# Yearlong - Grammar

Content Area: **English**
Course(s):
Time Period: **September**
Length: **40 Weeks**
Status: **Published**

## Unit Overview

Students will learn the fundamentals of Grammar to apply when writing cohesive sentences and paragraphs.

## Enduring Understandings

Good writers follow the rules of grammar when writing.

## Essential Questions

How does grammar affect writing?

Why is it important to follow the rules of grammar when writing?

What are the rules of grammar?

## Instructional Strategies & Learning Activities

Text Layout:
Lesson 1: Interactive Read-Aloud
Action, Suspense, and Text Layout uses Swish! by Bill Martin, Jr. and Michael Sampson.
Rationale: Writers notice and analyze the features of text layout and the details in illustrations. Students will learn about and understand how these features work together to engage readers, convey meaning and emotion, create excitement, and impact the pace of a story.
Common Core State Standards: RL.3.7, SL.3.1, SL.3.3, SL.3.6, W.3.3

Lesson 2: Interactive Read-Aloud
Wonder-Filled Features uses Surprising Sharks by Nicola Davies.
Rationale: Writers use different font types and sizes and dynamic layouts to make nonfiction texts more engaging, informative, and entertaining. Students will listen to and view a literary nonfiction selection to notice the interesting features and layout the author included.

Common Core State Standards: RI.3.7, SL.3.1, SL.3.3, SL.3.6, W.3.2

Lesson 3: Interactive Read-Aloud
Special Words Need Special Attention uses Someday by Eileen Spinelli.
Rationale: Writers often repeat a word or phrase that is important to a story's theme. Sometimes they make this word or phrase stand out by using layout features or changing fonts. Students will continue to grow as writers and readers by noticing how an author uses fonts and text layout to highlight important words or phrases.
Common Core State Standards: RL.3.7, SL.3.1, SL.3.3, SL.3.6, L.3.5, W.3.3

Lesson 4: Mini-Lesson
Let's Look at Fiction and Nonfiction Layouts uses Swish! by Bill Martin, Jr. and Michael Sampson, Someday by Eileen Spinelli, and Surprising Sharks by Nicola Davies.
Rationale: Writers know that there are similarities and differences between the layout features of fiction and nonfiction texts. Students will notice these similarities and differences as they analyze the mentor texts and will use these techniques to enhance their own writing.
Common Core State Standards: RL.3.7, RI.3.7, SL.3.1, SL.3.3, SL.3.6, L.3.5, W.3.2, W.3.3

THE FUNDAMENTALS OF
GRAMMAR AND CONVENTIONS
Capitalization:
Lesson 1: Interactive Read-Aloud
Capitalizing the World uses On the Same Day in March: A Tour of the World's Weather by Marilyn Singer.
Rationale: Writers can explore rules for capitalization through a tour of the weather in different parts of the world.
Students will add to their knowledge of capitalization while focusing on using capital letters when writing the names
of geographical places and months.
Common Core State Standards: RL.3.7, SL.3.1, SL.3.3, SL.3.6, L.3.2

Lesson 2: Mini-Lesson
A "Capital" Review uses Someday by Eileen Spinelli, Swish! by Bill Martin, Jr. and Michael Sampson, and On the
Same Day in March: A Tour of the World's Weather by Marilyn Singer.
Rationale: Writers need to remember and apply many different capitalization rules to make their writing easier to
understand. In this lesson, students will review some of these rules, begin to notice capitalized words in their environment, and apply what they have learned to their own writing.
Common Core State Standards: RL.3.7, SL.3.1, SL.3.3, SL.3.6, L.3.2

Punctuation:
Lesson 1: Interactive Read-Aloud
The Apostrophe's Two Jobs uses The Girl's Like Spaghetti: Why, You Can't Manage Without Apostrophes!

by
Lynne Truss.
Rationale: Writers know that the apostrophe has two important jobs. It can help us join words together to form a
contraction. It can also help us form possessive nouns that show ownership. In this read-aloud, students will learn
how apostrophes help us say exactly what we want to say.
Common Core State Standards: RI.3.7, SL.3.1, SL.3.3, SL.3.6, L.3.2

Lesson 2: Interactive Read-Aloud
Contractions Use Apostrophes uses I'm and Won't, They're and Don't: What's a Contraction? by Brian P. Cleary.
Rationale: Writers recognize the important jobs of apostrophes. A very important job is to help us form contractions. A contraction is two (or sometimes three) words combined into one word using an apostrophe to replace some of the omitted letters. In this read-aloud, students will notice the many different common contractions
and discover the words that are combined to form them.
Common Core State Standards: SL.3.1, SL.3.3, SL.3.6, L.3.2

