

# 1-First Marking Period

Content Area: **Language Arts**  
Course(s): **Lang. Arts 3**  
Time Period: **Marking Period 1**  
Length: **MP1**  
Status: **Published**

## Essential Questions

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- Why is it important to be kind to others? (Text Set: The Importance of Kindness)
- What is special about being in a family? (Text Set: Connecting Across Generations: Family)
- Why is it important to learn about the animals that share our world? (Text Set: Sharing Our World: Animals)
- What makes some memories special? (Text Set: Exploring Memory Stories)
- How does an author or illustrator make decisions to interest readers? (Text Set: Patricia Polacco)
- What is the writer's reason for writing? (Text Set: Expository Nonfiction)

## Big Ideas

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### Core Concepts:

- The Importance of Kindness
- Connecting Across Generations: Family
- Sharing Our World: Animals
- Exploring Memory Stories
- Patricia Polacco
- Expository Nonfiction

### Mini-Lessons:

- MGT U1: Working Together in the Classroom
- MGT U2: Exploring the Classroom Library
- MGT U3: Getting Started with Independent Reading
- LA U1: Thinking and Talking about Books
- WAR U1: Introducing a Reader's Notebook
- LA U3: Giving a Book Talk
- WAR U2: Using a Reader's Notebook
- LA U23: Understanding Character Feelings, Motivations, and Intentions
- LA U2: Studying Authors and Illustrators
- WAR U3: Writing Letters About Reading

**Core Reading-Anchor Texts:** Enemy Pie, Sophie's Masterpiece: A Spider's Tale, Last Day Blues, Under the Lemon Moon, The Can Man, In My Momma's Kitchen, Sitti's Secrets, Mooncakes, Knots on a Counting Rope, Storm in the Night, I Love Guinea Pigs, A Friend for Lakota: The Incredible True Story of a Wolf Who Braved Bullying, Moon Bear, Ape, And So They Build, My Rotten Redheaded Older Brother, The Printer, Grandma's Records, Saturdays and Teacakes, Family Pictures/Cuadros de familia, Meteor!, The Keeping Quilt, Thunder Cake, Some Birthday!, The Bee Tree, Hottest, Coldest, Highest, Deepest, Tornadoes!, Knights

in Shining Armor, A Day and Night in the Desert, Bats! Strange and Wonderful, Shell, Beak, Tusk

## **Technology Integration**

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8.1.5.AP.4: Break down problems into smaller, manageable sub problems to facilitate program development

Activity: Students will participate in a scavenger hunt online, collecting clues to make inferences.

## **Cross-Curricular Integration**

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**Integration Area: Science**

3-LS2-1 Construct an argument that some animals form groups that help members survive.

Activity:

Discuss how animals in the Sharing Our World: Animals text set helped each other survive in different ways (I Love Guinea Pigs, A Friend for Lakota, Moon Bear, Ape, And So They Build)

## **Enduring Understandings**

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**Anchor Standards**

**NJSLSA.R3. Analyze why and how individuals, events, and ideas develop and interact over the course of a text.**

**NJSLSA.R6. Assess how point of view or purpose shapes the content and style of text.**

**NJSLSA.R.10. Read and comprehend complex literary and informational texts independently and**

**proficiently with scaffolding as needed.**

## **Literature**

- RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding, referring to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures, determine the central message/theme, lesson or, moral and explain how it is revealed through the key details in the text.
- RL.3.3 Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- RL.3.5 Refer to parts of stories, dramas, and poems, describe how each part builds on earlier sections.
- RL.3.7 Explain how illustrations contribute to the words.
- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

## **Foundational Skills**

- RF.3.3 Know and apply grade level phonics and word analysis skills in decoding words
- RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes
- RF.3.3b Decode words with common Latin Suffixes.
- RF.3.3c Decode multisyllabic words
- RF.3.3d Read grade appropriate irregularly spelled words
- RF.3.4 Read with sufficient accuracy and fluency to support comprehension
- RF.3.4a Read on level text with purpose and understanding
- RF.3.4b Read on level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.
- RF.3.4c Use context to confirm or self correct word recognition and understanding, rereading as necessary.

## **Writing**

- W.3.3 [M] Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.3.3a [M] Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3b [M] Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events to show the response of characters to situations.

- W.3.3c [M] Use temporal words and phrases to signal event order.
- W.3.3d [M] Provide a sense of closure.
- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5 Develop and strengthen writing by planning, revising and editing.
- W.3.8 Recall information from experiences or gather information from print and digital sources, take brief notes and sort evidence.
- W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/ self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Speaking and Listening**

- 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.
- SL.3.1a Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agree-upon norms 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).
- SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in the light of the discussion.
- SL 3.2 [M] Determine main ideas and details of a text read aloud or information presented in diverse media and formats.
- SL.3.3 Ask and answer questions about information from a speaker, offering elaboration and detail.
- SL.3.4 Report on a topic, or text, tell a story, or recount an experience, speak clearly at an understandable pace.
- SL.3.6 Speak in complete sentences to provide detail or clarification.

### **Language**

- L.3.1a [M] Explain the function of nouns, pronouns, verbs, adjectives, and adverbs.
- L.3.1h Use coordinating and subordinating conjunctions.
- L.3.1i Produce simple, compound, and complex sentences.
- L.3.2a [M] Capitalize appropriate words in titles.
- L.3.2c Use commas and quotation marks in dialogue.

L.3.2e	Use conventional spelling for high frequency words and other words for adding suffixes to base words.
L.3.2f	Use spelling patterns and generalizations in writing words.
L.3.2g [M]	Consult reference materials to check and correct spelling.
L.3.3a [M]	Choose words and phrases for effect.
L.3.3b [M]	Recognize and observe differences between the conventional of spoken and written standards English.
L.3.4a [M]	Use sentence level context as a clue to the meaning of an unknown word or phrase.
L.3.4c [M]	Use a known root word as a clue to the meaning of an unknown word with the same root.
L.3.4d [M]	Use glossaries or dictionaries, both print and digital, to determine or clarify meanings of words and phrases.
L.3.5.b [M]	Identify real-life connections between words and their use.
L.3.5.c	Distinguish shades of meaning among words that describe the states of mind or degrees of certainty.
L.3.6	Acquire and use conversational, general academic, and domain specific words and phrases.

## Resources

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### Fountas and Pinnell Classroom

- Guided Reading Grade 3
- Interactive Read Along Grade 3
- Reading Mini-Lessons Grade 3
- Word Study Grade 3