Gr. 3: SW Biography

Content Area: **English**
Course(s):
Time Period: **December**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Text Type: Opinion/Argument
Biographers write about people who interest and inspire them. People they admire and respect from the past or present are worthy subjects for students' biographical writing. In this unit students will form opinions about the various people studied based on the accomplishments and attributes discussed. Students will explore the features of biographies and examine the differences and similarities between these features and how they influence readers. Students will also see how different biographers present the important events, accomplishments, struggles, and character traits of a person's life, as well as how they use word choices and tone to convey their admiration for and opinions of the people they write about. The biographies selected for this unit give students a chance to explore inspirational people who lived during various time periods, came from different cultural backgrounds, and had various influences on a variety of topics and/or issues such as sports, politics, human rights, the environment, literature, and more. The books in this unit of study can be used seamlessly within your social studies, science, art, and reading curricula, as well.

Enduring Understandings

Thtere are reasons why writers write biographies.

Author's have a purpose for writing the biographies about the people who inspire them.

There is a process writers use to write biographies.
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Essential Questions

How does a writer choose someone to write a biography about and how can we do the same?

What is the process for writing a biography successfully?

Instructional Strategies & Learning Activities

Grade 3 Biography

Immersion: Interactive Read-Aloud Lessons

Day 1:

Biography: What's It All About?

uses all of the mentor texts from the unit, particularly The Watcher by Jeanette Winter.

Rationale: Display the unit books (and any other examples you want to show students). Students will define biography and begin to explore the features and purposes of the genre.

Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Day 2:

The Features of Biography

uses The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss by Kathleen Krull.

Rationale: Use The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss by Kathleen Krull. Students will continue their exploration of the features of biographies.

Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Day 3:

What's So Important?

uses Mother to Tigers by George Ella Lyon and Lou Gehrig: The Luckiest Man by David A. Adler.

Rationale: Use Mother to Tigers by George Ella Lyon and Lou Gehrig: The Luckiest Man by David A. Adler to demonstrate for students the reasons why writers write biographies. Students will discuss each author's purpose and what inspired them to write the biographies they did.

Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Day 4:

Important Events

uses Night Flight: Amelia Earhart Crosses the Atlantic by Robert Burleigh and If a Bus Could Talk: The Story of Rosa Parks by Faith Ringgold.

Rationale: Use Night Flight: Amelia Earhart Crosses the Atlantic by Robert Burleigh and/or If a Bus Could Talk: The Story of Rosa Parks by Faith Ringgold. Students will discuss how biography writers highlight important events in their subjects' lives.

Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Days 5 & 6:

Different Styles of Biography
uses Roberto Clemente: Pride of the Pittsburgh Pirates by Jonah Winter and A Picture Book of Cesar Chavez by
David A. and Michael S. Adler.
Rationale: Use Roberto Clemente: Pride of the Pittsburgh Pirates by Jonah Winter and A Picture Book of Cesar
Chavez by David A. and Michael S. Adler. Students will compare and contrast styles and features of biographies.
Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3,
SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Mini-Lessons
Generating Ideas I: Inspirational Subjects: Fighting for What's Right
uses A Picture Book of Cesar Chavez by David A. and Michael S. Adler and Elizabeth Leads the Way by Tanya Lee
Stone.
Rationale: Biographers often write about subjects who have ignited a cause and improved the lives of many.
Students will generate ideas to find subjects whom they feel changed the world for the better by fighting for what
they believed in.
Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,
SL.3.6, L.3.1, L.3.2, L.3.3, L.3.6

Generating Ideas II: Inspirational Subjects: Changing the Way the World Works
uses Manfish: A Story of Jacques Cousteau by Jennifer Berne.
Rationale: Biographers often write about people who changed the way the world works through their inventions
and explorations. Students will brainstorm possible subjects who have used scientific investigation to help change
the way the world works.
Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3,
SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Generating Ideas III: Inspirational Subjects: A Personal Connection
uses Lou Gehrig: The Luckiest Man by David A. Adler, Roberto Clemente: Pride of the Pittsburgh Pirates by Jonah
Winter, The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss by Kathleen Krull, The Watcher
by Jeanette Winter, and Mother to Tigers by George Ella Lyon.
Rationale: Biographers often choose to write about people to whom they feel personally connected. Students will
brainstorm potential subjects for their biographies by thinking of their own interests, passions, and identities.
Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,
SL.3.6, L.3.1, L.3.2, L.3.3, L.3.6

