English Language Arts

Grade Three

BOARD APPROVAL DATE: August 2021

BOARD ADOPTION OF STATE STANDARDS: September 2012; Revised 2016

Unit Overview (Standards Coverage)				
Unit	**Standards**	**Unit Focus**	**Skills Overview**	**Suggested Pacing**
Unit 1	RL.3.1, RL.3.2, RL.3.3, RL.3.4 RI.3.1 RF.3.3, RF.3.4 W.3.2, W.3.3, W.3.4, W.3.5, W.3.7, W.3.10 L.3.1, L.3.2, L.3.4, L.3.5 SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6	**Reading:** Understanding connections to self through themes and author studies. **Writing**: Narrative and writing about reading. **PWS:** Review and mastery of complex vowels (multiple sounds), phonograms and concept words. Use the science of reading to assess and instruct students.	● **Ask and answer questions** ● **Infer:** draw inferences from the text, including using illustrations to help. ● **Figurative language:** understand the difference between literal and nonliteral language ● **Context Clues** ● **Theme** ● **Characters:** identify the main characters in a story ● **Text Structure** ● **Point of View** ● **Use Illustrations** ● **Comparing texts:** Readers can identify similarities and differences in books	60 Days
Unit 2	RL.3.1, RL.3.2, RL.3.3, RL.3.6, RL.3.10 RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.8, RI.3.9, RI.3.10 RF.3.3, RF.3.4 W.3.1, W.3.2, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10 L.3.1, L.3.2, L.3.3, L.3.4, L.3.6 SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6	**Reading:** Explore realistic fiction and biographies through the author's craft. **Writing**: Informative and opinion writing. **PWS:** Use encoding and decoding phonic knowledge to read and write fluently.	● **Analyze Characters, Events and Setting** ● **Point of View** ● **Main Idea** ● **Vocabulary** ● **Main Idea** ● **Sequence of events:** ● **Comparing Texts:** **Vocabulary** ● **Integration of media** ● **Text features**	60 Days

Unit 3	RL.3.1, RL.3.2, RL.3.3, RL.3.6, RL.3.10 RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.10 RF.3.3, RF.3.4 W.3.2, W.3.4, W.3.5, W.3.10 L.3.2, L.3.4, L.3.6 SL.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6	**Reading:** Explore multiple genres to compare and contrast texts. **Writing**: Write across multiple genres and forms for the intended audience. **PWS:** Use encoding and decoding phonic knowledge to read and write fluently.	• **Mystery:** explore the unique traits of mystery • **Comparing Texts** • **Vocabulary:** determine the meaning of words and phrases • **Book Clubs**	**60 Days**

This document outlines in detail the answers to following four questions:

1. **What do we want our students to know?**

2. **How do we know if they learned it?**

3. **What do we do if they did not learn it?**

4. **What do we do when they did learn it?**

Unit 1 English Language Arts, Grade Three		
Content & Practice Standards (write in full)	**Career Readiness, Life Literacies, and Key Skills**	**Critical Knowledge & Skills**

● **Progress Indicators for Reading Literature**
● RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
● RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
● RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
● RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
●
● **Progress Indicators for Reading Informational Text**
● RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
●
● **Progress Indicators for Reading Foundational Skills** (all year as needed)
● RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
●   A. Identify and know the meaning of the most common prefixes and derivational suffixes.
●   B. Decode words with common Latin suffixes.
●   C. Decode multisyllable words.
●   D. Read grade-appropriate irregularly spelled words.
	● **Creativity and Innovation:**
	  • Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
	  • Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.
	● **Critical Thinking and Problem-solving:** The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
	● **Digital Citizenship:** Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.
	  • Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
	  • Digital identities must be managed in order to create a positive digital footprint.
	  • Digital tools have positively and negatively changed the way people interact socially.
	  • Digital engagement can improve the planning and delivery of climate change actions.
	● **Global and Cultural Awareness:** Culture and geography can shape an individual's experiences and perspectives.
	● **Information and Media Literacy:** Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.
	  • Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.
		● **Ask and answer questions**
		● **Infer:** draw inferences from the text, including using illustrations to help.
		● **Figurative language:** understand the difference between literal and nonliteral language
		● **Context Clues**
		● **Theme**
		● **Characters:** identify the main characters in a story
		● **Text Structure**
		● **Point of View**
		● **Use Illustrations**
		● **Comparing texts:** Readers can identify similarities and differences in books

- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as
- Necessary.

