

Unit 1 Overview: Introduction to Reading Literature

Duration: 6 weeks

Unit Summary

Reading Literature

TLW utilize key ideas and details when reading literature:

- In this lesson, students will practice asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- In this lesson, students will recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- In this lesson, students will describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

TLW use the craft and structure of the text to help understand the literature:

- In this lesson, students will practice distinguishing their own point of view from that of the narrator or those of the characters
- In this lesson, students will practice distinguishing their own point of view from that of the narrator or those of the characters.

TLW demonstrate an integration of knowledge and ideas to understand the literature

- In this lesson, students will practice explaining 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).
- In this lesson, students will compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Speaking and Listening

- TLW build comprehension through collaborative conversations about grade 3 topics and texts.

Language

- TLW demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- TLW use the knowledge of language and its conventions when writing, speaking, reading, or listening.
- TLW build vocabulary acquisition and use to clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content

Reading Foundational Skills

- TLW demonstrate increasing awareness and competence in the areas of phonics and word recognition.
- TLW read with sufficient accuracy and fluency to support comprehension.

Title of Unit

Introduction to Reading Literature

Subject Area

Language Arts-Reading

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Common Core State Standards

Reading Literature

Anchor Standard: RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7: 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.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Language

L.3.2.F (GENERAL)

L.3.2.G (ref. materials for spelling)

L.3.3.B (spoken vs. written lang.)

L.3.4.A (context clues)

L.3.4.d (ref. materials for meaning)

Reading Foundational

RF.3.3c: Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.

RF.3.3d: Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.

RF.3.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.3.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Informational Text

(not applicable)

Speaking & Listening

SL.3.1a: 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b: 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. Follow agreed-upon rules for discussions (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.3.1c: 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 contribute to the discussion, and link their comments to the remarks of others.

SL.3.1d: 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. 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.

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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.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing

Essential Questions	Student I CAN Statements
<p style="text-align: center;">Reading Literature</p> <p><i>Why is it important to understand words and phrases in context?</i></p> <ul style="list-style-type: none"> Words and phrases can have literal or non-literal meaning depending on context. Determining when a word or phrase is meant to be thought of as literal or non-literal enhances the understanding of text. <p><i>How & why can the reader's point of view differ from that of the narrator and characters?</i></p> <ul style="list-style-type: none"> Readers' points of view may differ from the point of view of the narrator and characters. Skilled readers create their own point of view based on their experiences which shape the way they think about what is said or done by the narrator and characters <p><i>How do illustrations add to the understanding of a text?</i></p> <ul style="list-style-type: none"> Illustrations add to the understanding of a text by creating mood, or to emphasize aspects of setting or character. <p><i>How does a skilled reader demonstrate understanding of the text?</i></p> <ul style="list-style-type: none"> Comprehension strategies lead to asking and answering questions that reveal deeper meaning of the story. <p><i>Why are key details important in stories?</i></p> <ul style="list-style-type: none"> Key details from the text can be used to answer and ask questions demonstrating understanding. <p><i>How does a skilled reader find the author's purpose in stories, fables, folktales, and myths from diverse cultures?</i></p> <ul style="list-style-type: none"> Key details in the text show the central messages, lessons, or morals found in various forms of stories from diverse cultures <p><i>How does a character's traits influence their actions and the events of the story?</i></p>	<p style="text-align: center;">Reading Literature</p> <ul style="list-style-type: none"> •RL.3.1 I can ask questions about what the text says and search the text to find the answers. •RL.3.1 I can answer questions about the text to show I understand it. •RL.3.2 I can describe the main idea of a text and locate details in the text that support the main idea. •RL.3.2 I can summarize what the text says. •RL.3.2 I can identify the theme of a story using key details from the text. •RL.3.3 I can describe a character's traits (how they look and act), their dreams and fears, and their feelings. •RL.3.3 I can explain how a character's actions are important to the events in a story. •RL.3.6 I can describe a narrator or character's point of view in a text. •RL.3.6 I can compare and contrast a narrator or character's feelings about a topic and my own feelings. •RL.3.7 I can explain in detail how the illustrations in a text add to a character, setting, or mood of a story. •RL.3.10 I can read and comprehend all genres of literature at the end of the year. •RL.3.10 I can explain which portions of a text I understand. •RL.3.10 I can locate and explain portions of a text that are difficult for me. RL.3.10 I can list questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me.

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<ul style="list-style-type: none"> Each character has a unique set of traits that direct their actions which shape the events of the story. <p><i>Why is it important to read a variety of complex literature?</i></p> <ul style="list-style-type: none"> Reading and thinking skills develop through reading and understanding a variety of complex literature. 	
<p style="text-align: center;">Language</p> <p><i>How do writers and speakers express meaningful ideas clearly?</i></p> <ul style="list-style-type: none"> A writer creates meaningful sentences by using the specific rules of standard English for capitalization, punctuation and spelling. Meaningful written or spoken sentences in standard English follow specific rules for grammar (structure) and usage (form). <p><i>How do writers, readers, speakers and listeners show or understand clear meaning?</i></p> <ul style="list-style-type: none"> Writers, readers, speakers and listeners use their knowledge of language and its grammar (structure) and usage (form) to show clear meaning. <p><i>How does choice of words and phrases affect the audience?</i></p> <ul style="list-style-type: none"> Writers, readers, speakers, and listeners choose words and phrases to engage the audience. <p><i>What are the differences between spoken and written standard English?</i></p> <ul style="list-style-type: none"> There are differences between the conventions of spoken and written standard English. <p><i>How do proficient readers and listeners clarify the meaning of unknown words?</i></p> <p>Proficient readers and listeners choose from a variety of strategies to determine and clarify the meaning of unknown and multi-meaning words.</p> <p><i>How do proficient users of standard English create and understand exact meaning?</i></p> <p>Skillful use and understanding of figurative language, word relationships and word meanings allows readers, writers, speakers and listeners to deepen comprehension and create exact meaning.</p> <p><i>How do users of grade-appropriate standard English demonstrate proficiency?</i></p> <p>Proficient users of grade-appropriate standard English learn and use conversational, academic and subject-</p>	<p style="text-align: center;">Language</p> <ul style="list-style-type: none"> L.3.4a I can determine the meaning of a word or phrase by looking for context clues in a sentence. L.3.4c I can use my knowledge of a root word to see how the meanings of similar words are related (for example, company and companion). L.3.2f I can remember spelling rules and apply them to new words I'm studying. L.3.2g I can use reference materials to look up the spelling of a word. L.3.4d I can determine the definition of a word or phrase by using a reference material. L.3.3b I can understand the different rules and patterns people follow when speaking versus writing. L.3.3b I can follow different rules and patterns if I am speaking versus writing.

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specific words and phrases.	
Reading Foundational Skills	Reading Foundational Skills
<p><i>How do readers comprehend and present grade level text?</i></p> <ul style="list-style-type: none"> Comprehension of grade level text improves as readers use their skills for accurate and fluent reading. <p><i>What skills does the reader use to figure out unknown words?</i></p> <ul style="list-style-type: none"> Fluent readers figure out unknown and multi-syllable words by knowing the meaning of common prefixes and suffixes, letter sound relationships, and recognizing irregularly spelled words. 	<p>F.3.3c I can read multi-syllable words.</p> <p>RF.3.3dI can read irregularly spelled words.</p> <p>RF.3.4 I can read fluently with accuracy to understand what I read.</p> <p>RF.3.4aI can read with purpose and understanding.</p> <p>RF.3.4bI can read stories and poems aloud clearly, accurately, and at a steady pace.</p> <p>RF.3.4cI can correct mistakes I make.</p> <p>RF.3.4cI can reread for clarification when I read silently or aloud.</p>
Speaking & Listening	Speaking & Listening
<p><i>How does listening, formulating, and expressing ideas about a text to others contribute to deeper comprehension of the material?</i></p> <ul style="list-style-type: none"> Effective collaboration with peers in a variety of groupings using clear, reciprocal communication encourages deeper comprehension by providing opportunities for building on other's ideas. <p><i>How does active and thoughtful listening and viewing contribute to comprehension of material presented visually, orally and/or quantitatively?</i></p> <ul style="list-style-type: none"> Active and thoughtful listening and viewing help identify the main idea and supporting details in text or media presented visually, orally and/or quantitatively. <p><i>How does seeking clarification and elaboration help the listener make meaning of an oral presentation?</i></p> <ul style="list-style-type: none"> Comprehension of oral presentation depends on the ability to seek clarification and elaboration by engaging in meaningful discussion with the presenter. <p><i>What makes a quality presentation?</i></p> <ul style="list-style-type: none"> Quality presentations include appropriate facts and relevant descriptive details. <p><i>How do voice volume and speed contribute to a</i></p>	<ul style="list-style-type: none"> •SL.3.1I can effectively participate in one-on-one, group, and teacher-led discussions. •SL.3.1I can build on the ideas of others in a discussion. •SL.3.1I can discuss my own ideas clearly in a discussion. •SL.3.1a I can be prepared for discussions by reading and studying required materials. •SL.3.1a I can refer to texts and other required materials when discussing a topic. •SL.3.1a I can refer to my own prior knowledge when discussing a topic. •SL.3.1b I can follow established rules for class discussions. •SL.3.1c I can participate in conversations by asking questions and staying on topic. •SL.3.1d I can explain my ideas and understanding of a topic after having a discussion about it. •SL.3.2I can determine the main idea and supporting details of a text read aloud to me. •SL.3.2I can determine the main idea and supporting details of information presented visually, such as a photograph or video.

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<p><i>quality presentation?</i></p> <ul style="list-style-type: none"> • Appropriate voice volume and speed of presentation contributes to the audience’s ability to comprehend the information presented. <p><i>What improves the quality of an audio presentation?</i></p> <ul style="list-style-type: none"> • Fluid reading at an understandable pace improves the quality of audio presentations. <p><i>How do visual displays of key information and concepts improve a presentation?</i></p> <ul style="list-style-type: none"> • Visual displays of key information and concepts enhance the audience’s comprehension of a presentation. <p><i>How should presenters answer questions about their presentations?</i></p> <p>Questions about the topic of a presentation require appropriate, complete-sentence responses to help clarify meaning.</p>	<ul style="list-style-type: none"> •SL.3.2I can determine the main idea and supporting details of information presented orally, such as a speech or conversation. •SL.3.2I can determine the main idea and supporting details of information presented in a graph or chart. •SL.3.3I can ask and answer questions about information a speaker provides. •SL.3.4I can report on a topic or text, tell a story, or retell an experience while providing important facts and details. •SL.3.4I can speak clearly and at an understandable pace when presenting. <p>SL.3.6 I can speak in complete sentences</p>
<p>Academic Vocabulary <i>Prerequisite:</i> characters, events, lesson, story, describe, explain, moral text, determine, key details, sequence, meaning, point of view, author, illustrations, setting</p> <p><i>New:</i> cause & effect, fables, message, recount, contributions, feelings, motivations, structures, cultures, folktales, myths, traits, language, distinguish, narrator, refer, aspects, character setting, create mood, plot, themes</p>	<p>Student Vocabulary (These are the weekly vocabulary terms used to enhance understanding of the words in the text.)</p>
<p>Phonics/Phonemic Awareness Unit 1-7 Short/long vowels Long a Ou/ow Bossy r Long /e/ Oi/oy Long /i/</p>	<p>Fluency/Grammar (This is where you would list key ideas for fluency and grammar to be covered in this unit. Use the students will... statements to clearly state learning objectives.)</p>
<h2>Assessment</h2>	
<p>Formative (These would be <u>daily</u> checks for student understanding of the skill taught. This would drive further instruction. This would determine small groups and/or whole group re-teaching.)</p> <p>Common Formative</p>	<p>Summative (These are the common end of skill assessments. i.e. Skills Tests, Unit Tests, story comprehension tests, etc.)</p>

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<p>(This should be a <u>common assessment across the grade level</u> to promote professional learning community's conversation. This would be a grade-level check for understanding that will determine if you are able to move forward instruction or re-teach. This would be several times per skill.)</p>	
<h2>Lesson Resources</h2>	
<p>Lesson Sequence ()</p>	<p>Resources (This is a list of teacher/student materials needed to fully teach the skills set forth in the unit/lesson plans. This could be trade books, handouts, and any extra necessary materials to aide in the understanding of the CCSS.)</p>

Introduction to Informational Text Unit

Unit Summary

The learner will utilize key ideas and details when reading Informational Text.

The learner will demonstrate increasing awareness and competence in the areas of phonics and word recognition.

The learner will read with sufficient accuracy and fluency to support comprehension.

