

**Grade Three English Language Arts
Unit 1 Reading**

Subject(s)	Reading/Language Arts
Unit of Study	Unit 1: How Characters Change (Correlates with Unit 1 Writing: Memoir)
Pacing	30 days (25 days instruction; 5 days re-teaching/enrichment)

Overarching Standards (OS)
<p><u>Reading</u> CCR.3.RL.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. CCR.3.RI.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.</p> <p><u>Speaking and Listening</u> CCR.3.SL.1 ENGAGE effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p><u>Foundational Skills</u> CCR.3.R.F.4 Read with sufficient accuracy and fluency to support comprehension.</p>

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Priority and Supporting CCSS
<p>CCR.3.R.L.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>CCR.3.R.L.6 DISTINGUISH their own point of view from that of the narrator or those of the characters.</p> <p>CCR.3.R.L.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).</p> <p>CCR.3.SL.1.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).</p> <p>CCR.3.S.L.3 ASK and ANSWER questions about information from a speaker, offering appropriate ELABORATING and detail</p> <p>CCR.3.S.L.4 REPORT on a topic or text, TELL a story, or RECOUNT an experience in an organized manner, using appropriate fact and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>CCR.3.S.L.6 SPEAK in complete sentences when appropriate to the task and situation in order to provide requested detail or clarification.</p>

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
<p>RL.3</p> <ul style="list-style-type: none"> • Literary Texts • Key ideas • Actions that contribute to sequence of events • Story and Play Elements <ul style="list-style-type: none"> ○ Plot (e.g., events, climax/turning point, resolution) ○ Conflict ○ Characters (traits, motivations, feelings) ○ Setting 	<p>RL.3 IDENTIFY (character traits, motivations, feelings in a story/play) SEQUENCE (events) DESCRIBE (characters in a story/play) EXPLAIN (how character's actions contribute to the sequence of</p>	<p>1</p> <p>4</p> <p>1</p> <p>2</p>
<p>RL.6</p> <ul style="list-style-type: none"> • Point of View • Author's view point 	<p>RL.6 DISTINGUISH (own point of view from that of the narrator or characters)</p>	<p>2</p>

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<ul style="list-style-type: none"> • Narrator/Speaker’s view point • Character’s view point • Author’s Purpose for writing a text 		
<p>SL.3</p> <ul style="list-style-type: none"> • Questions • Topic • Speaker 	<p>SL.3 ASK and ANSWER (questions about information from a speaker) ELABORATE (using details)</p>	<p>4,3</p> <p>6</p>
<p>SL.4</p> <ul style="list-style-type: none"> • Topic • Text • Story • Personal experience • Relevant facts and details 	<p>SL.4 REPORT (on a topic or text) TELL (a story) RECOUNT (an experience in an organized manner)</p>	<p>2</p> <p>1</p> <p>2</p>

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How do readers know why characters behave the way they do? 2. What is point of view and how does it help readers? 3. How do readers effectively share ideas about what they have learned? 	<ol style="list-style-type: none"> 1. Readers examine character traits, feelings, and actions to understand how they behave. 2. Point of view is the perspective from which the story is told. It helps readers to understand the characters’ actions and story outcome. 3. Student discourse and collaboration helps to improve comprehension.