- **Progress Indicators for Writing**
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- A. Introduce a topic and group related information together; include text features when useful
- to support comprehension.
- B. Develop the topic with facts, definitions, and details.
- C. Use linking words and phrases to connect ideas within categories of information.
- D. Provide a conclusion.
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- A. Establish a situation and introduce a narrator and/or characters; organize an event
- sequence that unfolds naturally.
- B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences
- and events or show the response of characters to situations.
- C. Use temporal words and phrases to signal event order.
- D. Provide a sense of closure
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

• Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision making.
• Specific situations require the use of relevant sources of information.

- **Technology Literacy:**
  • Different digital tools have different purposes.
  • Collaborating digitally as a team can often develop a better artifact than an individual working alone.

- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.10. 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.
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- **Progress Indicators for Language (all year within writing)**
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and
- their functions in particular sentences.
- B. Form and use regular and irregular plural nouns.
- C. Use abstract nouns (e.g., childhood).
- D. Form and use regular and irregular verbs.
- E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- F. Ensure subject-verb and pronoun-antecedent agreement.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Capitalize appropriate words in titles.
- B. Use commas in addresses.
- C. Use commas and quotation marks in dialogue.
- D. Form and use possessives.
- E. Use conventional spelling for high-frequency and other studied words and for adding
- suffixes to base words.

- F. Use spelling patterns and generalizations in writing words.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- A. Distinguish the literal and nonliteral meanings of words and phrases in context
- B. Identify real-life connections between words and their use
- C. Distinguish shades of meaning among related words that describe states of mind or
- degrees of certainty.

- **Progress Indicators for Speaking and Listening (all year)**
- 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.
- A. Explicitly draw on previously read text or material and other information known about the
- topic to explore ideas under discussion.
- B. Follow agreed-upon norms for discussions.
- C. Ask questions to check understanding of information presented, stay on topic, and link
- their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion.
- SL.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.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ● 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 understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. ● SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		

Unit 1 English Language Arts, Grade Three		

Stage 1 – Desired Results		

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
This unit explores connections to students and their lives through reading and writing about families, sharing the world and expository nonfiction.	Guided Reading Collection Interactive Read Alouds Phonics Word Study Book Clubs and Novel Sets Independent Reading Collections

UNDERSTANDINGS

Students will understand that…

READING
- Students will examine how characters affect plot and distinguish their own point of view from the author's.
- Students will expand strategies for navigating expository text.
- Students will practice strategies for reading short texts and/or excerpts.

WRITING
- Students learn to create a thesis/topic statement and support with evidence.
- Students should research and write a type of expository nonfiction.
- Students will practice writing in response to short text and mixed media.

Students will know…	**Students will be able to…**
What content will be covered that students must master? **READING**	*What should students be able to accomplish to demonstrate understanding?* ● **Ask and answer questions**

- Use academic language to talk/write about literary features
- Notice and understand specific characteristics of fiction genre
- Understand there can be different interpretations of text
- Understand nonfiction can be narrative or expository in nature
- Understand a text can have more than one message or main idea
- Use academic language to talk about nonfiction
- Use background knowledge of history to understand simple biography, autobiography, memoir
- Notice narrative structure in biography
- Synthesize new information and ideas and revise thinking in response
- Connect texts by a range of categories
- Gain new understandings from searching for and using information found in text, graphics and sidebars
- Notice author's style and language

WRITING
- Organize and present information in paragraphs to demonstrate a clear understanding of structure to group ideas
- Express opinions about facts or information learned
- Understand that a writer creates an expository text for readers to learn about a topic
- Understand that a writer must be knowledgeable in a topic to write about it
- Introduce information in categories and provide interesting details

- **Infer:** draw inferences from the text, including using illustrations to help.
- **Figurative language:** understand the difference between literal and nonliteral language
- **Context Clues**
- **Theme**
- **Characters:** identify the main characters in a story
- **Text Structure**
- **Point of View**
- **Use Illustrations**
- **Comparing texts:** Readers can identify similarities and differences in books

Stage 2 – Assessment Evidence

Performance Tasks:

Narrative Writing W.3.3

Research Based Writing W.3.2, 7 & 8
TEACHER CHOICE
Research Based Writing: Students should explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic . They should also gather information to support a topic, select relevant information from texts to support main ideas or claims, and group like ideas to organize writing

What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?

Other Evidence **(Alternate Assessments)**:
What other means of assessment will be used throughout this unit?
- Reader's Notebook
- Writer's Notebook
- Writing Rubric
- F&P Benchmark
- Common Assessments
- Trimester Benchmark Test
- Conferencing evidence

How will students demonstrate their understanding (meaning-making and transfer) through complex performance?