The learner will build vocabulary acquisition and use to clarify the meaning of unknown and multiple-meaning words and phrases.

The learner will build comprehension through collaborative conversations about grade 3 topics and texts.

The learner will add a visual or auditory presentation to enhance or to help clarify the knowledge and ideas.

Goal: By the end of the year, the learner will read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Title of Unit	Subject Area
Introduction to Reading Informational Text	(Reading) ☺

Common Core State Standards

Reading Informational Text

Anchor Standard: **RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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.3.7: Use information gained from illustrations (e.g., 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.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

GOAL: RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Introduction to Informational Text Unit

Language

L.3.2d: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Form and use possessives.

L.3.2e: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2f: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3b: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4a: 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. Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4b: 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. 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.3.4c: 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. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

L.3.4d: 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. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Reading Foundational

RF.3.3a: Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.

L.3.3b: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize and observe differences between the conventions of spoken and written standard English.

RF.3.3c: Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.

RF.3.3d: Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.

RF.3.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.3.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Introduction to Informational Text Unit

Speaking & Listening

SL.3.1a: 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b: 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. Follow agreed-upon rules for discussions (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.3.1c: 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. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d: 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. 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.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Essential Questions-Student Targets

I Can statements

Introduction to Informational Text Unit

<p>Reading Informational Text</p> <p><i>How does a skilled reader locate information in informational text?</i></p> <p>Text features and search tools, such as key words, sidebars, hyperlinks on a topic make locating information easier.</p> <p><i>How does a skilled reader find the important information in text?</i></p> <p>Visuals and illustrations, in addition to the words in the text, provide important information to the reader, which helps the reader answer who, what, where, when, why and how questions.</p> <p><i>How do skilled readers demonstrate understanding of informational text?</i></p> <p>Communicating details from an informational text demonstrates understanding.</p> <p><i>How does knowing the key details help the reader understand the text?</i></p> <p>Key details in informational text determine and support the main idea.</p>	<p>Reading Informational Text</p> <p>RI.3.1 I can ask and answer questions about a text to show that I understand what it says.</p> <p>RI.3.2 I can describe the main idea of a text and locate details in the text that support the main idea.</p> <p>RI.3.2 I can summarize what the text says.</p> <p>RI.3.1 I can talk about what a text says when answering questions about the text.</p> <p>RI.3.4 I can determine the meanings of words and phrases as they are used in a text.</p> <p>RI.3.7 I can study illustrations, maps, and photographs to learn more about a topic.</p> <p>RI.3.7 I can explain how illustrations, maps, and photographs are helpful in learning about a topic.</p> <p>RI.3.8 I can read a paragraph and understand the connections between the sentences.</p> <p>RI.3.8 I can read about an event or process and describe what happened in order.</p> <p>RI.3.8 I can read about an event or process and describe the cause and effect.</p> <p>RI.3.10 I can read and understand informational text.</p>
<p>Reading Foundational Skills</p> <p><i>How do readers comprehend and present grade level text?</i></p> <ul style="list-style-type: none"> Comprehension of grade level text improves as readers use their skills for accurate and fluent reading. <p><i>What skills does the reader use to figure out unknown words?</i></p> <ul style="list-style-type: none"> Fluent readers figure out unknown and multi-syllable words by knowing the meaning of common prefixes and suffixes, letter sound relationships, and recognizing irregularly spelled words. 	<p>Reading Foundational Skills</p> <p>RF.3.3a I can know the meaning of most common prefixes and suffixes.</p> <p>RF.3.3a I can read common words with prefixes and suffixes.</p> <p>RF.3.3c I can read multi-syllable words.</p> <p>RF.3.3d I can read irregularly spelled words.</p> <p>RF.3.4 I can read fluently with accuracy to understand what I read.</p> <p>RF.3.4a I can read with purpose and understanding.</p> <p>RF.3.4b I can read stories and poems aloud clearly, accurately, and at a steady pace.</p> <p>RF.3.4c I can correct mistakes I make.</p> <p>RF.3.4c I can reread for clarification when I read silently or aloud.</p>

Introduction to Informational Text Unit

<p>Language</p> <p><i>What are the differences between spoken and written standard English?</i></p> <ul style="list-style-type: none"> • There are differences between the conventions of spoken and written standard English. <p><i>How do proficient readers and listeners clarify the meaning of unknown words?</i></p> <p>Proficient readers and listeners choose from a variety of strategies to determine and clarify the meaning of unknown and multi-meaning words.</p> <p><i>How do proficient users of standard English create and understand exact meaning?</i></p> <p>Skillful use and understanding of figurative language, word relationships and word meanings allows readers, writers, speakers and listeners to deepen comprehension and create exact meaning.</p> <p><i>How do users of grade-appropriate standard English demonstrate proficiency?</i></p> <p>Proficient users of grade-appropriate standard English learn and use conversational, academic and subject-specific words and phrases.</p>	<p>Language</p> <p>L.3.2d I can form and use possessives and know the difference between it's and its.</p> <p>L.3.2e I can remember spelling rules and apply them to new words I'm studying.</p> <p>L.3.2f I can remember spelling rules and apply them to new words I'm studying.</p> <p>L.3.2g I can use reference materials to look up the spelling of a word.</p> <p>L.3.4a I can determine the meaning of a word or phrase by looking for context clues in a sentence.</p> <p>L.3.4b I can identify the affix of a word.</p> <p>L.3.4b I can define prefix, suffix, and root.</p> <p>L.3.4b I can determine how the meaning of a word changes when an prefix or suffix is added, such as care/careless or heat/preheat.</p> <p>L.3.4c I can use my knowledge of a root word to see how the meanings of similar words are related (for example, company and companion).</p> <p>L.3.4d I can determine the definition of a word or phrase by using a reference material.</p>
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Introduction to Informational Text Unit

<p>Speaking & Listening</p> <p><i>How does listening, formulating, and expressing ideas about a text to others contribute to deeper comprehension of the material?</i></p> <ul style="list-style-type: none"> • Effective collaboration with peers in a variety of groupings using clear, reciprocal communication encourages deeper comprehension by providing opportunities for building on other’s ideas. <p><i>How does active and thoughtful listening and viewing contribute to comprehension of material presented visually, orally and/or quantitatively?</i></p> <ul style="list-style-type: none"> • Active and thoughtful listening and viewing help identify the main idea and supporting details in text or media presented visually, orally and/or quantitatively. <p><i>How does seeking clarification and elaboration help the listener make meaning of an oral presentation?</i></p> <ul style="list-style-type: none"> • Comprehension of oral presentation depends on the ability to seek clarification and elaboration by engaging in meaningful discussion with the presenter. <p><i>What makes a quality presentation?</i></p> <ul style="list-style-type: none"> • Quality presentations include appropriate facts and relevant descriptive details. <p><i>How do voice volume and speed contribute to a quality presentation?</i></p> <ul style="list-style-type: none"> • Appropriate voice volume and speed of presentation contributes to the audience’s ability to comprehend the information presented. <p><i>What improves the quality of an audio presentation?</i></p> <ul style="list-style-type: none"> • Fluid reading at an understandable pace improves the quality of audio presentations. <p><i>How do visual displays of key information and concepts improve a presentation?</i></p> <ul style="list-style-type: none"> • Visual displays of key information and concepts enhance the audience’s comprehension of a presentation. <p><i>How should presenters answer questions about their presentations?</i></p> <ul style="list-style-type: none"> • Questions about the topic of a presentation require appropriate, complete-sentence responses to help clarify meaning. 	<p>Speaking & Listening</p> <p>SL.3.1 I can effectively participate in one-on-one, group, and teacher-led discussions.</p> <p>SL.3.1 I can build on the ideas of others in a discussion.</p> <p>SL.3.1 I can discuss my own ideas clearly in a discussion.</p> <p>SL.3.1a I can be prepared for discussions by reading and studying required materials.</p> <p>SL.3.1a I can refer to texts and other required materials when discussing a topic.</p> <p>SL.3.1a I can refer to my own prior knowledge when discussing a topic.</p> <p>SL.3.1b I can follow established rules for class discussions.</p> <p>SL.3.1c I can participate in conversations by asking questions and staying on topic.</p> <p>SL.3.1d I can explain my ideas and understanding of a topic after having a discussion about it.</p> <p>SL.3.2 I can determine the main idea and supporting details of a text read aloud to me.</p> <p>SL.3.2 I can determine the main idea and supporting details of information presented visually, such as a photograph or video.</p> <p>SL.3.2 I can determine the main idea and supporting details of information presented orally, such as a speech or conversation.</p> <p>SL.3.2 I can determine the main idea and supporting details of information presented in a graph or chart.</p> <p>SL.3.3 I can ask and answer questions about information a speaker provides.</p> <p>SL.3.4 I can report on a topic or text, tell a story, or retell an experience while providing important facts and details.</p> <p>SL.3.4 I can speak clearly and at an understandable pace when presenting.</p> <p>SL.3.6 I can speak in complete sentences.</p>

Introduction to Informational Text Unit

<p>Academic Vocabulary <i>Prerequisite:</i> Answer, historical events, scientific ideas, technical procedures, concepts, key details, sequence, text, connections, relationship, support, time, explain, author, information, similar, topic, determine, meaning, differ, point of view, text features, illustrations, points, details, comprehend, history & social studies, science, technical texts, nuances, word relationships</p> <p><i>New:</i> Basis for answer, describe connections, pertain, related information, cause & effect, determine, recount, sequential steps, communicate details, language, referring, series, demonstrate understanding, main idea, academic, distinguish, domain-specific, phrases, compare, important information, paragraphs, sentences, contrast, complex informational texts, read, text complexity, figurative, literal, nonliteral, sentence context</p>	<p>Student Vocabulary</p>
<p>Phonics/Phonemic Awareness (Refer to Rebecca Sitton Word Study) The students will complete units 8 to 14 of Rebecca Sitton. The students will study /s/ sounds with spelling patterns. The students will study homophones. The students will study /j/ sounds with spelling patterns. The students will study words with silent letters. The students will study compound words. The students will study suffixes.</p>	
<p>Assessments</p>	
<p>Formative (These would be <u>daily</u> checks for student understanding of the skill taught. This would drive further instruction. This would determine small groups and/or whole group re-teaching.)</p> <p>Common Formative Units 8 to 14 word tests and skills tests.</p>	<p>Summative (These are the common end of skill assessments. i.e. Skills Tests, Unit Tests, story comprehension tests, etc.)</p>
<p>Lesson Sequence (This is where we would attach our Madeline Hunter lesson plans organized according to skill, not basal units and weeks. Use Academic Vocabulary to organize label lessons. For example: Main Idea & Details, not Basal Unit 2 Week 4.)</p>	<p>Resources (This is a list of teacher/student materials needed to fully teach the skills set forth in the unit/lesson plans. This could be trade books, handouts, and any extra necessary materials to aide in the understanding of the CCSS.)</p>

Unit 3 Overview: Literature Circles

Duration: 3 weeks

Unit Summary

Reading Literature

TLW use the craft and structure of the text to help understand the literature.

- In this lesson, students will practice referring to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections
- In this lesson, students will practice distinguishing their own point of view from that of the narrator or those of the characters
- In this lesson, students will practice distinguishing their own point of view from that of the narrator or those of the characters.

TLW utilize key ideas and details when reading literature:

- In this lesson, students will practice asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- In this lesson, students will recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- In this lesson, students will describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

TLW demonstrate an integration of knowledge and ideas to understand the literature

- In this lesson, students will practice explaining 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).
- In this lesson, students will compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

Speaking and Listening

- TLW build comprehension through collaborative conversations about grade 3 topics and texts.
- TLW add a visual or auditory presentation to enhance or to help clarify the knowledge and ideas.

Language

- TLW demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- TLW use the knowledge of language and its conventions when writing, speaking, reading, or listening.
- TLW build vocabulary acquisition and use to clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content

Reading Foundational Skills

- TLW demonstrate increasing awareness and competence in the areas of phonics and word recognition.
- TLW read with sufficient accuracy and fluency to support comprehension.

