2-Second Marking Period

Content Area: **Language Arts**
Course(s): **Lang. Arts 3**
Time Period: **Marking Period 2**
Length: **MP2**
Status: **Published**

Essential Questions

- How does an author or illustrator make decisions to interest readers? (Text Set: Janell Cannon)
- What makes books funny? (Text Set: Humorous Texts)
- What is the writer's reason for writing? (Text Set: Realistic Fiction)
- Why are traditions important? (Text Set: Honoring Traditions)
- Why is it important to face challenges? (Text Set: Facing Challenges)
- Why is determination important? (Text Set: The Importance of Determination)
- Why is it important to learn about the animals that share our world? (Text Set: Animal Journeys)

Big Ideas

Core Concepts:

- Janell Cannon
- Humorous Fiction
- Realistic Fiction
- Honoring Traditions
- Facing Challenges
- The Importance of Determination
- Animal Journeys

Core Writing: Informative

- Cause and Effect Paragraphs
- Compare and Contrast Paragraphs
- Informative Paragraphs
- Explanatory essay process piece

Core Reading-Anchor Texts: Stellaluna, Verdi, Crickwing, Pinduli, Bedhead, The Perfect Pet, The Great Fuzz Frenzy, Those Darn Squirrels!, Big Bad Bubble, Owl Moon, SkySisters, Tomas and the Library Lady, Dancing in the Wings, Dumpling Soup, Bintou's Braids, Deep in the Sahara, Crane Boy, Crouching Tiger, Nadia's Hands, Ish, First Day in Grapes, Gettin' Through Thursday, Chin Chiang and the Dragon's Dance, Goal!, The Paperboy, Ruby's Wish, Nothing But Trouble: The Story of Althea Gibson, Soccer Star, The Patchwork Quilt, The Peregrine's Journey: A Story of Migration, A Mother's Journey

Technology Integration

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Activity: Students will create and act out a skit based on the cause and effect of a topic. Student audience will provide feedback through a Google form.

Cross-Curricular Integration

Integration Area: Social Studies

6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Activity:

Compare and contrast traditions from different cultures using the Text Set: Honoring Traditions (Bintou's Braids, Deep in the Sahara, Crane Boy, Crouching Tiger, Nadia's Hands)

Diversity

Objective: SWBAT make inferences to determine the theme of stories about different cultures and ethnicities.

Activity: For each story in this unit, we will make a KWL chart for the culture depicted in the story. Students will share background knowledge and any questions they might have before we start reading. Students will then infer the theme of the story after reading.

Anchor Standards

NJSLSA.R2. Read closely to determine what the texts says explicitly and to make logical inferences and relevant corrections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a tect, including the validity of the reasoning as well as the relevance and sufficiency of evidence

NJSLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Literature

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.3.4 [M] Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

RL.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series).

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.

Informational Text

RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring to the explicitly to the text as the basis for the answers.

RI.3.2 [M] Determine the main idea of a text, recount the key details and explain how they support the main idea.

RI.3.3 [M] Describe the relationship between a series of historical events, scientific ideas, and steps in technical process.

RI.3.4 [M] Determine the meaning of general and academic domain specific words and phrases.

RI.3.5 Use text features and search tools to locate information.

RI.3.7 [M] Use information gained from text features (e.g. illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why and how key events occur).

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

RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) important points and details in two texts on the same topic.

RI.3.10 By the end of the year, read and comprehend literary nonfiction 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.3.2   Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a   Introduce a topic and group related information together; include text features (e.g. illustrations, diagrams, captions) when useful to support comprehension.)

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

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

W.3.2d   Provide a conclusion.

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

W.3.3d   Provide a sense of closure.

W.3.4   Produce writing in which development and organization are appropriate to task and purpose.

W.3.5   With guidance and support from peers and adults, produce writing in which the development and strengthen writing as needed by planning, revising and editing.

W.3.6   With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.7   Conduct short research projects that build knowledge about a topic.

W.3.8   Recall information from experiences or gather information from print and digital sources and take brief notes and sort evidence.

W.3.10   Write routinely over extended time frames (time for research, reflection, meta-cognition/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-to-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 [M]   Follow agreed-upon norms for discussion (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 for understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d   Explain their own ideas and understandings in light of a discussion.

SL.3.3   Ask and answer questions about information from a speaker, offering elaboration and detail.

SL.3.4 [M]   Report on a topic or text, tell a story, or recount an experience and speak clearly at an understandable pace.

SL.3.6 [M]   Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

L.3.1a   Explain the function of nouns, pronouns, verbs, adjectives, and adverbs.

L.3.1e   Use abstract nouns.

L.3.1h [M]   Use coordinating and subordinating conjunctions.

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

L.3.2a   Capitalize appropriate words in titles.

L.3.2b [M]   Use commas in addresses.

L.3.2c [M]   Use commas and quotation marks in dialogue.

L.3.2d   Form and use regular and irregular verbs.

L.3.2e   Use conventional spelling for high frequency words and other words for adding suffixes to base words.

L.3.2g   Consult reference materials to check and correct spelling.

L.3.3a   Choose words and phrases for effect.

L.3.4b   Determine the meaning of a new word with a known affix and a known word.

L.3.4c   Use a known root word as a clue to the meaning of an unknown word with the same root.

L.3.4d   Use glossaries or dictionaries, both print and digital, to determine or clarify meanings of words and phrases.

L.3.5a [M]   Distinguish the literal and non-literal meaning of words and phrases in context.

L.3.5b   Identify real-life connections between words and their use.

L.3.6   Acquire and use conversational, general academic, and domain specific words and phrases.

Resources

Fountas and Pinnell Classroom

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