Stage 3 – Learning Plan

• *Where is the work headed? Why is it headed there? What are the student's final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)*

• *Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*

• *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*

•*Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?
Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?
Does the learning plan reflect principles of learning and best practices?
Is there tight alignment with Stages 1 and 2?
Is the plan likely to be engaging and effective for all students?

PROGRESS MONITORING
How will you monitor students' progress toward acquisition, meaning-making, and transfer, during lesson events?
What are potential rough spots and student misunderstandings?
How will students get the feedback they need?
What supports are needed for students to be successful? Re-teach, small group instruction, etc.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

• *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*

• *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*

•*Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented:
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Word Work
- Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans

Tier I:
- Guided reading
- Word work
- Differentiated literacy centers
- Small group instruction formed through formative assessment and progress monitoring data

Tier II:
- Additional Guided Reading time based on targeted intervention
- MobyMax individualized learning path
- Skills small group instruction formed through formative assessment and progress monitoring data

Tier III:
- Leveled Literacy Intervention (LLI)
- Phonics First
- MobyMax individualized learning path
- Title 1/Remedial pull-out focused on targeted intervention and strategy
- Maximum guided reading instruction

ELL:
- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments
- Use of listening centers
- Use of word walls
- Alternate assessments that demonstrate non- verbal understanding
- Use of visuals and manipulatives

504s:
- Extended time
- Listening centers
- Phonics First
- Graphic organizers
- Written, visual or audible supports and/or alternatives

SPED:
- Learning Ally
- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments

Unit 2 English Language Arts, Grade Three		
Content & Practice Standards	**Career Readiness, Life Literacies, and Key Skills**	**Critical Knowledge & Skills**
Progress Indicators for Reading Literature - RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. - RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. - RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. - RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. - 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. **Progress Indicators for Reading Informational Text** - RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring 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 language that pertains to time, sequence, and cause/effect. - RI.3.4. Determine the meaning of general academic and domain-specific words and	**Creativity and Innovation:** • Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. • Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation. **Critical Thinking and Problem-solving:** The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. **Digital Citizenship:** Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source. • Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. • Digital identities must be managed in order to create a positive digital footprint. • Digital tools have positively and negatively changed the way people interact socially. • Digital engagement can improve the planning and delivery of climate change actions. **Global and Cultural Awareness:** Culture and geography can shape an individual's experiences and perspectives. **Information and Media Literacy:** Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate. • Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.	- Analyze Characters, Events and Setting - Point of View - Main Idea - Vocabulary - Main Idea - Sequence of events: - Comparing Texts: Vocabulary - Integration of media - Text features

phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) 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.3.8. 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.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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- **Progress Indicators for Reading Foundational Skills** (all year as needed)
- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
    A. Identify and know the meaning of the most common prefixes and derivational suffixes.
    B. Decode words with common Latin suffixes.
    C. Decode multisyllable words.
    D. Read grade-appropriate irregularly spelled words.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
    A. Read grade-level text with purpose and understanding.
    B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and

• Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision making.
• Specific situations require the use of relevant sources of information.
- **Technology Literacy:**
    • Different digital tools have different purposes.
    • Collaborating digitally as a team can often develop a better artifact than an individual working alone.

expression.

    C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- **Progress Indicators for Writing**
- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

      A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

      B. Provide reasons that support the opinion.

      C. Use linking words and phrases to connect opinion and reasons.

      D. Provide a conclusion

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

      A. Introduce a topic and group related information together; include text features when useful to support comprehension.

      B. Develop the topic with facts, definitions, and details.

      C. Use linking words and phrases to connect ideas within categories of information.

      D. Provide a conclusion.

- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6. 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. Conduct short research projects that build knowledge about a topic.
- W.3.8. 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. 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.

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- **Progress Indicators for Language (all year within writing)**

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

   H. Use coordinating and subordinating conjunctions.

   I. Produce simple, compound, and complex sentences.

- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

   B. Use commas in addresses.

   E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

   F. Use spelling patterns and generalizations in writing words.

- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

   A. Choose words and phrases for effect.

   B. Recognize and observe differences between the conventions of spoken and written standard English.

- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and

phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

  C. Use a known root word as a clue to the meaning of an unknown word with the same root.

  D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

- 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.

- **Progress Indicators for Speaking and Listening (all year)**
- 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.