Unit 3 Overview: Literature Circles

Duration: 3 weeks

<p>Title of Unit Literature Circles (Compare/Contrast; Creating Mental Images, Main Idea and Detail; Sequencing)</p>	<p>Subject Area Language Arts-Reading</p>
<p>Common Core State Standards</p>	
<p><u>Reading Literature</u></p> <p>Anchor Standard: RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.7: 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).</p> <p>RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	
<p><u>Language</u></p> <p>L.3.2.F (GENERAL)</p> <p>L.3.2.G (ref. materials for <u>spelling</u>)</p> <p>L.3.3.B (spoken vs. written lang.)</p> <p>L.3.4.A (context clues)</p> <p>L.3.4.d (ref. materials for <u>meaning</u>)</p> <p>L.3.2.D (possessive)</p> <p>L.3.2.E (suffix)</p> <p>L.3.4.B (affix)</p>	
<p><u>Reading Foundational</u></p> <p>RF.3.3c: Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.</p> <p>RF.3.3d: Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.</p> <p>RF.3.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.</p> <p>RF.3.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.3.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>R.F.3.3.a (know meaning of common prefix/suffixes)</p> <p>R.F.3.3.B (decode words with Latin suffixes)</p>	
<p><u>Reading Informational Text</u> (not applicable)</p>	
<p><u>Speaking & Listening</u></p> <p>SL.3.1a: 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. Come to discussions prepared, having read or studied required material; explicitly draw on that</p>	

Unit 3 Overview: Literature Circles

Duration: 3 weeks

preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b: 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. Follow agreed-upon rules for discussions (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.3.1c: 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

ay on topic, and link their comments to the remarks of others.
SL.3.1d: 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. 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.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing

Essential Questions	Student I CAN Statements
Reading Literature	Reading Literature
<p><i>How does the structure of a literary work help develop the plot?</i></p> <ul style="list-style-type: none"> The plot of a work of literature unfolds through the sequence of <u>chapters</u>, scenes, or stanzas. <p><i>How does a character's traits influence their actions and the events of the story?</i></p> <ul style="list-style-type: none"> Each character has a unique set of traits that direct their actions which shape the events of the story. <p><i>Why is it important to read a variety of complex literature?</i></p> <ul style="list-style-type: none"> Reading and thinking skills develop through reading and understanding a variety of complex literature. <p><i>How & why can the reader's point of view differ from that of the narrator and characters?</i></p> <ul style="list-style-type: none"> Readers' points of view may differ from the point of view of the narrator and characters. Skilled readers create their own point of view based on their experiences which shape the way they think about what is said or done by the narrator and characters <p><i>How do illustrations add to the understanding of a text?</i></p> <ul style="list-style-type: none"> Illustrations add to the understanding of a text by creating mood, or to emphasize aspects of setting or character. 	<p>RL.3.5 I can write or speak about a text and talk about different parts of the text like chapters, scenes, or stanzas.</p> <p>RL.3.5 I can describe how one part of a text builds on the parts that came before it.</p> <p>RL.3.1 I can ask questions about what the text says and search the text to find the answers.</p> <p>RL.3.1 I can answer questions about the text to show I understand it.</p> <p>RL.3.2 I can describe the main idea of a text and locate details in the text that support the main idea.</p> <p>RL.3.2 I can summarize what the text says.</p> <p>RL.3.2 I can identify the theme of a story using key details from the text.</p> <p>RL.3.3 I can describe a character's traits (how they look and act), their dreams and fears, and their feelings.</p> <p>RL.3.3 I can explain how a character's actions are</p>

Unit 3 Overview: Literature Circles

Duration: 3 weeks

<p><i>How does a skilled reader demonstrate understanding of the text?</i></p> <ul style="list-style-type: none"> Comprehension strategies lead to asking and answering questions that reveal deeper meaning of the story. <p><i>Why are key details important in stories?</i></p> <ul style="list-style-type: none"> Key details from the text can be used to answer and ask questions demonstrating understanding. <p><i>How does a skilled reader find the author's purpose in stories, fables, folktales, and myths from diverse cultures?</i></p> <ul style="list-style-type: none"> Key details in the text show the central messages, lessons, or morals found in various forms of stories from diverse cultures <p><i>How does a character's traits influence their actions and the events of the story?</i></p> <ul style="list-style-type: none"> Each character has a unique set of traits that direct their actions which shape the events of the story. <p><i>Why is it important to read a variety of complex literature?</i></p> <p>Reading and thinking skills develop through reading and understanding a variety of complex literature.</p>	<p>important to the events in a story.</p> <p>RL.3.6 I can describe a narrator or character's point of view in a text.</p> <p>RL.3.6 I can compare and contrast a narrator or character's feelings about a topic and my own feelings.</p> <p>RL.3.7 I can explain in detail how the illustrations in a text add to a character, setting, or mood of a story.</p> <p>RL.3.10 I can read and comprehend all genres of literature at the end of the year.</p> <p>RL.3.10 I can explain which portions of a text I understand.</p> <p>RL.3.10 I can locate and explain portions of a text that are difficult for me.</p> <p>RL.3.10 I can list questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me.</p>
<p>Language</p> <p><i>How do writers and speakers express meaningful ideas clearly?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> A writer creates meaningful sentences by using the specific rules of standard English for capitalization, punctuation and spelling. <input type="checkbox"/> Meaningful written or spoken sentences in standard English follow specific rules for grammar (structure) and usage (form). <p><i>How do writers, readers, speakers and listeners show or understand clear meaning?</i></p> <ul style="list-style-type: none"> Writers, readers, speakers and listeners use their knowledge of language and its grammar (structure) and usage (form) to show clear meaning. <p><i>How does choice of words and phrases affect the audience?</i></p> <ul style="list-style-type: none"> Writers, readers, speakers, and listeners choose words and phrases to engage the audience. <p><i>What are the differences between spoken and written standard English?</i></p> <ul style="list-style-type: none"> There are differences between the conventions of spoken and written standard 	<p>Language</p> <ul style="list-style-type: none"> •L.3.4a I can determine the meaning of a word or phrase by looking for context clues in a sentence. •L.3.4c I can use my knowledge of a root word to see how the meanings of similar words are related (for example, company and companion). <p>L.3.2f I can remember spelling rules and apply them to new words I'm studying.</p> <ul style="list-style-type: none"> •L.3.2g I can use reference materials to look up the spelling of a word. •L.3.4d I can determine the definition of a word or phrase by using a reference material. <p>L.3.3b I can understand the different rules and patterns people follow when speaking versus writing.</p> <ul style="list-style-type: none"> •L.3.3b I can follow different rules and patterns if I am speaking versus writing. <p>L.3.2d I can form and use possessives and know the difference between it's and its.</p>

Unit 3 Overview: Literature Circles

Duration: 3 weeks

<p>English.</p> <p><i>How do proficient readers and listeners clarify the meaning of unknown words?</i></p> <p>Proficient readers and listeners choose from a variety of strategies to determine and clarify the meaning of unknown and multi-meaning words.</p> <p><i>How do proficient users of standard English create and understand exact meaning?</i></p> <p>Skillful use and understanding of figurative language, word relationships and word meanings allows readers, writers, speakers and listeners to deepen comprehension and create exact meaning.</p> <p><i>How do users of grade-appropriate standard English demonstrate proficiency?</i></p> <p>Proficient users of grade-appropriate standard English learn and use conversational, academic and subject-specific words and phrases.</p>	<ul style="list-style-type: none"> •L.3.2e I can remember spelling rules and apply them to new words I'm studying. L3.4b I can identify the affix of a word. L3.4b I can define prefix, suffix, and root. •L3.4b I can determine how the meaning of a word changes when an prefix or suffix is added, such as care/careless or heat/preheat.
<p style="text-align: center;">Reading Foundational Skills</p> <p><i>How do readers comprehend and present grade level text?</i></p> <ul style="list-style-type: none"> • Comprehension of grade level text improves as readers use their skills for accurate and fluent reading. <p><i>What skills does the reader use to figure out unknown words?</i></p> <ul style="list-style-type: none"> • Fluent readers figure out unknown and multi-syllable words by knowing the meaning of common prefixes and suffixes, letter sound relationships, and recognizing irregularly spelled words. 	<p style="text-align: center;">Reading Foundational Skills</p> <p>RF.3.3aI can know the meaning of most common prefixes and suffixes.</p> <p>RF.3.3aI can read common words with prefixes and suffixes.</p> <p>RF.3.3b I can figure out the meaning of words I don't recognize that have common Latin suffixes.</p> <p>RF.3.3cI can read multi-syllable words.</p> <p>RF.3.3dI can read irregularly spelled words.</p> <p>RF.3.4 I can read fluently with accuracy to understand what I read.</p> <p>RF.3.4aI can read with purpose and understanding.</p> <p>RF.3.4bI can read stories and poems aloud clearly, accurately, and at a steady pace.</p> <p>RF.3.4cI can correct mistakes I make.</p> <p>RF.3.4cI can reread for clarification when I read silently or aloud.</p>
<p style="text-align: center;">Speaking & Listening</p>	<p style="text-align: center;">Speaking & Listening</p>

Unit 3 Overview: Literature Circles

Duration: 3 weeks

<p><i>How does listening, formulating, and expressing ideas about a text to others contribute to deeper comprehension of the material?</i></p> <ul style="list-style-type: none"> • Effective collaboration with peers in a variety of groupings using clear, reciprocal communication encourages deeper comprehension by providing opportunities for building on other's ideas. <p><i>How does active and thoughtful listening and viewing contribute to comprehension of material presented visually, orally and/or quantitatively?</i></p> <ul style="list-style-type: none"> • Active and thoughtful listening and viewing help identify the main idea and supporting details in text or media presented visually, orally and/or quantitatively. <p><i>How does seeking clarification and elaboration help the listener make meaning of an oral presentation?</i></p> <ul style="list-style-type: none"> • Comprehension of oral presentation depends on the ability to seek clarification and elaboration by engaging in meaningful discussion with the presenter. <p><i>What makes a quality presentation?</i></p> <ul style="list-style-type: none"> • Quality presentations include appropriate facts and relevant descriptive details. <p><i>How should presenters answer questions about their presentations?</i></p> <ul style="list-style-type: none"> • Questions about the topic of a presentation require appropriate, complete-sentence responses to help clarify meaning. 	<ul style="list-style-type: none"> •SL.3.1 I can effectively participate in one-on-one, <u>group</u>, and teacher-led discussions. •SL.3.1 I can build on the ideas of others in a discussion. •SL.3.1 I can discuss my own ideas clearly in a discussion. •SL.3.1a I can be prepared for discussions by reading and studying required materials. •SL.3.1a I can refer to texts and other required materials when discussing a topic. •SL.3.1a I can refer to my own prior knowledge when discussing a topic. (schema) •SL.3.1b I can follow established rules for class discussions. •SL.3.1c I can participate in conversations by asking questions and staying on topic. •SL.3.1d I can explain my ideas and understanding of a topic after having a discussion about it. •SL.3.2 I can determine the main idea and supporting details of a text read aloud to me. •SL.3.2 I can determine the main idea and supporting details of information presented visually, such as a photograph or video. •SL.3.2 I can determine the main idea and supporting details of information presented orally, such as a speech or conversation. •SL.3.2 I can determine the main idea and supporting details of information presented in a graph or chart. •SL.3.3 I can ask and answer questions about information a speaker/Reader provides. •SL.3.4 I can report on a topic or text, tell a story, or retell an experience while providing important facts and details.(Reading Informational Text?) •SL.3.4 I can speak clearly and at an understandable pace when presenting. SL.3.6 I can speak in complete sentences
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Unit 3 Overview: Literature Circles

Duration: 3 weeks

<p>Academic Vocabulary <i>Prerequisite:</i> characters, events, lesson, story, describe, explain, moral text, determine, key details, sequence, stories, meaning, point of view, author, illustrations, setting</p> <p><i>New:</i> cause & effect, fables, message, recount, contributions, feelings, motivations, structures, cultures, folktales, myths, traits, language, distinguish, narrator, refer, aspects, character setting, create mood, plot, themes</p>	<p>Student Vocabulary (These are the weekly vocabulary terms used to enhance understanding of the words in the text.)</p>
<p>Phonics/Phonemic Awareness Unit 15-17 Suffixes Irregular spellings (ough) contractions</p>	<p>Fluency/Grammar</p>
<h3 style="margin: 0;">Assessment</h3>	
<p>Formative (These would be <u>daily</u> checks for student understanding of the skill taught. This would drive further instruction. This would determine small groups and/or whole group re-teaching.)</p> <p>Common Formative (This should be a <u>common assessment across the grade level</u> to promote professional learning community’s conversation. This would be a grade-level check for understanding that will determine if you are able to move forward instruction or re-teach. This would be several times per skill.)</p>	<p>Summative (These are the common end of skill assessments. i.e. Skills Tests, Unit Tests, story comprehension tests, etc.)</p>
<h3 style="margin: 0;">Lesson Resources</h3>	
<p>Lesson Sequence ()</p>	<p>Resources (This is a list of teacher/student materials needed to fully teach the skills set forth in the unit/lesson plans. This could be trade books, handouts, and any extra necessary materials to aide in the understanding of the CCSS.)</p>

Unit 4 Overview: Drama

Duration: 2 weeks

Unit Summary

Reading Literature

TLW use the craft and structure of the text to help understand the literature.

