Unit 1

Content Area: **Language Arts**
Course(s): **E/LA 3**
Time Period: **Marking Period 1**
Length: **MP1**
Status: **Published**

Essential Questions

- 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

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

Cross-Curricular Integration

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)

CSDT Technology Integration

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.

Diversity Integration

Disabilities

Why is it important to be kind to others?

All the Way to the Top: One Girl's Fight for Americans with Disabilities Changed Everything, Annette Bay Pimental

Enduring Understandings

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

RL.CI.3.2 Recount stories (in oral and written form) key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures)

RL.IT. 3.3 Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RL.TS.3.4 Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.MF.3.6 [M] Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (e.g, create mood, emphasize aspects of a character or setting).

Foundational Skills

L.RF.3.3 Know and apply grade level phonics and word analysis skills in decoding words

L.RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes

L.RF.3.3b Decode words with common Latin Suffixes.

L.RF.3.3c Decode multisyllabic words

L.RF.3.3d Read grade appropriate irregularly spelled words

L.RF.3.3e Analyze the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.3.4 Read with sufficient accuracy and fluency to support comprehension

L.RF.3.4a Read grade level text with purpose and understanding

L. RF.3.4b Read grade level text orally with accuracy, appropriate rate, and expression

L.RF.3.4c Use context to confirm or self correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

L.WF.3.2 Demonstrate command of the conventions of encoding and spelling.

L.WF.3.2.A Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families)

L.WF.3.2.B Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.

L.WF.3.2.C Identify language of word origin, as noted in dictionaries.

L.WF.3.2.D Spell singular and plural possessives (teacher's ; teachers')

L.WF.3.2.E Change y to i (cried) in words with suffixes, when required

L.WF.3.2.F Spell regular two- and three-syllable words that:

i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.

ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.

L.WF.3.2.G Spell common words in English, including regular and irregular forms.

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

L.WF.3.3.A Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.

L.WF.3.3.B Capitalize appropriate words in titles.

L.WF.3.3.C Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.

L.WF.3.3.D Use common regular and irregular plural forms, writing nouns and verbs that agree in number.

L.WF.3.3.E Use appropriate pronouns with clear referents.

L.WF.3.3.F Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks

appropriately. (e.g., commas and quotation marks in dialogue,and commas in addresses).

L.WF.3.3.G Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.

L.WF.3.3.H Paraphrase a main idea or event in order to vary sentence structure and word use.

L.WF.3.3.I Organize ideas into paragraphs with main ideas and supporting details

Writing

W.NW.3.3 [M] Write narratives to develop real or imagined experiences or events with basic story elements.

W.NW.3.3a [M] Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.

W.NW.3.3b [M] Use dialogue and description to develop experiences and events or show the responses of characters to situations

W.NW.3.3c [M] Use transitional words and phrases to manage the sequence of events.

W.NW.3.3d Use concrete words, phrases, and sensory details to convey experiences and events.

W.NW.3.3e Provide a conclusion or sense of closure that follows the narrated experiences or events.

W.WP.3.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.3.4a Identify audience, purpose, and intended length of composition before writing.

W.WP.3.4b Consider writing as a process, including self-evaluation, revision, and editing.

W.WP.3.4c With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

W.SE.3.6 Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

W.RW.3.7 Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking and Listening

SL.PE.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.PE.3.1a Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.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.PE.3.1c Ask questions to check for understanding of information presented, stay on topic, and link their comments to the remarks of others.

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

SL.II.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.

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

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

understandable pace. (Students may present information about climate change in a region of the world, using supporting evidence gathered from relevant texts).

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

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

Language

Foundational Skills: Writing Language

Spelling

L.WF.3.2 Demonstrate command of the conventions of encoding and spelling.

L.WF.3.2.A Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families)

L.WF.3.2.B Use a digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.

L.WF.3.2.C Identify language of word origin, as noted in dictionaries.

L.WF.3.2.D Spell singular and plural possessives (teacher's ; teachers')

L.WF.3.2.E Spell regular two- and three-syllable words that:

L.WF.3.2.F Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, consonant-le.

L.WF.3.2.G Include common transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; able, -ness, -ful) and suffix -tion.

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

L.WF.3.3.A Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.

L.WF.3.3.B Capitalize appropriate words in titles.

L.WF.3.3.C Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.

L.WF.3.3.D Use common regular and irregular plural forms, writing nouns and verbs that agree in number.

L.WF.3.3.E Use appropriate pronouns with clear referents.

L.WF.3.3.F Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue,and commas in addresses).

L.WF.3.3.G Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.

L.WF.3.3.H Paraphrase a main idea or event in order to vary sentence structure and word use.

L.WF.3.3.I Organize ideas into paragraphs with main ideas and supporting details.

L.K3.3.1 [M] Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening

L.KL.3.1.A Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

L.KL.3.1.B Choose words and phrases for effect.

L.KL.3.1.C Recognize and observe differences between the conventions of spoken and written English.

Resources

Fountas and Pinnell Classroom

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