Selecting: Making My Final Selection
uses Mother to Tigers by George Ella Lyon and Night Flight: Amelia Earhart Crosses the Atlantic by Robert Burleigh.
Rationale: Biographers choose inspirational subjects about whom they have strong opinions and want to research
further. Students will select subjects they feel their readers should learn about, and they will consider how their
research will support their opinions and show readers why this subject is important.
Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3,
SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Collecting I: Making Lists of Lives
uses The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss by Kathleen Krull and Mother to
Tigers by George Ella Lyon.
Rationale: Information is the key to a biographer's success. Students will develop strategies for collecting facts in
the form of lists.
Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,
L.3.1, L.3.2, L.3.3, L.3.6

Collecting II: Describing Challenges
uses Roberto Clemente: Pride of the Pittsburgh Pirates by Jonah Winter and The Boy on Fairfield Street: How Ted
Geisel Grew Up to Become Dr. Seuss by Kathleen Krull.
Rationale: Biographers often describe challenges or obstacles their subjects have faced. They also identify attributes and express opinions about their subjects. Students will do the same as they continue to collect important information for their biographies.
Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,
SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Collecting III: Who Else Matters?
uses If a Bus Could Talk: The Story of Rosa Parks by Faith Ringgold and Lou Gehrig: The Luckiest Man by David A.
Adler.
Rationale: Biographers know the friends and family members of their subjects are important to telling the story of a
person's life. Students will work on collecting more facts and details about the other important people they need to
include in a biography.
Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,
SL.3.6, L.3.1, L.3.2, L.3.3, L.3.6

Collecting IV: The Importance of a Quote
uses Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote by Tanya Lee Stone and The Watcher:
Jane Goodall's Life with the Chimps by Jeanette Winter.
Rationale: Biographers often use quotations from their subjects or from important people in their subjects' lives to
show their impact on society and relevance to readers. Students will compile quotations from the resources they
have gathered to show why their subjects are important to the world and to readers' own lives.
Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3,
SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.6

Drafting I: Introducing My Subject
uses Roberto Clemente: Pride of the Pittsburgh Pirates by Jonah Winter and Mother to Tigers by George Ella Lyon.
Rationale: Biographers create engaging leads that capture readers' attention and express their feelings or beliefs
about their subjects. Students will create leads for their biographies that hold their readers' attention and state their
opinions about their subjects.
Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,
SL.3.5, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.5, L.3.6

Drafting II: The Body
uses Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote by Tanya Lee Stone and students'
drafts.
Rationale: Biographies are organized in chronological order, making them easy to follow. Students will write the
body paragraphs of their biographies using a chronological structure.
Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,
L.3.1, L.3.2, L.3.3, L.3.6

Drafting III: Ending Your Biography
uses several mentor texts from the unit and students' drafts.
Rationale: Every biography ends differently, depending on the reason behind the writer's choice of his or her subject. Students will consider various ways to conclude their biographies.
Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,
SL.3.6, L.3.1, L.3.2, L.3.3, L.3.6

Revising I: Linking It All
uses students' drafts.
Rationale: Biographers revise their work to make sure that the ideas in their drafts connect to one another from beginning to end. Students will revise their drafts to ensure that they are using appropriate words to link

opinions,
reasons, and facts.
Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,
SL.3.6, L.3.1, L.3.2, L.3.3, L.3.6

Revising II: Dates and Details
uses A Picture Book of Cesar Chavez by David A. and Michael S. Adler and students' drafts.
Rationale: Biographers revise their work to include details and dates to help readers learn more about their subjects. Students will revise their work to include additional details and dates.
Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,
SL.3.6, L.3.1, L.3.2, L.3.3, L.3.5, L.3.6