- In this lesson, students will practice referring to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections
- In this lesson, students will practice distinguishing their own point of view from that of the narrator or those of the characters
- In this lesson, students will practice distinguishing their own point of view from that of the narrator or those of the characters.

TLW utilize key ideas and details when reading literature:

- In this lesson, students will practice asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- In this lesson, students will recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- In this lesson, students will describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

TLW demonstrate an integration of knowledge and ideas to understand the literature

- In this lesson, students will practice explaining 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).
- In this lesson, students will compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

Speaking and Listening

- TLW build comprehension through collaborative conversations about grade 3 topics and texts.
- TLW add a visual or auditory presentation to enhance or to help clarify the knowledge and ideas.

Language

- TLW demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- TLW use the knowledge of language and its conventions when writing, speaking, reading, or listening.
- TLW build vocabulary acquisition and use to clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content

Reading Foundational Skills

- TLW demonstrate increasing awareness and competence in the areas of phonics and word recognition.
- TLW read with sufficient accuracy and fluency to support comprehension.

Unit 4 Overview: Drama

Duration: 2 weeks

Title of Unit Drama (Reader's Theater Plays; Character Mood/Traits; Creating Mental Images, LOTS OF FLUENCY)	Subject Area Language Arts-Reading
Common Core State Standards	
Reading Literature Anchor Standard: RL.3.5: Refer to parts of stories, <u>dramas</u>, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL.3.1: Ask and answer questions 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, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters. RL.3.7: 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.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	
Language L.3.2.F (GENERAL) L.3.2.G (ref. materials for <u>spelling</u>) L.3.3.B (spoken vs. written lang.) L.3.4.A (context clues) L.3.4.d (ref. materials for <u>meaning</u>) L.3.2.D (possessive) L.3.2.E (suffix) L.3.4.B (affix)	
Reading Foundational RF.3.3c: Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words. RF.3.3d: Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words. RF.3.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. RF.3.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.3.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. R.F.3.3.a (know meaning of common prefix/suffixes) R.F.3.3.B (decode words with Latin suffixes)	
Reading Informational Text (not applicable)	
Speaking & Listening SL.3.1: Engage effectively in a range of collaborative discussions (<u>one-on-one</u> , <u>in groups</u> , and teacher-	

Unit 4 Overview: Drama

Duration: 2 weeks

led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- **A.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **B.** Follow agreed-upon rules for discussions (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)
- **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.(Information Reading???)

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing

Essential Questions	Student I CAN Statements
Reading Literature	Reading Literature
<p><i>How does the structure of a literary work help develop the plot?</i></p> <ul style="list-style-type: none"> • The plot of a work of literature unfolds through the sequence of chapters, <u>scenes</u>, or stanzas. <p><i>How does a character's traits influence their actions and the events of the story?</i></p> <ul style="list-style-type: none"> • Each character has a unique set of traits that direct their actions which shape the events of the story. <p><i>Why is it important to read a variety of complex literature?</i></p> <ul style="list-style-type: none"> • Reading and thinking skills develop through reading and understanding a variety of complex literature. <p><i>How & why can the reader's point of view differ from that of the narrator and characters?</i></p> <ul style="list-style-type: none"> • Readers' points of view may differ from the point of view of the narrator and characters. • Skilled readers create their own point of view based on their experiences which shape the way they think about what is said or done by the narrator and characters <p><i>How do illustrations add to the understanding of a text?</i></p> <ul style="list-style-type: none"> • Illustrations add to the understanding of a text by creating mood, or to emphasize aspects of setting or character. <p><i>How does a skilled reader demonstrate understanding of the text?</i></p> <ul style="list-style-type: none"> • Comprehension strategies lead to asking and 	<p>RL.3.5 I can write or speak about a text and talk about different parts of the text like chapters, scenes, or stanzas.</p> <p>RL.3.5 I can describe how one part of a text builds on the parts that came before it.</p> <p>RL.3.1 I can ask questions about what the text says and search the text to find the answers.</p> <p>RL.3.1 I can answer questions about the text to show I understand it.</p> <p>RL.3.2 I can describe the main idea of a text and locate details in the text that support the main idea.</p> <p>RL.3.2 I can summarize what the text says.</p> <p>RL.3.2 I can identify the theme of a story using key details from the text.</p> <p>RL.3.3 I can describe a character's traits (how they look and act), their dreams and fears, and their feelings.</p> <p>RL.3.3 I can explain how a character's actions are important to the events in a story.</p> <p>RL.3.6 I can describe a narrator or character's</p>

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<p>answering questions that reveal deeper meaning of the story.</p> <p><i>Why are key details important in stories?</i></p> <ul style="list-style-type: none"> • Key details from the text can be used to answer and ask questions demonstrating understanding. <p><i>How does a skilled reader find the author's purpose in stories, fables, folktales, and myths from diverse cultures?</i></p> <ul style="list-style-type: none"> • Key details in the text show the central messages, lessons, or morals found in various forms of stories from diverse cultures <p><i>How does a character's traits influence their actions and the events of the story?</i></p> <ul style="list-style-type: none"> • Each character has a unique set of traits that direct their actions which shape the events of the story. <p><i>Why is it important to read a variety of complex literature?</i></p> <p>Reading and thinking skills develop through reading and understanding a variety of complex literature.</p>	<p>point of view in a text.</p> <p>RL.3.6 I can compare and contrast a narrator or character's feelings about a topic and my own feelings.</p> <p>RL.3.7 I can explain in detail how the illustrations in a text add to a character, setting, or mood of a story.</p> <p>RL.3.10 I can read and comprehend all genres of literature at the end of the year.</p> <p>RL.3.10 I can explain which portions of a text I understand.</p> <p>RL.3.10 I can locate and explain portions of a text that are difficult for me.</p> <p>RL.3.10 I can list questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me.</p>
<p style="text-align: center;">Language</p> <p><i>How do writers and speakers express meaningful ideas clearly?</i></p> <ul style="list-style-type: none"> □ A writer creates meaningful sentences by using the specific rules of standard English for capitalization, punctuation and spelling. □ Meaningful written or spoken sentences in standard English follow specific rules for grammar (structure) and usage (form). <p><i>How do writers, readers, speakers and listeners show or understand clear meaning?</i></p> <ul style="list-style-type: none"> • Writers, readers, speakers and listeners use their knowledge of language and its grammar (structure) and usage (form) to show clear meaning. <p><i>How does choice of words and phrases affect the audience?</i></p> <ul style="list-style-type: none"> • Writers, readers, speakers, and listeners choose words and phrases to engage the audience. <p><i>What are the differences between spoken and written standard English?</i></p> <ul style="list-style-type: none"> • There are differences between the conventions of spoken and written standard English. <p><i>How do proficient readers and listeners clarify the meaning of unknown words?</i></p> <p>Proficient readers and listeners choose</p>	<p style="text-align: center;">Language</p> <ul style="list-style-type: none"> •L.3.4a I can determine the meaning of a word or phrase by looking for context clues in a sentence. •L.3.4c I can use my knowledge of a root word to see how the meanings of similar words are related (for example, company and companion). <p>L.3.2f I can remember spelling rules and apply them to new words I'm studying.</p> <ul style="list-style-type: none"> •L.3.2g I can use reference materials to look up the spelling of a word. •L.3.4d I can determine the definition of a word or phrase by using a reference material. <p>L.3.3b I can understand the different rules and patterns people follow when speaking versus writing.</p> <ul style="list-style-type: none"> •L.3.3b I can follow different rules and patterns if I am speaking versus writing. <p>L.3.2d I can form and use possessives and know the difference between it's and its.</p> <ul style="list-style-type: none"> •L.3.2e I can remember spelling rules and apply them to new words I'm studying. <p>L.3.4b I can identify the affix of a word.</p>

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<p>from a variety of strategies to determine and clarify the meaning of unknown and multi-meaning words. <i>How do proficient users of standard English create and understand exact meaning?</i></p> <p style="text-align: center;">Skillful use and understanding of figurative language, word relationships and word meanings allows readers, writers, speakers and listeners to deepen comprehension and create exact meaning.</p> <p><i>How do users of grade-appropriate standard English demonstrate proficiency?</i></p> <p style="text-align: center;">Proficient users of grade-appropriate standard English learn and use conversational, academic and subject-specific words and phrases.</p>	<p>L3.4b I can define prefix, suffix, and root.</p> <p>•L3.4b I can determine how the meaning of a word changes when an prefix or suffix is added, such as care/careless or heat/preheat.</p>
<p style="text-align: center;">Reading Foundational Skills</p> <p><i>How do readers comprehend and present grade level text?</i></p> <ul style="list-style-type: none"> Comprehension of grade level text improves as readers use their skills for accurate and fluent reading. <p><i>What skills does the reader use to figure out unknown words?</i></p> <ul style="list-style-type: none"> Fluent readers figure out unknown and multi-syllable words by knowing the meaning of common prefixes and suffixes, letter sound relationships, and recognizing irregularly spelled words. 	<p style="text-align: center;">Reading Foundational Skills</p> <p>RF.3.3aI can know the meaning of most common prefixes and suffixes.</p> <p>RF.3.3aI can read common words with prefixes and suffixes.</p> <p>RF.3.3b I can figure out the meaning of words I don't recognize that have common Latin suffixes.</p> <p>RF.3.3cI can read multi-syllable words.</p> <p>RF.3.3dI can read irregularly spelled words.</p> <p>RF.3.4 I can read fluently with accuracy to understand what I read.</p> <p>RF.3.4aI can read with purpose and understanding.</p> <p>RF.3.4bI can read stories and poems aloud clearly, accurately, and at a steady pace.</p> <p>RF.3.4cI can correct mistakes I make.</p> <p>RF.3.4cI can reread for clarification when I read silently or aloud.</p>
<p style="text-align: center;">Speaking & Listening</p> <p><i>How does listening, formulating, and expressing ideas about a text to others contribute to deeper comprehension of the material?</i></p>	<p style="text-align: center;">Speaking & Listening</p> <p>•SL.3.1 I can effectively participate in one-on-one, group, and teacher-led discussions.</p> <p>•SL.3.1 I can build on the ideas of others in a</p>

