

GR 3 Schoolwide Unit 2 (Patricia Polacco Author Study)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **Nov. - Dec.**
Status: **Published**

Unit Overview

Unit Title: Nonfiction: Patricia Polacco Author Study

Essential Question: How does Patricia Polacco use her life experiences, curiosity, interests, and observations about the world around her to generate ideas for writing?

Standards

ELA.L.WF.3.2	Demonstrate command of the conventions of encoding and spelling.
ELA.L.WF.3.2.B	Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
ELA.L.WF.3.3	Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
ELA.L.WF.3.3.A	Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
ELA.L.WF.3.3.B	Capitalize appropriate words in titles.
ELA.L.WF.3.3.F	Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
ELA.L.KL.3.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
ELA.L.KL.3.1.B	Choose words and phrases for effect.
ELA.L.KL.3.1.C	Recognize and observe differences between the conventions of spoken and written English.
ELA.L.VL.3.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
ELA.L.VL.3.2.A	Use sentence-level context as a clue to the meaning of a word or phrase.
ELA.L.VI.3.3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
ELA.L.VI.3.3.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
ELA.L.VI.3.3.B	Identify real-life connections between words and their use (e.g., describe people who are

	friendly or helpful).
ELA.L.VI.3.3.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
ELA.W.NW.3.3	Write narratives to develop real or imagined experiences or events with basic story elements.
ELA.W.NW.3.3.A	Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
ELA.W.NW.3.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
ELA.W.NW.3.3.C	Use transitional words and phrases to manage the sequence of events.
ELA.W.NW.3.3.D	Use concrete words and phrases and sensory details to convey experiences and events.
ELA.W.NW.3.3.E	Provide a conclusion or sense of closure that follows the narrated experiences or events.
ELA.W.WP.3.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELA.W.WP.3.4.A	Identify audience, purpose, and intended length of composition before writing.
ELA.W.WP.3.4.B	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.3.4.C	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
ELA.W.SE.3.6	Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
ELA.W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
ELA.SL.PE.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.PE.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
ELA.SL.PE.3.1.D	Explain their own ideas and understanding in light of the discussion.
ELA.SL.II.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA.SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
ELA.SL.PI.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
ELA.SL.UM.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
ELA.SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Materials/Activities/Resources

Core materials:

- Schoolwide Writing

Web Site Resources:

- Schoolwide Writing
- Lexia
- Amira (K-3)

Technology

- Screencastify
- Full list on district teacher page
- YouTube videos of mentor texts readings

Assessment

Formative Assessment

- Teacher Observation
- Peer Editing
- Shared Writing
- Writer's Notebook
- Graphic Organizers / Student Forms
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide
- Student Performance Checklist

Summative Assessment

- Process Pieces
- Schoolwide Rubrics
- Student Publishing
- Student Self-Reflection

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe

- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support

At-Risk of Failure

- Additional time during intervention time
- Graphic organizers
- Vocabulary support

Gifted & Talented

- Independent projects
- PEP/GEM class

Interdisciplinary Connections

Social Studies Connections: Storytelling and Cultural Tales

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Curiosity, Noticing, Seeking Challenges, Purpose, Belonging

21st Century Life Literacies & Key Skills

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.