Revising III: Do I Have It All?
uses students' drafts.
Rationale: A revision checklist is a helpful tool for writers to use before they edit and publish their writing. Students
will use a revision checklist to make certain their pieces contain techniques taught throughout the unit.
Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3,
SL.3.4, SL.3.5, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.6

Editing I: Proofread Like a Biographer
uses Night Flight: Amelia Earhart Crosses the Atlantic by Robert Burleigh and students' drafts.
Rationale: Biographers proofread in a special way. Like other writers, they check for capitalization and punctuation
mistakes, but they also look specifically for any errors they may have made with biographical information, such as
dates, names, and places. Students will proofread their writing like biographers do.
Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,
L.3.1, L.3.2, L.3.3, L.3.6

Editing II: Checking Professional and Social Titles
uses several mentor texts from the unit and students' drafts.
Rationale: Often biographers find they will write about people who have professional or social titles, and they know
they need to abbreviate these and use them correctly. Students will work on their drafts to check for correct usage
of titles.
Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,
SL.3.6, L.3.1, L.3.2, L.3.3, L.3.6

Publishing: Cover Me!
uses several mentor texts from the unit and students' drafts.

Rationale: Biographers create a cover that includes a title that often tells the subject's name, as well as additional
information underneath. They also include an illustration, which reveals something about the subject, as well. Students will consider how to create titles and covers for their biographies.
Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3,
SL.3.4, SL.3.5, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.5, L.3.6

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Integration of Career Readiness, Life Literacies and Key Skills

Students will be introduced to a variety of career choices through the biographies presented in this unit.

9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different

	ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP11.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Computer Science and Design Integration

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

8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks

	including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

Interdisciplinary Connections

Mentor texts and personal choice texts make interdisciplinary connections in math, science, social studies, technology and the arts.

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:

Students will be able to choose personal mentor texts based on reading levels

Teacher will re-teach in small group instruciton, as needed

Students will have choice on writing topics, with supporting materials as needed.

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

IEP accomodations will be implemented.

Additional support will be available, including small group instruction outside the classroom

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:

Beginning of the Year Writing Assessment

End of the Year Writing Assessment

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:

Discussion

Teacher conferences

Worksheets in the Schoolwide unit

Anecdotal notes

teacher made materials for assessment

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 Self-Reflection
uses a self-reflection questionnaire.
Rationale: At the end of a writing project, students will spend time reflecting on their work, the process, and the
product

Teacher made assessments

Assessments associated with the unit

Final written pieces

Instructional Materials

Schoolwide, Inc. "Biographies" teacher instructional unit

Mentor Texts
The Boy on Fairfield Street:
How Ted Geisel Grew Up to
Become Dr. Seuss
by Kathleen Krull
Elizabeth Leads the Way:

Elizabeth Cady Stanton and the Right to Vote
by Tanya Lee Stone
If a Bus Could Talk: The Story of Rosa Parks
by Faith Ringgold
Lou Gehrig: The Luckiest Man
by David A. Adler
Manfish: A Story of Jacques Cousteau
by Jennifer Berne
Mother to Tigers
by George Ella Lyon
Night Flight: Amelia Earhart Crosses the Atlantic
by Robert Burleigh
A Picture Book of Cesar Chavez
by David A. Adler and Michael S. Adler
Roberto Clemente: Pride of the Pittsburgh Pirates
by Jonah Winter
The Watcher: Jane Goodall's Life with the Chimps
by Jeanette Winter

Student choice leveled reader texts

Standards

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.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CCSS.ELA-Literacy.W.3.6	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.
CCSS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
CCSS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
CCSS.ELA-Literacy.W.3.10	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.
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).
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.3.2	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.
CCSS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCSS.ELA-Literacy.SL.3.4	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.
CCSS.ELA-Literacy.SL.3.5	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.
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.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.3.4.b	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).
CCSS.ELA-Literacy.L.3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
CCSS.ELA-Literacy.L.3.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
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).

CCSS.ELA-Literacy.L.3.6	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).