Unit 3

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

- Class Novel: Fourth Grade Rats

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

CRLLKS- 21st Century

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.

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.

CSDT 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.

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.CR.3.1 [M] 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 [M] 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 [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.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

RL.PP.3.5 [M] Distinguish their own point of view from that of the narrator or those of the characters.

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).

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 an informational text, referring explicitly to textual evidence 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.

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.PP.3.5 [M] Distinguish their own point of view from that of the author of a text.

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.

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 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.AW.3.1 [M] . Write opinion texts to present an idea with reasons and information.

W.AW.3.1A [M] Introduce an opinion clearly.

W.AW.3.1B [M] Support the opinion with facts, definitions, reasons, text evidence, or other information and examples related to the topic.

W.AW.3.1C [M] Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.

W.AW.3.1D [M] Provide a conclusion related to the opinion presented.

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

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.

Resources

Fountas and Pinnell Classroom

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