**Standardized Assessment Correlations
(State, College and Career)**

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

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Learning Activities	
<p>Focus of Unit</p> <ul style="list-style-type: none">• Creating a Reading Community• Character traits and character's actions relating to events• Point of view (Who is telling story?) <p>Activities:</p> <p>Notes:</p> <ol style="list-style-type: none">1. As introductory lessons and to help establish a reading community, follow <i>Making Meaning</i>, Unit 1, Week 1 and 2, pages 1-35. Note: Teach partners how to listen and extend each other's remarks such as: <i>What in the text makes you say that? I thought that too because...I thought something different because...I agree because...Can you say more about that?</i>2. Teachers may select how to incorporate the use of technology for students to demonstrate their understanding of skills within the unit. Teachers should also use audio versions of text in addition to print material of text and follow with guided discussions. <ul style="list-style-type: none">• Students will identify and describe character traits and explain how their actions contribute to the sequence of events.<ul style="list-style-type: none">○ As a pre-assessment, students can work independently, with a partner or in small groups to explore/read a teacher selected text to identify a character trait. As part of the pre-assessment, students should provide evidence from the text to support the character trait chosen. Share with the class to begin to a class chart on Character Traits and Evidence from the Text.○ Discuss real world examples of character traits from people they know, characters that they have read about, or from their own lives. Generate a list of character traits that will show specific examples of what that trait looks like, feels like, and sounds like.○ Follow <i>Making Meaning</i>, Unit 3, Week 1, Days 1-4, pages 86-101 focusing on exploring text structure in narrative texts while making inferences to help understand characters. Students will develop the group skill of explaining their thinking.○ Provide opportunities for students to read and note places that show specific character traits (e.g., generous, encouraging, loyal <i>rather than nice</i>) and how characters may change due to different events that occurs throughout the story. Students should practice making predictions throughout the	<p><u>Teacher Notes</u></p>

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text and then confirm predictions. As you discuss the different events throughout the story, begin to talk about possible themes. Teach students how to ask and answer questions such as:

- *What kind of person is the character? How do you know?*
- *Do you like him? Why or why not?*
- *How come the character is feeling that way?*
- *Do you think he or she did the right thing?*
- *What do you think will happen next? Why?*
- *Explain how _____ feels when he or she learns what happened? How does that affect what he/she does next?*
- *What can you **conclude** about the character at this point in the text?*

Note: Teachers may write questions on index cards to be used for small group work. These can be made accessible to students throughout the unit/year.

- Use graphic organizers to show character traits and text evidence (e.g., 2 column chart, a Y-Chart, or a T-Chart) as well as to show how a character changes throughout the text and why. Explore how these events produce a possible theme within the text. See samples below:

Sample One

Feeling/Character Trait	Detail from Text and Why

Sample Two

Character	Traits	Event	Change as A Result of Event

Sample Three (for more than one major event)

Major events or challenges	How the main character reacts/responds to major events or challenges
How character changes over time	

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- Continue to model and provide guided and small group practice focusing on how characters react and respond to the events throughout the story. Students should participate in book talks and be encouraged to identify stopping points to stop and talk about what has been read so far. Discussion prompts and journal entries should include those modeled above in addition to:
 - What kind of person was _____? Use details and evidence to support your response.
 - Explain how the _____ (character name) felt when s/he learns what happened? How does that affect what she does next?
 - Explain why _____ (character name) changes during the story. How does this influence what happened next?
 - Describe _____ (character name). How does his/her action contribute to the sequence of the events in the story?
 - What is the big event in the story? What details tell us this?
 - What do you think the author is trying to tell you? (theme)
- For independent practice and/or to assess student understanding using a teacher created rubric that is shared with students prior to the task:
 - Students can read independently and respond to teacher selected questions.
 - Students may create a character sketch/poster by hand or using the computer. Sketches should include character, his or her traits, and details from the text (i.e., words, phrases) to support those traits and how they contributed to the event sequence. Students can share with the class.
- Students will distinguish their own point of view from that of the narrator or those of the characters.
 - As a pre-assessment, ask students about why author's write (e.g., to entertain, to inform, to persuade). Link author's purpose to point of view and define point of view.
 - As an introductory lesson, follow *CROSSWALK Coach*, Lesson 3, pages 30-35 focusing on the differences between first and third-person point of view. Additional link provides information that can further identify first and third-person point of view:
<http://www.studyzone.org/testprep/ela4/o/pointofviewl.cfm>
 - Select stories (print or audio) with an "easy to see" point of view (i.e., *George Shrinks* by William Joyce, *The Bad Case of Stripes* by David Shannon). Discuss the following using a variety of texts:
 - *Who is telling the story?*
 - *Is it written in 1st or 3rd person? How do you know?*
 - *What is the problem or goal? What led to it? At this point, whose perspective are we seeing?*