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

  B. Follow agreed-upon norms for discussions.

  C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

  D. Explain their own ideas and understanding in light of the discussion.

- SL.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.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ● 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 understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. ● SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Unit 2 English Language Arts, Grade Three
Stage 1 – Desired Results

Unit Summary	Core and Supplemental Materials/Resources (open resources)
This unit explores the author's craft and purpose across genres to help students understand the importance of point of view in both reading and writing.	Guided Reading Collection Interactive Read Alouds Phonics Word Study Book Clubs and Novel Sets Independent Reading Collections

Understandings

Students will understand that…

READING
- Students will examine how characters affect plot and distinguish their own point of view from the author's.
- Students will expand strategies for navigating expository text.
- Students will practice strategies for reading short texts and/or excerpts.

WRITING
- Students learn to create a thesis/topic statement and support with evidence.
- Students should research and write a type of expository nonfiction.
- Students will practice writing in response to short text and mixed media.

Students will know…	Students will be able to…
What content will be covered that students must master? **READING** ● Use academic language to talk/write about literary features	*What should students be able to accomplish to demonstrate understanding?* ● Analyze Characters, Events and Setting ● Point of View

- Notice and understand specific characteristics of fiction genre
- Understand there can be different interpretations of text
- Understand nonfiction can be narrative or expository in nature
- Understand a text can have more than one message or main idea
- Use academic language to talk about nonfiction
- Use background knowledge of history to understand

WRITING
- Organize and present information in paragraphs to demonstrate a clear understanding of structure to group ideas
- Express opinions about facts or information learned
- Understand that a writer creates an expository text for readers to learn about a topic
- Understand that a writer must be knowledgeable in a topic to write about it
- Introduce information in categories and provide interesting details
-
  simple biography, autobiography, memoir
- Notice narrative structure in biography
- Synthesize new information and ideas and revise thinking in response
- Connect texts by a range of categories
- Gain new understandings from searching for and using information found in text, graphics and sidebars
- Notice author's style and language

- Main Idea
- Vocabulary
- Main Idea
- Sequence of events:
- Comparing Texts: Vocabulary
- Integration of media
- Text features

Stage 2 – Assessment Evidence

Performance Tasks:
Narrative Writing W.3.3

Research Based Writing W.3.2, 7 & 8
TEACHER CHOICE
Research Based Writing: Students should explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic . They should also gather information to support a topic, select relevant information from texts to support main ideas or claims, and group like ideas to organize writing

Other Evidence **(Alternate Assessments)**:
What other means of assessment will be used throughout this unit?
- Reader's Notebook
- Writer's Notebook
- Writing Rubric
- F&P Benchmark
- Common Assessments
- Trimester Benchmark Test
- Conferencing evidence

What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?

How will students demonstrate their understanding (meaning-making and transfer) through complex performance?

Stage 3 – Learning Plan

• *Where is the work headed? Why is it headed there? What are the student's final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)*

• *Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*

• *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*

•*Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?
Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?
Does the learning plan reflect principles of learning and best practices?
Is there tight alignment with Stages 1 and 2?
Is the plan likely to be engaging and effective for all students?

PROGRESS MONITORING
How will you monitor students' progress toward acquisition, meaning-making, and transfer, during lesson events?
What are potential rough spots and student misunderstandings?
How will students get the feedback they need?
What supports are needed for students to be successful? Re-teach, small group instruction, etc.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

• *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*

• *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*

•*Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented:
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Word Work
- Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans

Tier I:
- Guided reading
- Word work
- Differentiated literacy centers
- Small group instruction formed through formative assessment and progress monitoring data

Tier II:
- Additional Guided Reading time based on targeted intervention
- MobyMax individualized learning path
- Skills small group instruction formed through formative assessment and progress monitoring data

Tier III:
- Leveled Literacy Intervention (LLI)
- Phonics First
- MobyMax individualized learning path
- Title 1/Remedial pull-out focused on targeted intervention and strategy
- Maximum guided reading instruction

ELL:
- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments
- Use of listening centers
- Use of word walls
- Alternate assessments that demonstrate non- verbal understanding
- Use of visuals and manipulatives

504s:
- Extended time
- Listening centers
- Phonics First
- Graphic organizers

- Written, visual or audible supports and/or alternatives

SPED:
- Learning Ally
- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments

Unit 3 ELA GRADE 3		
Content & Practice Standards	**Career Readiness, Life Literacies, and Key Skills**	**Critical Knowledge & Skills**
Progress Indicators for Reading Literature - RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. - RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. - RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. - RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. - 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. **Progress Indicators for Reading Informational Text** - RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring 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.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. - RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	**Creativity and Innovation:** • Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. • Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation. **Critical Thinking and Problem-solving:** The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. **Digital Citizenship:** Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source. • Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. • Digital identities must be managed in order to create a positive digital footprint. • Digital tools have positively and negatively changed the way people interact socially. • Digital engagement can improve the planning and delivery of climate change actions. **Global and Cultural Awareness:** Culture and geography can shape an individual's experiences and perspectives. **Information and Media Literacy:** Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate. • Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.	

