Unit 4

Content Area: **Language Arts**
Course(s): **E/LA 3**
Time Period: **Marking Period 4**
Length: **MP4**
Status: **Published**

Essential Questions

- 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

Core Concepts:

- Text Set: Poetry
- Text Set: Exploring the World: Photo Essays
- Text Set: Hybrid Texts: Fiction and Nonfiction
- Text Set: Jerry Pinkney
- Class Novel: Because of Winn-Dixie

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

Cross-Curricular Integration

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)

CSDT Technology Integration

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.

Enduring Understandings

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.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, 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.PP.3.5 [M] Distinguish own point of view from the narrator or character's point of view

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 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.

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. [M]

RI.PP.3.5 Distinguish their own point of view from that of the author of a text.

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.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.WR.3.5 Generate questions about a topic and independently locate related information form 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. (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

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.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