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- *How does _____ (character) feel about what is happening right now? How do you know? How would you feel?*
- Continue to model and provide guided and small group practice on point of view. As students demonstrate understanding of points of view, move the discussion forward and begin to consider the different points of view within the text. Discussion prompts should include those modeled above in addition to:
 - *How do you feel about how the character is feeling? Would you feel the same? How would you feel differently?*
 - *How are other characters reacting? Would you do the same?*
 - *Explain how things could be different if the story were told from a different character's perspective or from your own.*

Note: Scaffold learning using graphic organizers such as the samples below (Common Core Lesson Book)

Sample One: Use for Considering Own Points of View

<u>Character's Problem</u>	<u>Character's Response to Problem</u>	<u>What I Would Have Done</u>

Sample Two: Use for Considering Different Points of View

Who is the narrator?	
Identify the part of the text that shows the narrator's point of view. Draw or write about it and include page number from text. Page _____	
How would things be different if the story were told from a different character's perspective or from your own perspective? Choose one: <input type="checkbox"/> Different Character <input type="checkbox"/> You or Your Group	

Note: As an extension, students may use the information to create a constructed response.

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- For independent practice and/or to assess student understanding using a teacher created rubric that is shared with students prior to the task:
 - Students read a text independently and to participate in book talks where they identify narrator's/character's point of view. Student should state whether or not he or she agrees or disagrees with the narrator's/character's point of view and why or why not. Possible discussion and journal entries:
 - Who is telling the story? Use details and evidence from the text to explain how you know.
 - How does _____ (character name) feel about _____ (a main event)? How is that different from how you may feel?
 - What is the point of view in the passage? How do you know?
 - After reading a short piece of text, students can write a letter to a character to tell the character about whether or not he or she agreed or disagreed with how the character responded to a problem/challenge and why.
 - After reading or listening to a story, students can rewrite a scene from the text from a different character's point of view. Share with the class.
 - After reading a short story or a fairy tale that has two different points of view, students can write a paragraph choosing which character they believe most using textual evidence.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

Additional

- Journal Entries (e.g., Travel Journals to tell a story, Letters to Characters)
- Think-Pair-Share
- Venn Diagrams and Story Maps
- Story Maps

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Vocabulary

Action-a thing done

Character-a person, thing or animal in a story, poem, book, play or movie

Character trait-a description of a character, that may include physical appearance, personality, speech, behavior, actions, thoughts, feelings or interactions with other characters

Conclude- synonym for the word infer

Elaborate-to give more details

Event-a happening in a story, book, play or poem

Plot-the actions or events in a story, book, poem or play

Point of View-the way an author tells a story; perspective from which a story is told to the reader

Motivation- the reason a character does something

Narrator-the person telling the story

Sequence-the order in which things are arranged, actions are carried out, or events happen

Setting-the time and place of a story

Theme-the main idea or most important idea of a written selection

Assessment	Performance Task
<p><u>Formal</u> -DRA -MAP</p> <p><u>Informal</u> -Student Work from Unit Activities and Rubrics -Teacher Observation -Anecdotal Notes -Running Records</p>	TBD

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Instructional Strategies

CRISS Strategies
See Appendix for Additional Research Based Instructional Strategies

Resources	Technology Resources
<p><u>Instructional</u></p> <p>-Student Work</p> <p>-Variety of Fiction Texts</p> <p>-Leveled Fiction Texts</p> <p>-Anchor Text:</p> <ul style="list-style-type: none"> • <u>Miss Nelson is Missing!</u> by Harry Allard and James Marshall from <i>Making Meaning</i> • <u>Officer Buckle and Gloria</u> by Peggy Rathmann from <i>Making Meaning</i> • <u>The Man Who Walked Between the Towers</u> by Mordicai Gerstein from <i>Making Meaning</i> • <u>The Paper Bag Princess</u> by Robert Munsch from <i>Making Meaning</i> • <u>My Rotten Redheaded Older Brother</u> by Patricia Polacco (L480) • <u>Rotten Richie and the Ultimate Dare</u> by Patricia Polacco (624L) • Selections from <i>Scholastic Storyworks</i> <p>-Additional Text Suggestions:</p> <ul style="list-style-type: none"> • <u>The Lost Lake</u> by Allen Say • <u>George Shrinks</u> by William Joyce • <u>Bad Case of Stripes</u> by David Shannon (L540) 	<p>Successmaker</p> <p>www.schoolwidefundamentals.com</p> <p>www.readworks.org</p> <p>www.readwritethink.org</p> <p><i>Scholastic Storyworks</i></p> <p>http://www.studyzone.org/testprep/ela4/o/pointofview1.cfm</p>

