

3-Third Marking Period

Content Area: **Language Arts**
Course(s): **Lang. Arts 3**
Time Period: **Marking Period 3**
Length: **MP3**
Status: **Published**

Essential Questions

- Why is it important to learn about the animals that share our world? (Text Set: Animal Journeys)
- What is the writer's reason for writing? (Text Set: Biography)
- How does an author or illustrator make decisions to interest readers? (Text Set: Dianna Hutts Aston and Sylvia Long)
- How does the passage of time affect our lives? (Text Set: The Passage of Time)
- How do you know how an author feels about a topic? (Text Set: Author's Point of View)
- Why are fables important to people? (Text Set: Fables)
- Why are pourquoi tales important to people? (Text Set: Exploring Pourquoi Tales)
- What makes these stories familiar and fun to read? (Text Set: Fractured Fairy Tales)

Big Ideas

Core Concepts:

- The Passage of Time
- Author's Point of View
- Fables
- Folktales
- Exploring Pourquoi Tales
- Fractured Fairy Tales

Core Writing: Opinion

- Opinion Paragraph—13-14, 33-34, 123-124
- Opinion essay process piece

Core Reading: Anchor Texts: North: The Amazing Story of Arctic Migration, Hachiko: The True Story of a Loyal Dog, Nobody Owns the Sky, Odd Boy Out: Young Alberto Einstein, Magic Trash: A Story of Tyree Guyton and His Art, The Tree Lady, Wangari Maathai: The Woman Who Planted Millions of Trees, An Egg is Quiet, A Seed is Sleepy, A Butterfly is Patient, A Rock is Lively, The Quilt Story, And Still the Turtle Watched, Our Seasons, The Sunsets of Miss Olivia Wiggins, Oil Spill!, What's So Bad About Gasoline? Fossil Fuels and What They Do, Energy Island: How One Community Harnessed the Wind and Changed Their World, Meadowlands: A Wetlands Survival Story, Almost Gone: The World's Rarest Animals, Seven Blind Mice, The Little Red Hen, The Grasshopper & The Ants, The Tortoise and The Hare, The Contest Between the Sun and the Wind: An Aesop's Fable, Baby Rattlesnake, Conejito: A Folktale from Panama, Ming Lo Moves the Mountain, Babushka Baba Yaga, Martina the Beautiful Cockroach: A Cuban Folktale, The Boy of the Three-Year Nap, Why Mosquitoes Buzz in People's Ears, Cat and Rat: The Legend of the Chinese Zodiac, The Legend of the Lady Slipper, Dragonfly's Tale, Earthquack!, The Frog Prince, Continued, Kate

and the Beanstalk, Yours Truly, Goldilocks, With Love, Little Red Hen

Career Readiness

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Connection: You can give back in areas that matter to you.

Technology Integration

8.1.5.DA.3: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Activity: Students will use the online phonics assignments to break apart smaller known words. Prefix and Suffix sort.

Cross-Curricular Integration

Integration Area: Science

3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.

Activity:

Create a life cycle of a butterfly (A Butterfly is Patient)

Diversity Integration

Black History Month

Nonfiction black history month readings for guided reading and the students will be making posters from the books they read.

Enduring Understandings

Anchor Standards

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors make.

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

Literature

RL.3.1 [M] Ask and answer questions, and make relevant connections to demonstrate understanding, referring to the text as the basis for the answers.

RL.3.2 [M] 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.3.6 [M] Distinguish own point of view from the narrator or character's point of view

RL.3.7 [M] Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

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

- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using languages that pertains to time, sequence, and cause/effect.
- RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text.
- RI.3.5 Use text features and search tools to locate information.
- RI.3.6 [M] Distinguish their own point of view from that of the author of a text.
- RI.3.7 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 [M] 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 [M] 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 [M] 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 [M] 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.3.1 [M] Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.1a [M] Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b [M] Provide reasons that support the opinion.
- W.3.1c [M] Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons.

W.3.1d [M] Provide a conclusion.

W.3.5 White guidance and support from peers and adults, develop and strengthen writing as needed by revising, planning 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.3.10 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 [M] Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.3.1b Follow agreed-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 [M] Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d [M] Explain own ideas and understandings in light of a discussion.

SL.3.2 Determine main ideas and details of a text read aloud or information presented in diverse media and formats.

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

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

SL.3.6 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.3.1b [M] Form and use irregular and regular plural nouns.

L.3.1d [M] Form and use irregular and regular verbs.

L.3.1e [M] Form and use simple verb tenses.

L.3.1f [M] Ensure subject-verb and pronoun-antecedent agreement.

L.3.1i	Produce simple, compound, and complex sentences.
L.3.2c	Use commas and quotation marks in dialogue.
L.3.2e [M] base words.	Use conventional spelling for high frequency words and other words for adding suffixes to
L.3.2f [M]	Use spelling patterns and generalization in writing words.
L.3.2g	Consult reference materials to check and correct spelling.
L.3.4b [M]	Determine the meaning of a new word with a known affix and a known word.
L.3.4d and phrases.	Use glossaries or dictionaries, both print and digital, to determine or clarify meanings of words
L.3.5a	Distinguish the meaning of literal and non-literal meanings of words and phrases in context.
L.3.5b	Identify real life connections between words and their use.
L.3.5c [M] certainty.	Distinguish shades of meaning among related words that describe states of mind or degrees of
L.3.6 [M]	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