Lesson 3: Mini-Lesson
Punctuating With Apostrophes uses The Girl's Like Spaghetti: Why, You Can't Manage Without Apostrophes! by
Lynne Truss and I'm and Won't, They're and Don't: What's a Contraction? by Brian P. Cleary.
Rationale: Writers use apostrophes to show possession and to form contractions. In this lesson, students will review the correct use of apostrophes, check the apostrophes in their own writing, and look for words that can be
combined into contractions. Finally, they will analyze the effect that contractions have on their writing.
Common Core State Standards: SL.3.1, SL.3.3, SL.3.6, L.3.2

Lesson 4: Mini-Lesson
Commas in Dates, Addresses, and Letters uses the shared text "A Letter to Grandma."
Rationale: Writers know that when they use commas, it makes their writing clearer. When writing dates, writers
place a comma between the day and the year. If only the month and year are given, no comma is necessary. When
writing addresses, writers use a comma after each part of the address, except between the state and zip code. When writing letters, writers use a comma after the greeting and closing. Students will learn and practice the rules
for commas in dates, addresses, and letters.
Common Core State Standards: SL.3.1, SL.3.3, SL.3.6, L.3.2

Parts of Speech:
Lesson 1: Interactive Read-Aloud
The Purpose of Prepositions uses If You Were a Preposition by Nancy Loewen.
Rationale: Writers use prepositions to introduce details about other words in sentences. Prepositions are used to
say where things are, when things happen, and what things are like. Students will notice that prepositions make

sentences more exciting and informative.
Common Core State Standards: SL.3.1, SL.3.3, SL.3.6, L.3.1

Lesson 2: Mini-Lesson
Fun With Prepositional Phrases uses If You Were a Preposition by Nancy Loewen.
Rationale: Writers use prepositional phrases to paint pictures in their readers' minds and to make their stories clear. In this follow-up lesson, students will learn about prepositional phrases, notice how writers use them, and find
them in sentences. Finally, students will use prepositional phrases in their own work.
Common Core State Standards: SL.3.1, SL.3.3, SL.3.6, L.3.1

Lesson 3: Interactive Read-Aloud
Varieties of Verbs uses Kites Sail High: A Book About Verbs by Ruth Heller.
Rationale: Writers know that verbs give sentences meaning by expressing action or describing states of being. In
this read-aloud, students will learn how writers use action verbs and state-of-being verbs to bring their sentences to
life. Then they will practice using verbs in their own sentences.
Common Core State Standards: SL.3.1, SL.3.3, SL.3.6, L.3.1

Lesson 4: Interactive Read-Aloud
Verb Tenses uses Kites Sail High: A Book About Verbs by Ruth Heller and the shared text "Past, Present, and Future."
Rationale: Writers create different sentences using verbs for a variety of purposes. In the previous read-aloud, students learned that verbs give sentences meaning by expressing action or states of being. In this read-aloud, students will notice how verbs change form to show that a sentence is talking about the past, the present, or the future. Then they will practice using verbs in different tenses.
Common Core State Standards: SL.3.1, SL.3.3, SL.3.6, L.3.1

Lesson 5: Mini-Lesson
Verbs With Verve uses Kites Sail High: A Book About Verbs by Ruth Heller.
Rationale: Writers carefully choose all of their words, but they pay special attention to their verbs. In this follow-up
lesson, students will notice that a vivid verb can make a dull sentence come to life. Then students will search their
Writers' Notebooks for an entry that they can make more energetic and entertaining by replacing an ordinary verb
with an extraordinary verb.
Common Core State Standards: SL.3.1, SL.3.3, SL.3.6, L.3.1, L.3.5, W.3.1, W.3.2, W.3.3

Lesson 6: Mini-Lesson
Comparative and Superlative Adverbs uses examples of comparative and superlative adverbs and a practice sheet.
Rationale: Writers use adverbs to help make changes to, or modify, their verbs. These words also make writing
clearer. Students will learn about the differences between comparative and superlative adverbs.