- RI.3.6. Distinguish their own point of view from that of the author of a text.
- RI.3.7. 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.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

- **Progress Indicators for Reading Foundational Skills** (all year as needed)
- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
      A. Identify and know the meaning of the most common prefixes and derivational suffixes.
      B. Decode words with common Latin suffixes.
      C. Decode multisyllable words.
      D. Read grade-appropriate irregularly spelled words.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
      A. Read grade-level text with purpose and understanding.
      B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and
         expression.
      C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- **Progress Indicators for Writing**
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

• Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision making.
• Specific situations require the use of relevant sources of information.
- **Technology Literacy:**
    • Different digital tools have different purposes.
    • Collaborating digitally as a team can often develop a better artifact than an individual working alone.

    A. Introduce a topic and group related information together; include text features when useful to support comprehension.

    B. Develop the topic with facts, definitions, and details.

    C. Use linking words and phrases to connect ideas within categories of information.

    D. Provide a conclusion.

- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.10. 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.

- **Progress Indicators for Language (all year within writing)**
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

    E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

    F. Use spelling patterns and generalizations in writing words.

- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

    C. Use a known root word as a clue to the meaning of an unknown word with the same root.

D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.
- 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.

- **Progress Indicators for Speaking and Listening (all year)**
- 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.
  A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  B. Follow agreed-upon norms for discussions.
  C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  D. Explain their own ideas and understanding in light of the discussion.
- SL.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.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 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 understandable pace; add visual

displays when appropriate to emphasize or enhance certain facts or details. • SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		

Unit 3 ENGLISH LANGUAGE ARTS, GRADE 3
Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
This unit applies what students have learned in Units 1 and 2 across multiple genres, forms and purposes.	Guided Reading Collection Interactive Read Alouds Phonics Word Study Book Clubs and Novel Sets Independent Reading Collections

UNDERSTANDINGS

READING

Students will explore multiple genres for their unique traits.
Students become strong readers through collaboration and inquiry across multiple genres.

WRITING

Genre writing in response to genre reading
Students will apply reading standards to writing.

Students will know…	Students will be able to…
READING Notice and understand characteristics of specific genres Notice and discuss text structure Analyze texts to determine aspects of a writer's style Use understanding of structure to monitor and correct reading Notice a writer's use of language Use academic language to talk about literary/genre features **WRITING** Make notes to clarify information Represent a longer series of events from a text Notice and write about the characteristics of genre Describe relationships between characters, differentiate between main characters, and write about character change.	**READING** Students should explore the unique traits of genres and how they compare and contrast to that of fiction or nonfiction in general. Comparing Texts: Students should be able to pick out key and relevant details on a single topic between two texts, eliminate nonessential information, and combine information from two texts on a single topic. Vocabulary: Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific). Differentiate between literal and nonliteral language Book Clubs: Students become stronger readers through collaborative learning and inquiry. **WRITING** Write About Reading: When reading texts, students refer to the text to draw conclusions as well as answer directly stated questions.

	Students should continue using their reader's notebook to apply whole group instruction to their independent reading. Opinion Writing: Opinion pieces clearly state opinion and supply the reasoning for thinking. Research Based Writing: Students should explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic. **FOUNDATIONAL SKILLS** Word Study (learning word patterns rather than memorizing unconnected words) Read fluently and comprehend text

Stage 2 – Assessment Evidence

Performance Tasks:	Other Evidence (**Alternate Assessments**):
Writing About Reading/Genre W.3.10/RL.3.10 *When reading texts, students refer to the text to draw conclusions as well as answer directly stated questions.*	*Reader's Notebook* *Writer's Notebook* *Writing Rubric* *F&P Benchmark* *Common Assessments* *Conferencing evidence*

Stage 3 – Learning Plan

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ELL: ● Additional guided reading time based on targeted intervention   ● Skills groups and practice via small group instruction and/or MobyMax individualized learning path   ● Phonics First small group instruction   ● Use of graphic organizers to complete assignments   ● Use of listening centers   ● Use of word walls

● Alternate assessments that demonstrate non- verbal understanding ● Use of visuals and manipulatives
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