure)
  - *A Bad Case of the Stripes* by David Shannon (theme)
  - *Pinduli* by Janell Cannon (theme)
Click Clack Moo by Doreen Cronin (author’s purpose: persuade)
Dear Mrs. LaRue (author’s purpose: persuade)
The Secret Knowledge of Grownups by David Wisniewski (author’s purpose: entertain)
The Mary Celeste; A Mystery from History by Jane Yolen (author’s purpose: inform)

Online Resources:
● Teacher webpage
● Wonders digital component.
Google Apps for Education (GAFE)
● Study Island
● Spelling City
● www.brainpop.com
● www.raz-kids.com

Grammar Topics Reviewed/Introduced by 3rd Grade Curriculum
• Subjects/predicates
• Types of sentences
• Prepositional phrases
• Nouns, proper nouns, singular/plural nouns, and pronouns
• Action verbs, past tense verbs, linking verbs
• Adjectives and comparing with adjectives
• Conjunctions and, or, but
• Homophones (your/you’re, their/they’re/there, its/it’s)
• a/an
• Using better/worse
• Irregular verbs
• Subject/object pronouns
• Using I or me
• Subject/verb agreement
• Initials/abbreviations
• Book titles
• Showing ownership/possessives
• Contractions
• Commas in a series/after introductory words
• Writing quotations