Common Core State Standards: SL.3.1, SL.3.3, SL.3.6, L.3.1, L.3.5

Lesson 7: Mini-Lesson
Learning More About Nouns uses the shared text "The Nature Walk."
Rationale: Writers need to understand how to form and use regular and irregular plural nouns so that they can stay
connected to their readers. Students will learn the rules related to regular and irregular plural nouns.
Common Core State Standards: RL.3.7, SL.3.1, SL.3.3, SL.3.6, L.3.1

Sentence Structure:
Lesson 1: Interactive Read-Aloud
Dandy Dialogue uses The Great Fuzz Frenzy by Janet Stevens and Susan Stevens Crummel.
Rationale: Writers use dialogue—or the words that characters say—as an interesting and engaging way to tell readers what is happening in a story and how the characters feel. In this read-aloud, students will notice how writers use dialogue to engage their readers in the stories they are telling while also reviewing how to properly punctuate dialogue.
Common Core State Standards: RL.3.7, SL.3.1, SL.3.3, SL.3.6, L.3.2, W.3.3

Lesson 2: Mini-Lesson
Writing Dialogue uses The Great Fuzz Frenzy by Janet Stevens and Susan Stevens Crummel.
Rationale: Writers use dialogue in order to help readers understand action and relate to characters. Students will
notice how quotation marks, dialogue tags, and paragraphing make it easy to understand who says what in a story.
Then students will apply this knowledge to their own writing.
Common Core State Standards: RL.3.7, SL.3.1, SL.3.3, SL.3.6, L.3.1, L.3.5

Lesson 3: Interactive Read-Aloud
Different Kinds of Sentences uses Diary of a Fly by Doreen Cronin.
Rationale: Writers vary the lengths of their sentences in order to give their texts rhythm and prevent them from sounding repetitive and ordinary. This is called sentence fluency. In this read-aloud, students will notice how one
author varies the lengths of her sentences in order to propel readers through the hilarious story of a young fly with
super dreams. Students will also be introduced to simple, compound, and complex sentences.
Common Core State Standards: RL.3.7, SL.3.1, SL.3.3, SL.3.6, L.3.1, L.3.5, W.3.3

Lesson 4: Mini-Lesson
Conjunctions Have BIG Jobs! uses the shared text "Fashionable Weather Wear."
Rationale: Writers recognize that even though conjunctions are often short words, they play a big role in sentence
formation. Students will learn about the important roles conjunctions play in the sentences they read and create.
Common Core State Standards: SL.3.1, SL.3.3, SL.3.6, L.3.1

Culminating Mini-Lesson:

Culminating Mini-Lesson uses all of the mentor texts from the unit.
Rationale: This year, students learned how to engage their readers with appealing text layout and how to spice up
their writing with precise prepositions, vivid verbs, and sparkling dialogue. Along the way, they also learned what
words to capitalize, how to form contractions, and how to punctuate dialogue. In this culminating lesson, students
will pull together everything they have learned in order to produce a one-page layout for the imaginary diary entry
they wrote during Sentence Structure Lesson 3.
Common Core State Standards: SL.3.1, SL.3.3, SL.3.6, L.3.1, L.3.2, W.3.3

## Integration of Career Readiness, Life Literacies, and Key Skills

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| 9.4.5.CI.3 | Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). |
| | The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. |
| 9.4.5.CT.4 | Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). |
| 9.4.5.DC.4 | Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). |
| | Digital identities must be managed in order to create a positive digital footprint. |

## Technology and Design Integration

Students will interact with the SmartBoards, Chromebooks, and Document Camera.

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| | Computing devices may be connected to other devices to form a system as a way to extend their capabilities. |
| | Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information). |
| 8.1.5.CS.3 | Identify potential solutions for simple hardware and software problems using common troubleshooting strategies. |

## Interdisciplinary Connections

Grammar is an integral part of communication and understanding in all disciplines. Topics for writing will connect with all disciplines.

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**

Support struggling students with additional conferencing

Offer study guides

Structure task to student needs

## Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

IEP accommodations

Additional time

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a

standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

**Additional Benchmarks used in this unit:**

Aimsweb

DRA

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

work sheets

rough drafts

discussions

## Summative Assessments

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of

ways to combine these approaches.

**Summative assessments for this unit:**

Student reflection sheets

Worksheets associated with the unit.