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<ul style="list-style-type: none"> • Effective collaboration with peers in a variety of groupings using clear, reciprocal communication encourages deeper comprehension by providing opportunities for building on other’s ideas. <p><i>How does active and thoughtful listening and viewing contribute to comprehension of material presented visually, orally and/or quantitatively?</i></p> <ul style="list-style-type: none"> • Active and thoughtful listening and viewing help identify the main idea and supporting details in text or media presented visually, orally and/or quantitatively. <p><i>How does seeking clarification and elaboration help the listener make meaning of an oral presentation?</i></p> <ul style="list-style-type: none"> • Comprehension of oral presentation depends on the ability to seek clarification and elaboration by engaging in meaningful discussion with the presenter. <p><i>What makes a quality presentation?</i></p> <ul style="list-style-type: none"> • Quality presentations include appropriate facts and relevant descriptive details. <p><i>How do voice volume and speed contribute to a quality presentation?</i></p> <ul style="list-style-type: none"> • Appropriate voice volume and speed of presentation contributes to the audience’s ability to comprehend the information presented. <p><i>What improves the quality of an audio presentation?</i></p> <ul style="list-style-type: none"> • Fluid reading at an understandable pace improves the quality of audio presentations. <p><i>How do visual displays of key information and concepts improve a presentation?</i></p> <ul style="list-style-type: none"> • Visual displays of key information and concepts enhance the audience’s comprehension of a presentation. <p><i>How should presenters answer questions about their presentations?</i></p> <ul style="list-style-type: none"> • Questions about the topic of a presentation require appropriate, complete-sentence responses to help clarify meaning. <p><i>How does seeking clarification and elaboration help the listener make meaning of an oral presentation?</i></p> <ul style="list-style-type: none"> • Comprehension of oral presentation depends on the ability to seek clarification and elaboration by engaging in meaningful discussion with the presenter. 	<p>discussion.</p> <ul style="list-style-type: none"> •SL.3.1 I can discuss my own ideas clearly in a discussion. •SL.3.1a I can be prepared for discussions by reading and studying required materials. <ul style="list-style-type: none"> •SL.3.1a I can refer to texts and other required materials when discussing a topic. •SL.3.1a I can refer to my own prior knowledge when discussing a topic. •SL.3.1b I can follow established rules for class discussions. •SL.3.1c I can participate in conversations by asking questions and staying on topic. •SL.3.1d I can explain my ideas and understanding of a topic after having a discussion about it. •SL.3.2 I can determine the main idea and supporting details of a text read aloud to me. <ul style="list-style-type: none"> •SL.3.2 I can determine the main idea and supporting details of information presented visually, such as a photograph or video. •SL.3.2 I can determine the main idea and supporting details of information presented orally, such as a speech or conversation. •SL.3.2 I can determine the main idea and supporting details of information presented in a graph or chart. •SL.3.3 I can ask and answer questions about information a speaker provides. <ul style="list-style-type: none"> •SL.3.4 I can report on a topic or text, tell a story, or retell an experience while providing important facts and details. •SL.3.4 I can speak clearly and at an understandable pace when presenting. <p>SL.3.6 I can speak in complete sentences</p>
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<p>Academic Vocabulary</p> <p><i>Prerequisite:</i> characters, events, lesson, story, describe, explain, moral text, determine, key details, sequence, stories, meaning, point of view, author, illustrations, setting</p> <p><i>New:</i></p>	<p>Student Vocabulary</p> <p>(These are the weekly vocabulary terms used to enhance understanding of the words in the text.)</p>
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cause & effect, fables, message, recount, contributions, feelings, motivations, structures, cultures, folktales, myths, traits, language, distinguish, narrator, refer, aspects, character setting, create mood, plot, themes, narrator, drama, scene	
Phonics/Phonemic Awareness Unit 18-19 Homophones	Fluency/Grammar
Assessment	
Formative (These would be <u>daily</u> checks for student understanding of the skill taught. This would drive further instruction. This would determine small groups and/or whole group re-teaching.) Common Formative (This should be a <u>common assessment across the grade level</u> to promote professional learning community's conversation. This would be a grade-level check for understanding that will determine if you are able to move forward instruction or re-teach. This would be several times per skill.)	Summative (These are the common end of skill assessments. i.e. Skills Tests, Unit Tests, story comprehension tests, etc.)
Lesson Resources	
Lesson Sequence	Resources (This is a list of teacher/student materials needed to fully teach the skills set forth in the unit/lesson plans. This could be trade books, handouts, and any extra necessary materials to aide in the understanding of the CCSS.)

Poetry Unit

Unit Summary

The learner will use the craft and structure of the text to help understand the literature

The learner will demonstrate increasing awareness and competence in the areas of phonics and word recognition.

The learner will read with sufficient accuracy and fluency to support comprehension.

The learner will build vocabulary acquisition and use to clarify the meaning of unknown and multiple-meaning words and phrases.

The learner will build comprehension through collaborative conversations about grade 3 topics and texts.

The learner will add a visual or auditory presentation to enhance or to help clarify the knowledge and ideas.

Title of Unit	Subject Area
Poetry	(Reading) ☺

Common Core State Standards

Reading Literature

Anchor Standard: RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.1: Ask and answer questions 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, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7: 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).

Poetry Unit

Language

L.3.1d: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular verbs.

L.3.1g: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.2f: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3b: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4a: 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. Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4c: 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. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

L.3.4d: 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. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5a: Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Reading Foundational

RF.3.3a: Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3b: Know and apply grade-level phonics and word analysis skills in decoding words. Decode words with common Latin suffixes.

RF.3.3c: Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.

RF.3.3d: Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.

RF.3.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.3.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Poetry Unit

Speaking & Listening

SL.3.1a: 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b: 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. Follow agreed-upon rules for discussions (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.3.1c: 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

ay on topic, and link their comments to the remarks of others.

SL.3.1d: 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. 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: Create engaging audio recordings of stories or poems that 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.

Essential Questions-Student Targets

I Can statements

Poetry Unit

Reading Narrative Text	Reading Narrative Text
<p><i>Why is it important to understand words and phrases in context?</i></p> <ul style="list-style-type: none">• Words and phrases can have literal or non-literal meaning depending on context.• Determining when a word or phrase is meant to be thought of as literal or non-literal enhances the understanding of text. <p><i>How do skilled readers identify the location of information in literary works?</i></p> <ul style="list-style-type: none">• Stories, dramas, and poems are separated into different parts called chapters, scenes, or stanzas.• Skilled readers refer to information in stories, dramas, and poems by their location in chapters, scenes, or stanzas. <p><i>How does the structure of a literary work help develop the plot?</i></p> <ul style="list-style-type: none">• The plot of a work of literature unfolds through the sequence of chapters, scenes, or stanzas. <p><i>How & why can the reader's point of view differ from that of the narrator and characters?</i></p> <ul style="list-style-type: none">• Readers' points of view may differ from the point of view of the narrator and characters.• Skilled readers create their own point of view based on their experiences which shape the way they think about what is said or done by the narrator and characters <p><i>How do illustrations add to the understanding of a text?</i></p> <ul style="list-style-type: none">• Illustrations add to the understanding of a text by creating mood, or to emphasize aspects of setting or character. <p><i>How does a skilled reader demonstrate understanding of the text?</i></p> <ul style="list-style-type: none">• Comprehension strategies lead to asking and answering questions that reveal deeper meaning of the story.	<p>RL.3.1 I can ask questions about what the text says and search the text to find the answers.</p> <p>RL.3.1 I can answer questions about the text to show I understand it.</p> <p>RL.3.2 I can describe the main idea of a text and locate details in the text that support the main idea.</p> <p>RL.3.2 I can summarize what the text says.</p> <p>RL.3.2 I can identify the theme of a story using key details from the text.</p> <p>RL.3.4 I can understand the meanings of words and phrases as they are used in a text.</p> <p>RL.3.4 I can define direct/actual language, and give examples.</p> <p>RL.3.4 I can define figurative language, and give examples.</p> <p>RL.3.4 I can determine if a word or phrase is being used literally or figuratively in a text.</p> <p>RL.3.6 I can describe a narrator or character's point of view in a text.</p> <p>RL.3.6 I can compare and contrast a narrator or character's feelings about a topic and my own feelings.</p> <p>RL.3.7 I can explain in detail how the illustrations in a text add to a character, setting, or mood of a story.</p>

Poetry Unit

<p>Language</p> <p><i>How do writers, readers, speakers and listeners show or understand clear meaning?</i></p> <ul style="list-style-type: none"> Writers, readers, speakers and listeners use their knowledge of language and its grammar (structure) and usage (form) to show clear meaning. <p><i>What are the differences between spoken and written standard English?</i></p> <ul style="list-style-type: none"> There are differences between the conventions of spoken and written standard English. <p><i>How do proficient readers and listeners clarify the meaning of unknown words?</i></p> <p>Proficient readers and listeners choose from a variety of strategies to determine and clarify the meaning of unknown and multi-meaning words.</p> <p><i>How do proficient users of standard English create and understand exact meaning?</i></p> <p>Skillful use and understanding of figurative language, word relationships and word meanings allows readers, writers, speakers and listeners to deepen comprehension and create exact meaning.</p> <p><i>How do users of grade-appropriate standard English demonstrate proficiency?</i></p> <p>Proficient users of grade-appropriate standard English learn and use conversational, academic and subject-specific words and phrases.</p>	<p>Language</p> <p>L.3.1d I can explain the difference between regular and irregular verbs and use them correctly.</p> <p>L.3.1g I can define and provide examples of comparative and superlative adjectives and adverbs.</p> <p>L.3.1g I can accurately use comparative and superlative adjectives and adverbs.</p> <p>L.3.2f I can remember spelling rules and apply them to new words I'm studying.</p> <p>L.3.2g I can use reference materials to look up the spelling of a word.</p> <p>L.3.3b I can understand the different rules and patterns people follow when speaking versus writing.</p> <p>L.3.3b I can follow different rules and patterns if I am speaking versus writing.</p> <p>L.3.4a I can determine the meaning of a word or phrase by looking for context clues in a sentence.</p> <p>L.3.4c I can use my knowledge of a root word to see how the meanings of similar words are related (for example, company and companion).</p> <p>L.3.4d I can determine the definition of a word or phrase by using a reference material.</p> <p>L.3.5 I can define figurative language and provide an example.</p> <p>L.3.5a I can tell the difference between literal (actual) and nonliteral (figurative) meanings of words and phrases in sentences.</p>
<p>Reading Foundational</p> <p><i>How do readers comprehend and present grade level text?</i></p> <ul style="list-style-type: none"> Comprehension of grade level text improves as readers use their skills for accurate and fluent reading. <p><i>What skills does the reader use to figure out unknown words?</i></p> <ul style="list-style-type: none"> Fluent readers figure out unknown and multi-syllable words by knowing the meaning of common prefixes and suffixes, letter sound relationships, and recognizing irregularly spelled words. 	<p>Reading Foundational</p> <p>RF.3.3a I can know the meaning of most common prefixes and suffixes.</p> <p>RF.3.3a I can read common words with prefixes and suffixes.</p> <p>RF.3.3b I can figure out the meaning of words I don't recognize that have common Latin suffixes.</p> <p>RF.3.3c I can read multi-syllable words.</p> <p>RF.3.3d I can read irregularly spelled words.</p> <p>RF.3.4 I can read fluently with accuracy to understand what I read.</p> <p>RF.3.4a I can read with purpose and understanding.</p> <p>RF.3.4b I can read stories and poems aloud clearly, accurately, and at a steady pace.</p> <p>RF.3.4c I can correct mistakes I make.</p> <p>RF.3.4c I can reread for clarification when I read silently or aloud.</p>

Poetry Unit

Speaking & Listening	Speaking and Listening
<p><i>How does listening, formulating, and expressing ideas about a text to others contribute to deeper comprehension of the material?</i></p>	<p>SL.3.1 I can effectively participate in one-on-one, group, and teacher-led discussions.</p>
<ul style="list-style-type: none"> Effective collaboration with peers in a variety of groupings using clear, reciprocal communication encourages deeper comprehension by providing opportunities for building on other's ideas. 	<p>SL.3.1 I can build on the ideas of others in a discussion.</p> <p>SL.3.1 I can discuss my own ideas clearly in a discussion.</p>
<p><i>How does active and thoughtful listening and viewing contribute to comprehension of material presented visually, orally and/or quantitatively?</i></p>	<p>SL.3.1a I can be prepared for discussions by reading and studying required materials.</p>
<ul style="list-style-type: none"> Active and thoughtful listening and viewing help identify the main idea and supporting details in text or media presented visually, orally and/or quantitatively. 	<p>SL.3.1a I can refer to texts and other required materials when discussing a topic.</p> <p>SL.3.1a I can refer to my own prior knowledge when discussing a topic.</p> <p>SL.3.1b I can follow established rules for class discussions.</p>
<p><i>How does seeking clarification and elaboration help the listener make meaning of an oral presentation?</i></p>	<p>SL.3.1c I can participate in conversations by asking questions and staying on topic.</p>
<ul style="list-style-type: none"> Comprehension of oral presentation depends on the ability to seek clarification and elaboration by engaging in meaningful discussion with the presenter. 	<p>SL.3.1d I can explain my ideas and understanding of a topic after having a discussion about it.</p> <p>SL.3.2 I can determine the main idea and supporting details of a text read aloud to me.</p>
<p><i>What makes a quality presentation?</i></p>	<p>SL.3.2 I can determine the main idea and supporting details of information presented visually, such as a photograph or video.</p>
<ul style="list-style-type: none"> Quality presentations include appropriate facts and relevant descriptive details. 	<p>SL.3.2 I can determine the main idea and supporting details of information presented orally, such as a speech or conversation.</p>
<p><i>How do voice volume and speed contribute to a quality presentation?</i></p>	<p>SL.3.2 I can determine the main idea and supporting details of information presented in a graph or chart.</p>
<ul style="list-style-type: none"> Appropriate voice volume and speed of presentation contributes to the audience's ability to comprehend the information presented. 	<p>SL.3.3 I can ask and answer questions about information a speaker provides.</p> <p>SL.3.4 I can report on a topic or text, tell a story, or retell an experience while providing important facts and details.</p>
<p><i>What improves the quality of an audio presentation?</i></p>	<p>SL.3.4 I can speak clearly and at an understandable pace when presenting.</p>
<ul style="list-style-type: none"> Fluid reading at an understandable pace improves the quality of audio presentations. 	<p>SL.3.5 I can create audio recordings of stories or poems by reading aloud at an understandable pace.</p>
<p><i>How do visual displays of key information and concepts improve a presentation?</i></p>	<p>SL.3.5 I can use visuals such as drawings or photographs to draw attention to certain facts or details.</p>
<ul style="list-style-type: none"> Visual displays of key information and concepts enhance the audience's comprehension of a presentation. 	<p>SL.3.6 I can speak in complete sentences.</p>
<p><i>How should presenters answer questions about their presentations?</i></p>	
<ul style="list-style-type: none"> Questions about the topic of a presentation require appropriate, complete-sentence responses to help clarify meaning. 	

