

# 4-Fourth Marking Period

Content Area: **Language Arts**  
Course(s): **Lang. Arts 3**  
Time Period: **Marking Period 4**  
Length: **MP4**  
Status: **Published**

## Essential Questions

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- What is the writer's reason for writing? (Text Set: Poetry)
- What choices do authors and illustrators make? (Text Set: Exploring the World- Photo Essays)
- What makes hybrid texts interesting to read? (Text Set: Hybrid Texts- Fiction and Nonfiction)
- How does an illustrator use art to interest readers? (Text Set: Jerry Pinkney)

## Big Ideas

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### Core Concepts:

- Text Set: Poetry
- Text Set: Exploring the World: Photo Essays
- Text Set: Hybrid Texts: Fiction and Nonfiction
- Text Set: Jerry Pinkney

### Core Writing: Informative

- Notetaking—87-88, 141-142
- Research Report—105-106
- Doing Research—85-86
- Restating Information from Sources—82
- Research Report process piece—57-60

### Core Reading: Anchor Text:

Splish Splash, Flicker Flash, Button Up!, Old Elm Speaks: Tree Poems, Confetti: Poems for Children, Meet the Dogs of Bedlam Farm, Vanishing Cultures: Down Under, It's Our Garden: From Seeds to Harvest in a School Garden, Flight of the Honey Bee, Caterpillar, Caterpillar, Yucky Worms, Python, Sea Horse: The Shyest Fish in the Sea, Home Place, Back Home, A Starlit Snowfall, Puss in Boots

## Technology Integration

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8.1.5.DA.1:Propose compare and contrast relationships, or communicate ideas using data

Activity: Students will compare and contrast using a technology based venn diagram.

## **Cross-Curricular Integration**

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### **Integration Area: Social Studies**

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Activity:

Use perspectives from the different cultures and problems from the Vanishing Cultures: Mongolia and Vanishing CUltures: Down Under. (Text Set: Exploring the World: Photo Essays)

## **Enduring Understandings**

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### **Anchor Standards**

**NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

**NJSLSA.R5. Analyze structures of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

**NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

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

### **Literature**

RL.3.3 [M] Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the plot.

RL.3.5 [M] Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds an earlier sections.

RL.3.6 Distinguish point own point of view from the narrator or character's point of view.

RL.3.7 Explain how illustrations contribute to the words.

RL.3.9 [M] 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 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 pertain to time, sequence, and cause/effect.

RI.3.5 [M] Use text features and search tools to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

RI.3.10 [M] 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 [M] 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 [M] Decode multisyllabic words

RF.3.3d [M] 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 [M] Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a [M] Introduce a topic and group related information together; include text features (e.g.

illustrations, diagrams, captions) when useful to support comprehension.)

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

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

W.3.2d [M]      Provide a conclusion.

W.3.4 [M]      With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 [M]      With guidance and support from peers and adults, develop and strengthen writing as needed by revising, planning and editing.

W.3.6 [M]      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 [M]      Conduct short research projects that build knowledge about a topic.

W.3.8 [M]      Recall information from experiences or gather information from print and digital sources take brief notes on sources and sort evidence into provided categories.

W.3.10 [M]      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.3.4      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.

SL.3.5      Use multimedia to demonstrate fluid reading at an understanding pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

## **Language**

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

functions in particular sentences.

L.3.1d Form and use irregular and regular verbs.

L.3.1g Form and use comparative and superlative adjectives, and adverbs, and choose between them depending on what is to be modified.

L.3.1i [M] Produce simple, compound, and complex sentences.

L.3.2a Capitalize appropriate words in titles.

L.3.2d [M] Form and use possessives.

L.3.2f use spelling patterns and generalizations in writing words.

L.3.2g Consult reference materials, including beginning dictionaries, as need to check and correct spellings.

L.3.4a Use sentence- level context as a clue to the meaning of a word or phrase.

L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word.

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.

## **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