## Instructional Materials

Schoolwide, Inc. "GRAMMAR Grade 3 " unit of study

**Mentor Texts**
**Diary of a Fly**
**by Doreen Cronin**
**The Girl's Like Spaghetti:**
**Why, You Can't Manage**
**Without Apostrophes!**
**by Lynne Truss**
**The Great Fuzz Frenzy**
**by Janet Stevens and Susan**
**Stevens Crummel**
**If You Were a Preposition**
**by Nancy Loewen**
**I'm and Won't, They're and**
**Don't: What's a Contraction?**
**by Brian P. Cleary**
**Kites Sail High: A Book About**
**Verbs**
**by Ruth Heller**
**On the Same Day in March: A**
**Tour of the World's Weather**
**by Marilyn Singer**
**Someday**
**by Eileen Spinelli**
**Surprising Sharks**
**by Nicola Davies**
**Swish!**
**by Bill Martin, Jr. and Michael**
**Sampson**
**Shared Texts**
**"Fashionable Weather Wear"**
**"A Letter to Grandma"**
**"The Nature Walk"**
**"Past, Present, and Future"**

Teacher made materials for support

Smartboard and Gynzy presentations

## Standards

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| CCSS.ELA-Literacy.RL.3.3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| CCSS.ELA-Literacy.RL.3.7 | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| CCSS.ELA-Literacy.RI.3.7 | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| CCSS.ELA-Literacy.W.3.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons. |
| CCSS.ELA-Literacy.W.3.1.a | Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. |
| CCSS.ELA-Literacy.W.3.1.b | Provide reasons that support the opinion. |
| CCSS.ELA-Literacy.W.3.1.c | Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. |
| CCSS.ELA-Literacy.W.3.1.d | Provide a concluding statement or section. |
| CCSS.ELA-Literacy.W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| CCSS.ELA-Literacy.W.3.2.a | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| CCSS.ELA-Literacy.W.3.2.b | Develop the topic with facts, definitions, and details. |
| CCSS.ELA-Literacy.W.3.2.c | Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. |
| CCSS.ELA-Literacy.W.3.2.d | Provide a concluding statement or section. |
| CCSS.ELA-Literacy.W.3.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| CCSS.ELA-Literacy.W.3.3.a | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| CCSS.ELA-Literacy.W.3.3.b | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| CCSS.ELA-Literacy.W.3.3.c | Use temporal words and phrases to signal event order. |
| CCSS.ELA-Literacy.W.3.3.d | Provide a sense of closure. |
| CCSS.ELA-Literacy.SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| CCSS.ELA-Literacy.SL.3.1.a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| CCSS.ELA-Literacy.SL.3.1.b | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |

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| CCSS.ELA-Literacy.SL.3.1.c | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| CCSS.ELA-Literacy.SL.3.1.d | Explain their own ideas and understanding in light of the discussion. |
| CCSS.ELA-Literacy.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| CCSS.ELA-Literacy.SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| CCSS.ELA-Literacy.L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| CCSS.ELA-Literacy.L.3.1.a | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| CCSS.ELA-Literacy.L.3.1.b | Form and use regular and irregular plural nouns. |
| CCSS.ELA-Literacy.L.3.1.c | Use abstract nouns (e.g., childhood). |
| CCSS.ELA-Literacy.L.3.1.d | Form and use regular and irregular verbs. |
| CCSS.ELA-Literacy.L.3.1.e | Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. |
| CCSS.ELA-Literacy.L.3.1.f | Ensure subject-verb and pronoun-antecedent agreement. |
| CCSS.ELA-Literacy.L.3.1.g | Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. |
| CCSS.ELA-Literacy.L.3.1.h | Use coordinating and subordinating conjunctions. |
| CCSS.ELA-Literacy.L.3.1.i | Produce simple, compound, and complex sentences. |
| CCSS.ELA-Literacy.L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| CCSS.ELA-Literacy.L.3.2.a | Capitalize appropriate words in titles. |
| CCSS.ELA-Literacy.L.3.2.b | Use commas in addresses. |
| CCSS.ELA-Literacy.L.3.2.c | Use commas and quotation marks in dialogue. |
| CCSS.ELA-Literacy.L.3.2.d | Form and use possessives. |
| CCSS.ELA-Literacy.L.3.2.e | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| CCSS.ELA-Literacy.L.3.2.f | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| CCSS.ELA-Literacy.L.3.2.g | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
| CCSS.ELA-Literacy.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| CCSS.ELA-Literacy.L.3.3.a | Choose words and phrases for effect. |
| CCSS.ELA-Literacy.L.3.3.b | Recognize and observe differences between the conventions of spoken and written standard English. |
| CCSS.ELA-Literacy.L.3.5 | Demonstrate understanding of word relationships and nuances in word meanings. |
| CCSS.ELA-Literacy.L.3.5.a | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| CCSS.ELA-Literacy.L.3.5.b | Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). |
| CCSS.ELA-Literacy.L.3.5.c | Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). |