Poetry Unit

<p>Academic Vocabulary Prerequisite: Describe, meaning, point of view, stories, determine, lesson, describe, explain, moral, text, determine, key details, author, illustrations, setting, irregularly spelled words, prefix, suffix, unknown words, accuracy, comprehension, fluency, support New: Language, non-literal, literal, distinguish, poems, stanza, refer, message, recount, contributions, feelings, structures, cultures, aspects, compare, contrast, create mood, themes, fluent reader, multi-syllable words</p>	<p>Student Vocabulary (These are the weekly vocabulary terms used to enhance understanding of the words in the text.)</p>
<p>Phonics/Phonemic Awareness The students will complete units 20 to 22 of Rebecca Sitton. The students will study double letter words spelling patterns. The students will study prefixes. The students will study suffixes.</p>	
<p style="text-align: center;">Assessments</p>	
<p>Formative (These would be <u>daily</u> checks for student understanding of the skill taught. This would drive further instruction. This would determine small groups and/or whole group re-teaching.)</p> <p>Common Formative Units 20 to 22 word tests and skills tests.</p>	<p>Summative (These are the common end of skill assessments. i.e. Skills Tests, Unit Tests, story comprehension tests, etc.)</p>
<p>Lesson Sequence (This is where we would attach our Madeline Hunter lesson plans organized according to skill, not basal units and weeks. Use Academic Vocabulary to organize label lessons. For example: Main Idea & Details, not Basal Unit 2 Week 4.)</p>	<p>Resources (This is a list of teacher/student materials needed to fully teach the skills set forth in the unit/lesson plans. This could be trade books, handouts, and any extra necessary materials to aide in the understanding of the CCSS.)</p>

Author Study Unit

Author Study Unit

Unit Summary

The students will compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

The learner will demonstrate increasing awareness and competence in the areas of phonics and word recognition.

The learner will read with sufficient accuracy and fluency to support comprehension.

The learner will build vocabulary acquisition and use to clarify the meaning of unknown and multiple-meaning words and phrases.

The learner will build comprehension through collaborative conversations about grade 3 topics and texts.

Title of Unit

Author Study

Subject Area

(Reading) ☺

Common Core State Standards

Reading Literature

Anchor Standard RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RL.3.1: Ask and answer questions 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, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.7: 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).

Author Study Unit

Language

L.3.2d: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Form and use possessives.

L.3.2f: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3b: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4a: 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. Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4c: 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. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

L.3.4d: 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. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Reading Foundational

RF.3.3a: Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3b: Know and apply grade-level phonics and word analysis skills in decoding words. Decode words with common Latin suffixes.

RF.3.3c: Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.

RF.3.3d: Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.

RF.3.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.3.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Author Study Unit

Speaking & Listening

SL.3.1a: 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b: 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. Follow agreed-upon rules for discussions (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.3.1c: 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 stay on topic, and link their comments to the remarks of others.

SL.3.1d: 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. 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.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Essential Questions-Student Targets

I Can statements

Author Study Unit

Reading Narrative Text	Reading Narrative Text
<p><i>How do illustrations add to the understanding of a text?</i></p> <ul style="list-style-type: none"> • Illustrations add to the understanding of a text by creating mood, or to emphasize aspects of setting or character. 	<p>RL.3.1 I can ask questions about what the text says and search the text to find the answers.</p>
<p><i>How are books in a series similar or different?</i></p> <ul style="list-style-type: none"> • A series is a group of books usually written by the same author that may share common characters, themes, settings, and plot lines. 	<p>RL.3.1 I can answer questions about the text to show I understand it.</p>
<p><i>How does a skilled reader demonstrate understanding of the text?</i></p> <ul style="list-style-type: none"> • Comprehension strategies lead to asking and answering questions that reveal deeper meaning of the story. 	<p>RL.3.2 I can describe the main idea of a text and locate details in the text that support the main idea.</p>
<p><i>Why are key details important in stories?</i></p> <ul style="list-style-type: none"> • Key details from the text can be used to answer and ask questions demonstrating understanding. 	<p>RL.3.2 I can summarize what the text says.</p>
<p><i>How does a skilled reader find the author's purpose in stories, fables, folktales, and myths from diverse cultures?</i></p> <ul style="list-style-type: none"> • Key details in the text show the central messages, lessons, or morals found in various forms of stories from diverse cultures 	<p>RL.3.2 I can identify the theme of a story using key details from the text.</p>
<p><i>How does a character's traits influence their actions and the events of the story?</i></p> <ul style="list-style-type: none"> • Each character has a unique set of traits that direct their actions which shape the events of the story. 	<p>RL.3.3 I can describe a character's traits (how they look and act), their dreams and fears, and their feelings.</p>
<p><i>Why is it important to read a variety of complex literature?</i></p> <ul style="list-style-type: none"> • Reading and thinking skills develop through reading and understanding a variety of complex literature. 	<p>RL.3.3 I can explain how a character's actions are important to the events in a story.</p>
	<p>RL.3.7 I can explain in detail how the illustrations in a text add to a character, setting, or mood of a story.</p>
	<p>RL.3.9 I can compare and contrast the themes, plots, and settings of stories written by the same author about the same or similar characters.</p>

Author Study Unit

<p>Language</p> <p><i>How do writers, readers, speakers and listeners show or understand clear meaning?</i></p> <ul style="list-style-type: none"> Writers, readers, speakers and listeners use their knowledge of language and its grammar (structure) and usage (form) to show clear meaning. <p><i>What are the differences between spoken and written standard English?</i></p> <ul style="list-style-type: none"> There are differences between the conventions of spoken and written standard English. <p><i>How do proficient readers and listeners clarify the meaning of unknown words?</i></p> <p>Proficient readers and listeners choose from a variety of strategies to determine and clarify the meaning of unknown and multi-meaning words.</p> <p><i>How do proficient users of standard English create and understand exact meaning?</i></p> <p>Skillful use and understanding of figurative language, word relationships and word meanings allows readers, writers, speakers and listeners to deepen comprehension and create exact meaning.</p> <p><i>How do users of grade-appropriate standard English demonstrate proficiency?</i></p> <p>Proficient users of grade-appropriate standard English learn and use conversational, academic and subject-specific words and phrases.</p>	<p>Language</p> <p>L.3.2d I can form and use possessives and know the difference between it's and its.</p> <p>L.3.2f I can remember spelling rules and apply them to new words I'm studying.</p> <p>L.3.2g I can use reference materials to look up the spelling of a word.</p> <p>L.3.3b I can understand the different rules and patterns people follow when speaking versus writing.</p> <p>L.3.3b I can follow different rules and patterns if I am speaking versus writing.</p> <p>L.3.4a I can determine the meaning of a word or phrase by looking for context clues in a sentence.</p> <p>L.3.4c I can use my knowledge of a root word to see how the meanings of similar words are related (for example, company and companion).</p> <p>L.3.4d I can determine the definition of a word or phrase by using a reference material.</p>
<p>Reading Foundational</p> <p><i>How do readers comprehend and present grade level text?</i></p> <ul style="list-style-type: none"> Comprehension of grade level text improves as readers use their skills for accurate and fluent reading. <p><i>What skills does the reader use to figure out unknown words?</i></p> <ul style="list-style-type: none"> Fluent readers figure out unknown and multi-syllable words by knowing the meaning of common prefixes and suffixes, letter sound relationships, and recognizing irregularly spelled words. 	<p>Reading Foundational</p> <p>RF.3.3a I can know the meaning of most common prefixes and suffixes.</p> <p>RF.3.3a I can read common words with prefixes and suffixes.</p> <p>RF.3.3b I can figure out the meaning of words I don't recognize that have common Latin suffixes.</p> <p>RF.3.3c I can read multi-syllable words.</p> <p>RF.3.3d I can read irregularly spelled words.</p> <p>RF.3.4 I can read fluently with accuracy to understand what I read.</p> <p>RF.3.4a I can read with purpose and understanding.</p> <p>RF.3.4b I can read stories and poems aloud clearly, accurately, and at a steady pace.</p> <p>RF.3.4c I can correct mistakes I make.</p> <p>RF.3.4c I can reread for clarification when I read silently or aloud.</p>

Author Study Unit

<p>Speaking & Listening</p> <p><i>How does listening, formulating, and expressing ideas about a text to others contribute to deeper comprehension of the material?</i></p> <ul style="list-style-type: none"> Effective collaboration with peers in a variety of groupings using clear, reciprocal communication encourages deeper comprehension by providing opportunities for building on other’s ideas. <p><i>How does active and thoughtful listening and viewing contribute to comprehension of material presented visually, orally and/or quantitatively?</i></p> <ul style="list-style-type: none"> Active and thoughtful listening and viewing help identify the main idea and supporting details in text or media presented visually, orally and/or quantitatively. <p><i>How does seeking clarification and elaboration help the listener make meaning of an oral presentation?</i></p> <ul style="list-style-type: none"> Comprehension of oral presentation depends on the ability to seek clarification and elaboration by engaging in meaningful discussion with the presenter. <p><i>What makes a quality presentation?</i></p> <ul style="list-style-type: none"> Quality presentations include appropriate facts and relevant descriptive details. <p><i>How do voice volume and speed contribute to a quality presentation?</i></p> <ul style="list-style-type: none"> Appropriate voice volume and speed of presentation contributes to the audience’s ability to comprehend the information presented. <p><i>How do visual displays of key information and concepts improve a presentation?</i></p> <ul style="list-style-type: none"> Visual displays of key information and concepts enhance the audience’s comprehension of a presentation. <p><i>How should presenters answer questions about their presentations?</i></p> <p>Questions about the topic of a presentation require appropriate, complete-sentence responses to help clarify meaning.</p>	<p>Speaking and Listening</p> <p>SL.3.1 I can effectively participate in one-on-one, group, and teacher-led discussions.</p> <p>SL.3.1 I can build on the ideas of others in a discussion.</p> <p>SL.3.1 I can discuss my own ideas clearly in a discussion.</p> <p>SL.3.1a I can be prepared for discussions by reading and studying required materials.</p> <p>SL.3.1a I can refer to texts and other required materials when discussing a topic.</p> <p>SL.3.1a I can refer to my own prior knowledge when discussing a topic.</p> <p>SL.3.1b I can follow established rules for class discussions.</p> <p>SL.3.1c I can participate in conversations by asking questions and staying on topic.</p> <p>SL.3.1d I can explain my ideas and understanding of a topic after having a discussion about it.</p> <p>SL.3.2 I can determine the main idea and supporting details of a text read aloud to me.</p> <p>SL.3.2 I can determine the main idea and supporting details of information presented visually, such as a photograph or video.</p> <p>SL.3.2 I can determine the main idea and supporting details of information presented orally, such as a speech or conversation.</p> <p>SL.3.2 I can determine the main idea and supporting details of information presented in a graph or chart.</p> <p>SL.3.3 I can ask and answer questions about information a speaker provides.</p> <p>SL.3.4 I can report on a topic or text, tell a story, or retell an experience while providing important facts and details.</p> <p>SL.3.4 I can speak clearly and at an understandable pace when presenting.</p> <p>SL.3.6 I can speak in complete sentences.</p>
<p>Academic Vocabulary</p> <p>Prerequisite: Author, explain, illustrations, setting, describe, determine, events, explain, key details, lesson, moral, sequence, story, text, , unknown words, accuracy, comprehension, fluency, support</p> <p>New: aspects, compare, contrast, character, create mood, plot, series, themes, cause & effect, contributions, cultures, fables, feelings, folktales, message, motivations, myths, recount, structure, traits, fluent reader, multi-syllable words</p>	<p>Student Vocabulary</p> <p>(These are the weekly vocabulary terms used to enhance understanding of the words in the text.)</p>

Author Study Unit

<p>Phonics/Phonemic Awareness (Refer to Rebecca Sitton Word Study) The students will complete units 23 to 26 of Rebecca Sitton. The students will study contractions. The students will study homophones. The students will study possessives. The students will study words with silent letters. The students will study compound words.</p>	
<p>Assessments</p>	
<p>Formative (These would be <u>daily</u> checks for student understanding of the skill taught. This would drive further instruction. This would determine small groups and/or whole group re-teaching.)</p> <p>Common Formative Units 23 to 26 word tests and skills tests.</p>	<p>Summative (These are the common end of skill assessments. i.e. Skills Tests, Unit Tests, story comprehension tests, etc.)</p>
<p>Lesson Sequence (This is where we would attach our Madeline Hunter lesson plans organized according to skill, not basal units and weeks. Use Academic Vocabulary to organize label lessons. For example: Main Idea & Details, not Basal Unit 2 Week 4.)</p>	<p>Resources The Legend of Sleeping Bear By Kathy Jo-Wargin The Legend of the Loon By Kathy Jo-Wargin The Legend of Mackinac Island By Kathy Jo-Wargin The Legend of the Lady’s Slipper By Kathy Jo-Wargin The Legend of the Petoskey Stone By Kathy Jo-Wargin The Legend of Leelanau By Kathy Jo-Wargin The Legend of By Kathy Jo-Wargin The Edmund Fitzgerald By Kathy Jo-Wargin The Mackinaw Bridge By Kathy Jo-Wargin The Voyageur’s Paddle By Kathy Jo-Wargin</p>

Author Study Unit

Unit Summary

The students will compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

The learner will demonstrate increasing awareness and competence in the areas of phonics and word recognition.

