Unit 2

Content Area: **Language Arts**
Course(s): **E/LA 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

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)

CSDT 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.

Diversity Integration

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.

LGTBQ

Why is it important to learn about animals that share our world?

And Tango Makes Three, Justin Richardson - Library Media selection only

Enduring Understandings

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

RL.CT.3.8 Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series)

Informational Text

RI.CR.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.CI.3.2 Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

RI.IT.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.

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

RI.TS.3.4 Utilize and reference features of a text when writing or speaking about text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g, key words, sidebars, hyperlinks) to locate and

integrate information to a given topic efficiently.

RI.MF.3.6 [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.AA.3.7 [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.CT.3.8 Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic. Students may compare and contrast key details from two informational text sources that describe climate change in different regions of the world.

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.3.3 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 on level text with purpose and understanding

L. RF.3.4b Read on level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.

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 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 obnes, 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.IW.3.2 [M] Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.IW3.2a [M] Introduce a topic clearly.

W.IW.3.2b [M] Develop the topic with facts, definitions, and concrete detail, text evidence, or other information and examples related to the topic.

W.IW.3.2c [M] Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension .

W.IW.3.2d [M] Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore)

W.IW.3.2e [M] Provide a conclusion related to the information or explanation presented.

W.WR.3.5 Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

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.

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

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.VL.3.2.A Use sentence-level context as a clue to the meaning of a word or phrase.

L.VL.3.2.B Determine the meaning of the new word formed when a known affix is added to a known word

(e.g, agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

L.VL.3.2.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g, company, companion).

L.VL.3.2.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.VI.3.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.VI.3.3.A [M] Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

L.VI.3.3.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.VI.3.3.C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g, knew, believed, suspected, heard, wondered)

Resources

Fountas and Pinnell Classroom

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