The learner will read with sufficient accuracy and fluency to support comprehension.

The learner will build vocabulary acquisition and use to clarify the meaning of unknown and multiple-meaning words and phrases.

The learner will build comprehension through collaborative conversations about grade 3 topics and texts.

Title of Unit

Author Study

Subject Area

(Reading) ☺

Common Core State Standards

Reading Literature

Anchor Standard RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RL.3.1: Ask and answer questions 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, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.7: 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).

Author Study Unit

Language

L.3.2d: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Form and use possessives.

L.3.2f: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3b: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4a: 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. Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4c: 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. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

L.3.4d: 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. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Reading Foundational

RF.3.3a: Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3b: Know and apply grade-level phonics and word analysis skills in decoding words. Decode words with common Latin suffixes.

RF.3.3c: Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.

RF.3.3d: Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.

RF.3.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.3.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Author Study Unit

Speaking & Listening

SL.3.1a: 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b: 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. Follow agreed-upon rules for discussions (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.3.1c: 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 stay on topic, and link their comments to the remarks of others.

SL.3.1d: 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. 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.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Essential Questions-Student Targets

I Can statements

Author Study Unit

Reading Narrative Text	Reading Narrative Text
<p><i>How do illustrations add to the understanding of a text?</i></p> <ul style="list-style-type: none"> • Illustrations add to the understanding of a text by creating mood, or to emphasize aspects of setting or character. <p><i>How are books in a series similar or different?</i></p> <ul style="list-style-type: none"> • A series is a group of books usually written by the same author that may share common characters, themes, settings, and plot lines. <p><i>How does a skilled reader demonstrate understanding of the text?</i></p> <ul style="list-style-type: none"> • Comprehension strategies lead to asking and answering questions that reveal deeper meaning of the story. <p><i>Why are key details important in stories?</i></p> <ul style="list-style-type: none"> • Key details from the text can be used to answer and ask questions demonstrating understanding. <p><i>How does a skilled reader find the author's purpose in stories, fables, folktales, and myths from diverse cultures?</i></p> <ul style="list-style-type: none"> • Key details in the text show the central messages, lessons, or morals found in various forms of stories from diverse cultures <p><i>How does a character's traits influence their actions and the events of the story?</i></p> <ul style="list-style-type: none"> • Each character has a unique set of traits that direct their actions which shape the events of the story. <p><i>Why is it important to read a variety of complex literature?</i></p> <ul style="list-style-type: none"> • Reading and thinking skills develop through reading and understanding a variety of complex literature. 	<p>RL.3.1 I can ask questions about what the text says and search the text to find the answers.</p> <p>RL.3.1 I can answer questions about the text to show I understand it.</p> <p>RL.3.2 I can describe the main idea of a text and locate details in the text that support the main idea.</p> <p>RL.3.2 I can summarize what the text says.</p> <p>RL.3.2 I can identify the theme of a story using key details from the text.</p> <p>RL.3.3 I can describe a character's traits (how they look and act), their dreams and fears, and their feelings.</p> <p>RL.3.3 I can explain how a character's actions are important to the events in a story.</p> <p>RL.3.7 I can explain in detail how the illustrations in a text add to a character, setting, or mood of a story.</p> <p>RL.3.9 I can compare and contrast the themes, plots, and settings of stories written by the same author about the same or similar characters.</p>

Author Study Unit

<p>Language</p> <p><i>How do writers, readers, speakers and listeners show or understand clear meaning?</i></p> <ul style="list-style-type: none"> Writers, readers, speakers and listeners use their knowledge of language and its grammar (structure) and usage (form) to show clear meaning. <p><i>What are the differences between spoken and written standard English?</i></p> <ul style="list-style-type: none"> There are differences between the conventions of spoken and written standard English. <p><i>How do proficient readers and listeners clarify the meaning of unknown words?</i></p> <p>Proficient readers and listeners choose from a variety of strategies to determine and clarify the meaning of unknown and multi-meaning words.</p> <p><i>How do proficient users of standard English create and understand exact meaning?</i></p> <p>Skillful use and understanding of figurative language, word relationships and word meanings allows readers, writers, speakers and listeners to deepen comprehension and create exact meaning.</p> <p><i>How do users of grade-appropriate standard English demonstrate proficiency?</i></p> <p>Proficient users of grade-appropriate standard English learn and use conversational, academic and subject-specific words and phrases.</p>	<p>Language</p> <p>L.3.2d I can form and use possessives and know the difference between it's and its.</p> <p>L.3.2f I can remember spelling rules and apply them to new words I'm studying.</p> <p>L.3.2g I can use reference materials to look up the spelling of a word.</p> <p>L.3.3b I can understand the different rules and patterns people follow when speaking versus writing.</p> <p>L.3.3b I can follow different rules and patterns if I am speaking versus writing.</p> <p>L.3.4a I can determine the meaning of a word or phrase by looking for context clues in a sentence.</p> <p>L.3.4c I can use my knowledge of a root word to see how the meanings of similar words are related (for example, company and companion).</p> <p>L.3.4d I can determine the definition of a word or phrase by using a reference material.</p>
<p>Reading Foundational</p> <p><i>How do readers comprehend and present grade level text?</i></p> <ul style="list-style-type: none"> Comprehension of grade level text improves as readers use their skills for accurate and fluent reading. <p><i>What skills does the reader use to figure out unknown words?</i></p> <ul style="list-style-type: none"> Fluent readers figure out unknown and multi-syllable words by knowing the meaning of common prefixes and suffixes, letter sound relationships, and recognizing irregularly spelled words. 	<p>Reading Foundational</p> <p>RF.3.3a I can know the meaning of most common prefixes and suffixes.</p> <p>RF.3.3a I can read common words with prefixes and suffixes.</p> <p>RF.3.3b I can figure out the meaning of words I don't recognize that have common Latin suffixes.</p> <p>RF.3.3c I can read multi-syllable words.</p> <p>RF.3.3d I can read irregularly spelled words.</p> <p>RF.3.4 I can read fluently with accuracy to understand what I read.</p> <p>RF.3.4a I can read with purpose and understanding.</p> <p>RF.3.4b I can read stories and poems aloud clearly, accurately, and at a steady pace.</p> <p>RF.3.4c I can correct mistakes I make.</p> <p>RF.3.4c I can reread for clarification when I read silently or aloud.</p>

Author Study Unit

<p>Speaking & Listening</p> <p><i>How does listening, formulating, and expressing ideas about a text to others contribute to deeper comprehension of the material?</i></p> <ul style="list-style-type: none"> Effective collaboration with peers in a variety of groupings using clear, reciprocal communication encourages deeper comprehension by providing opportunities for building on other’s ideas. <p><i>How does active and thoughtful listening and viewing contribute to comprehension of material presented visually, orally and/or quantitatively?</i></p> <ul style="list-style-type: none"> Active and thoughtful listening and viewing help identify the main idea and supporting details in text or media presented visually, orally and/or quantitatively. <p><i>How does seeking clarification and elaboration help the listener make meaning of an oral presentation?</i></p> <ul style="list-style-type: none"> Comprehension of oral presentation depends on the ability to seek clarification and elaboration by engaging in meaningful discussion with the presenter. <p><i>What makes a quality presentation?</i></p> <ul style="list-style-type: none"> Quality presentations include appropriate facts and relevant descriptive details. <p><i>How do voice volume and speed contribute to a quality presentation?</i></p> <ul style="list-style-type: none"> Appropriate voice volume and speed of presentation contributes to the audience’s ability to comprehend the information presented. <p><i>How do visual displays of key information and concepts improve a presentation?</i></p> <ul style="list-style-type: none"> Visual displays of key information and concepts enhance the audience’s comprehension of a presentation. <p><i>How should presenters answer questions about their presentations?</i></p> <p>Questions about the topic of a presentation require appropriate, complete-sentence responses to help clarify meaning.</p>	<p>Speaking and Listening</p> <p>SL.3.1 I can effectively participate in one-on-one, group, and teacher-led discussions.</p> <p>SL.3.1 I can build on the ideas of others in a discussion.</p> <p>SL.3.1 I can discuss my own ideas clearly in a discussion.</p> <p>SL.3.1a I can be prepared for discussions by reading and studying required materials.</p> <p>SL.3.1a I can refer to texts and other required materials when discussing a topic.</p> <p>SL.3.1a I can refer to my own prior knowledge when discussing a topic.</p> <p>SL.3.1b I can follow established rules for class discussions.</p> <p>SL.3.1c I can participate in conversations by asking questions and staying on topic.</p> <p>SL.3.1d I can explain my ideas and understanding of a topic after having a discussion about it.</p> <p>SL.3.2 I can determine the main idea and supporting details of a text read aloud to me.</p> <p>SL.3.2 I can determine the main idea and supporting details of information presented visually, such as a photograph or video.</p> <p>SL.3.2 I can determine the main idea and supporting details of information presented orally, such as a speech or conversation.</p> <p>SL.3.2 I can determine the main idea and supporting details of information presented in a graph or chart.</p> <p>SL.3.3 I can ask and answer questions about information a speaker provides.</p> <p>SL.3.4 I can report on a topic or text, tell a story, or retell an experience while providing important facts and details.</p> <p>SL.3.4 I can speak clearly and at an understandable pace when presenting.</p> <p>SL.3.6 I can speak in complete sentences.</p>
<p>Academic Vocabulary</p> <p>Prerequisite: Author, explain, illustrations, setting, describe, determine, events, explain, key details, lesson, moral, sequence, story, text, , unknown words, accuracy, comprehension, fluency, support</p> <p>New: aspects, compare, contrast, character, create mood, plot, series, themes, cause & effect, contributions, cultures, fables, feelings, folktales, message, motivations, myths, recount, structure, traits, fluent reader, multi-syllable words</p>	<p>Student Vocabulary</p> <p>(These are the weekly vocabulary terms used to enhance understanding of the words in the text.)</p>

Author Study Unit

<p>Phonics/Phonemic Awareness (Refer to Rebecca Sitton Word Study) The students will complete units 23 to 26 of Rebecca Sitton. The students will study contractions. The students will study homophones. The students will study possessives. The students will study words with silent letters. The students will study compound words.</p>	
<p>Assessments</p>	
<p>Formative (These would be <u>daily</u> checks for student understanding of the skill taught. This would drive further instruction. This would determine small groups and/or whole group re-teaching.)</p> <p>Common Formative Units 23 to 26 word tests and skills tests.</p>	<p>Summative (These are the common end of skill assessments. i.e. Skills Tests, Unit Tests, story comprehension tests, etc.)</p>
<p>Lesson Sequence (This is where we would attach our Madeline Hunter lesson plans organized according to skill, not basal units and weeks. Use Academic Vocabulary to organize label lessons. For example: Main Idea & Details, not Basal Unit 2 Week 4.)</p>	<p>Resources The Legend of Sleeping Bear By Kathy Jo-Wargin The Legend of the Loon By Kathy Jo-Wargin The Legend of Mackinac Island By Kathy Jo-Wargin The Legend of the Lady’s Slipper By Kathy Jo-Wargin The Legend of the Petoskey Stone By Kathy Jo-Wargin The Legend of Leelanau By Kathy Jo-Wargin The Legend of By Kathy Jo-Wargin The Edmund Fitzgerald By Kathy Jo-Wargin The Mackinaw Bridge By Kathy Jo-Wargin The Voyageur’s Paddle By Kathy Jo-Wargin</p>

Informational Text-Research Projects

Unit Summary

The learners will practice describing connections between sentences and paragraphs. Students will practice making comparisons, cause/effect, and first/second/third in a sequence.

The learner will demonstrate increasing awareness and competence in the areas of phonics and word recognition.

The learner will read with sufficient accuracy and fluency to support comprehension.

The learner will build vocabulary acquisition and use to clarify the meaning of unknown and multiple-meaning words and phrases.

The learner will build comprehension through collaborative conversations about grade 3 topics and texts.

Title of Unit

Informational Text-Research Projects

Subject Area

(Reading) ☺

Common Core State Standards

.Reading Informational Text

Anchor Standard: 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).

RI.3.1: Ask and answer questions 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.3.5: 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.

GOAL: RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Informational Text-Research Projects

Language

L.3.1d: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular verbs.

L.3.1g: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.2d: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Form and use possessives.

L.3.2e: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2f: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3b: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4b: 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. 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.3.4c: 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. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

L.3.4d: 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. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Reading Foundational

RF.3.3a: Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3b: Know and apply grade-level phonics and word analysis skills in decoding words. Decode words with common Latin suffixes.

RF.3.3c: Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.

RF.3.3d: Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.

RF.3.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.3.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Informational Text-Research Projects

Speaking & Listening

SL.3.1a: 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b: 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. Follow agreed-upon rules for discussions (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.3.1c: 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 stay on topic, and link their comments to the remarks of others.

SL.3.1d: 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. 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: Create engaging audio recordings of stories or poems that 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.

Essential Questions-Student Targets

I Can statements

Informational Text-Research Projects

Reading Informational Text	Reading Informational Text
<p><i>How & why can the reader's point of view differ from that of the author?</i></p> <ul style="list-style-type: none"> Skilled readers create their own points of view, which may be similar or different, from those of the author of the text. 	<p>RI.3.1 I can talk about what a text says when answering questions about the text.</p>
<p><i>How does a skilled reader find the important information in text?</i></p> <p>Visuals and illustrations, in addition to the words in the text, provide important information to the reader, which helps the reader answer who, what, where, when, why and how questions.</p>	<p>RI.3.1 I can ask and answer questions about a text to show that I understand what it says.</p> <p>RI.3.2 I can describe the main idea of a text and locate details in the text that support the main idea.</p>
<p><i>How are sentences and paragraphs connected in text?</i></p> <p>Sentences and paragraphs are connected in ways such as comparison, cause/effect, and sequence.</p>	<p>RI.3.2 I can summarize what the text says.</p> <p>RI.3.3 I can describe the sequence of historical events after reading about it.</p>
<p><i>How can comparing and contrasting help the reader understand the text?</i></p> <p>A greater understanding of a subject may be gained by comparing and contrasting key details from two texts on the same topic.</p>	<p>RI.3.3 I can describe the steps of a scientific process after reading about it.</p> <p>RI.3.3 I can describe the steps of a process after reading a text describing how something works.</p>
<p><i>How do skilled readers demonstrate understanding of informational text?</i></p> <p>Communicating details from an informational text demonstrates understanding.</p>	<p>RI.3.5 I can understand that internet search engines display results based on keywords.</p> <p>RI.3.5 I can use relevant key words for internet searches.</p>
<p><i>How does knowing the key details help the reader understand the text?</i></p> <p>Key details in informational text determine and support the main idea.</p>	<p>RI.3.6 I can understand that my opinion may or may not be the same opinion that is presented in a text.</p> <p>RI.3.6 I can compare and contrast my opinion with the opinion of an author of a text I'm reading.</p>
<p><i>How is related information connected in informational text?</i></p> <p>Related information is connected in the text through events in time, ideas and sequential steps in a process.</p>	<p>RI.3.8 I can read a paragraph and understand the connections between the sentences.</p> <p>RI.3.8 I can read about an event or process and describe what happened in order.</p>
<p><i>How does a skilled reader describe the connections within informational text?</i></p> <p>Relationships in informational text are described using language pertaining to time, sequence or cause/effect.</p>	<p>RI.3.8 I can read about an event or process and describe the cause and effect.</p>
<p><i>Why is it important to read a variety of complex informational text?</i></p> <p>Reading and thinking skills develop through reading and understanding a variety of complex informational text.</p>	

Informational Text-Research Projects

<p>Language</p> <p><i>How do writers and speakers express meaningful ideas clearly?</i></p> <ul style="list-style-type: none"> □ A writer creates meaningful sentences by using the specific rules of standard English for capitalization, punctuation and spelling. □ Meaningful written or spoken sentences in standard English follow specific rules for grammar (structure) and usage (form). <p><i>How do writers, readers, speakers and listeners show or understand clear meaning?</i></p> <ul style="list-style-type: none"> • Writers, readers, speakers and listeners use their knowledge of language and its grammar (structure) and usage (form) to show clear meaning. <p><i>What are the differences between spoken and written standard English?</i></p> <ul style="list-style-type: none"> • There are differences between the conventions of spoken and written standard English. 	<p>Language</p> <p>L.3.1d I can explain the difference between regular and irregular verbs and use them correctly</p> <p>L.3.1g I can define and provide examples of comparative and superlative adjectives and adverbs.</p> <p>L.3.1g I can accurately use comparative and superlative adjectives and adverbs.</p> <p>L.3.2d I can form and use possessives and know the difference between it's and its.</p> <p>L.3.2f I can remember spelling rules and apply them to new words I'm studying.</p> <p>L.3.2g I can use reference materials to look up the spelling of a word.</p> <p>L.3.3b I can understand the different rules and patterns people follow when speaking versus writing.</p> <p>L.3.3b I can follow different rules and patterns if I am speaking versus writing.</p> <p>L.3.4a I can determine the meaning of a word or phrase by looking for context clues in a sentence.</p> <p>L3.4b I can identify the affix of a word.</p> <p>L3.4b I can define prefix, suffix, and root.</p> <p>L3.4b I can determine how the meaning of a word changes when an prefix or suffix is added, such as care/careless or heat/preheat.</p> <p>L.3.4c I can use my knowledge of a root word to see how the meanings of similar words are related (for example, company and companion).</p> <p>L.3.4d I can determine the definition of a word or phrase by using a reference material.</p>
<p>Reading Foundational</p> <p><i>How do readers comprehend and present grade level text?</i></p> <ul style="list-style-type: none"> • Comprehension of grade level text improves as readers use their skills for accurate and fluent reading. <p><i>What skills does the reader use to figure out unknown words?</i></p> <ul style="list-style-type: none"> • Fluent readers figure out unknown and multi-syllable words by knowing the meaning of common prefixes and suffixes, letter sound relationships, and recognizing irregularly spelled words. 	<p>Reading Foundational</p> <p>RF.3.3a I can know the meaning of most common prefixes and suffixes.</p> <p>RF.3.3a I can read common words with prefixes and suffixes.</p> <p>RF.3.3b I can figure out the meaning of words I don't recognize that have common Latin suffixes.</p> <p>RF.3.3c I can read multi-syllable words.</p> <p>RF.3.3d I can read irregularly spelled words.</p> <p>RF.3.4 I can read fluently with accuracy to understand what I read.</p> <p>RF.3.4a I can read with purpose and understanding.</p> <p>RF.3.4b I can read stories and poems aloud clearly, accurately, and at a steady pace.</p> <p>RF.3.4c I can correct mistakes I make.</p> <p>RF.3.4c I can reread for clarification when I read silently or aloud.</p>

Informational Text-Research Projects

Speaking & Listening	Speaking and Listening
<p><i>How does listening, formulating, and expressing ideas about a text to others contribute to deeper comprehension of the material?</i></p> <ul style="list-style-type: none"> Effective collaboration with peers in a variety of groupings using clear, reciprocal communication encourages deeper comprehension by providing opportunities for building on other's ideas. <p><i>How does active and thoughtful listening and viewing contribute to comprehension of material presented visually, orally and/or quantitatively?</i></p> <ul style="list-style-type: none"> Active and thoughtful listening and viewing help identify the main idea and supporting details in text or media presented visually, orally and/or quantitatively. <p><i>How does seeking clarification and elaboration help the listener make meaning of an oral presentation?</i></p> <ul style="list-style-type: none"> Comprehension of oral presentation depends on the ability to seek clarification and elaboration by engaging in meaningful discussion with the presenter. <p><i>What makes a quality presentation?</i></p> <ul style="list-style-type: none"> Quality presentations include appropriate facts and relevant descriptive details. <p><i>How do voice volume and speed contribute to a quality presentation?</i></p> <ul style="list-style-type: none"> Appropriate voice volume and speed of presentation contributes to the audience's ability to comprehend the information presented. <p><i>How do visual displays of key information and concepts improve a presentation?</i></p> <ul style="list-style-type: none"> Visual displays of key information and concepts enhance the audience's comprehension of a presentation. <p><i>How should presenters answer questions about their presentations?</i></p> <p>Questions about the topic of a presentation require appropriate, complete-sentence responses to help clarify meaning.</p>	<p>SL.3.1 I can effectively participate in one-on-one, group, and teacher-led discussions.</p> <p>SL.3.1 I can build on the ideas of others in a discussion.</p> <p>SL.3.1 I can discuss my own ideas clearly in a discussion.</p> <p>SL.3.1a I can be prepared for discussions by reading and studying required materials.</p> <p>SL.3.1a I can refer to texts and other required materials when discussing a topic.</p> <p>SL.3.1a I can refer to my own prior knowledge when discussing a topic.</p> <p>SL.3.1b I can follow established rules for class discussions.</p> <p>SL.3.1c I can participate in conversations by asking questions and staying on topic.</p> <p>SL.3.1d I can explain my ideas and understanding of a topic after having a discussion about it.</p> <p>SL.3.2 I can determine the main idea and supporting details of a text read aloud to me.</p> <p>SL.3.2 I can determine the main idea and supporting details of information presented visually, such as a photograph or video.</p> <p>SL.3.2 I can determine the main idea and supporting details of information presented orally, such as a speech or conversation.</p> <p>SL.3.2 I can determine the main idea and supporting details of information presented in a graph or chart.</p> <p>SL.3.3 I can ask and answer questions about information a speaker provides.</p> <p>SL.3.4 I can report on a topic or text, tell a story, or retell an experience while providing important facts and details.</p> <p>SL.3.4 I can speak clearly and at an understandable pace when presenting.</p> <p>SL.3.5 I can use visuals such as drawings or photographs to draw attention to certain facts or details.</p> <p>SL.3.6 I can speak in complete sentences.</p>

Informational Text-Research Projects

<p>Academic Vocabulary Prerequisite: Connections, illustrations, points, text, details, author, similar, topic, determine, meaning, words, differ, point of view, text features, answer, concepts, connections, explain, historical events, key details, relationship, scientific ideas, sequence, support, technical procedures, time, irregularly-spelled words, letter-sound relationship, prefix, suffix, unknown words, accuracy, comprehension, fluency, support</p> <p>New: Compare, contrast, important, information, paragraphs, sentences, academic, distinguish, domain-specific, hyperlinks, keywords, phrases, relevance, search tools, side bars, subject area, basis for answer, cause & effect, communicate details, demonstrate understanding, describe connections, determine, language, main idea, pertain, recount, referring, related information, sequential steps, series, fluent reader, grade-level phonics, multi-syllable words, phonics skills</p>	<p>Student Vocabulary (These are the weekly vocabulary terms used to enhance understanding of the words in the text.)</p>
<p>Phonics/Phonemic Awareness (Refer to Rebecca Sitton Word Study) The students will complete units 27 to 33 of Rebecca Sitton. The students will study /k/ sounds for spelling patterns. The students will study and form irregular verbs. The students will study consonant blends. The students will study contractions. The students will study digraphs. The students will study irregularly spelled words. The students will study suffixes.</p>	
<p>Assessments</p>	
<p>Formative (These would be <u>daily</u> checks for student understanding of the skill taught. This would drive further instruction. This would determine small groups and/or whole group re-teaching.)</p> <p>Common Formative Rebecca Sitton Units 27 to 33-word tests and skill tests</p>	<p>Summative (These are the common end of skill assessments. i.e. Skills Tests, Unit Tests, story comprehension tests, etc.)</p>
<p>Lesson Sequence (This is where we would attach our Madeline Hunter lesson plans organized according to skill, not basal units and weeks. Use Academic Vocabulary to organize label lessons. For example: Main Idea & Details, not Basal Unit 2 Week 4.)</p>	<p>Resources (This is a list of teacher/student materials needed to fully teach the skills set forth in the unit/lesson plans. This could be trade books, handouts, and any extra necessary materials to aide in the understanding of the CCSS.)</p>

Informational Text-Research Projects