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<ul style="list-style-type: none">• <u>Alexander and the Horrible Very Rotten Day</u> by Judith Viorst (970 L) <p>-Rubrics -Language Arts Addendum -<i>Crosswalk COACH</i> -<i>Write on Track</i> -<i>Making Meaning</i></p> <p><u>Teacher</u></p> <p>-Supporting Materials for Unit -CRISS Manual -Student Assessment Data -Language Arts Curriculum Addendum -<i>Guided Reading</i> by Fountas and Pinnell -<i>Word Matters</i> by Fountas and Pinnell -<i>The Power of Retelling</i> by Vikki Benson -<i>Constructing Meaning</i> by Nancy Boyles -Thinking Verbs List (Revised Bloom) -<i>Write on Track</i> -<i>Crosswalk COACH</i> -<i>Making Meaning</i></p>	
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Interdisciplinary Connections

**Grade Three English Language Arts
Unit 2 Reading**

Subject(s)	Reading/Language Arts
Unit of Study	Unit 2: Linking Ideas with Information in Nonfiction Text (Correlates with Unit 2 Writing: “How To” and Informational Text)
Pacing	34 days (30 days instruction; 4 days re-teaching/enrichment)

Overarching Standards (OS)

Reading

CCR.3.RL.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.

CCR.3.RI.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.

Speaking and Listening

CCR.3.SL.1 ENGAGE effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, BUILDING on others’ ideas and expressing their own clearly.

Foundational Skills

CCR.3.R.F.4 READ with sufficient accuracy and fluency to support comprehension.

Priority and Supporting CCSS

CCR.3.RI.1 ASK an ANSWER questions to demonstrate understanding of a text, REFERRING explicitly to the text as the basis for the answers.

CCR.3.RI.2 DETERMINE the main idea of a text; **RECOUNT** the key details and **EXPLAIN** how they support the main idea.

CCR.3.RI.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.

CCR.3.RI.5 USE text features and search tools (e.g., keywords, sidebars, hyperlinks) to **LOCATE** information relevant to a given topic efficiently.

CCR.3.RI.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).

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CCR.3.SL.1.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.

CCR.3.L.4.a USE sentence-level context as a clue to the meaning of a word or phrase.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
<p>RI.2</p> <ul style="list-style-type: none"> • Informational Text • Informational text features that suggest main idea • Main idea • Details 	<p>RI.2 DETERMINE (main idea) RECOUNT (key details) EXPLAIN (how details support main idea)</p>	<p>5 2 2</p>
<p>RI.5</p> <ul style="list-style-type: none"> • Informational text • Text features (e.g., captions, bold print, sub-headings, glossaries, indices) • Search tools (e.g., electronic menus, icons, key words, sidebars, hyperlinks) 	<p>RI.5 USE (text features and search tools) LOCATE (information on a given topic efficiently)</p>	<p>2 1</p>
<p>RI.7</p> <ul style="list-style-type: none"> • How to use information to demonstrate understanding • Central idea • Key details (e.g., where, when, why and how events occur) • Graphics/images/illustrations (e.g., photographs, diagrams, timelines, charts, graphs, maps) 	<p>RI.7 IDENTIFY (information in images) INTEGRATE (information from images with words from the text to make meaning)</p> <p>USE (information gained from illustrations and words in a text to demonstrate understanding)</p>	<p>1 6 2</p>

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<p>SL.1a</p> <ul style="list-style-type: none"> • Topic • Audience • Background knowledge • Ideas • Message 	<p>SL.1a PREPARE (for discussions by reading required material) DRAW (on preparation and other information known) EXPLORE (ideas under discussion)</p>	<p>3</p> <p>3</p> <p>1</p>
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How do illustrations help me to better understand? 2. How do I provide evidence to support a claim? 3. What makes collaboration meaningful? 	<ol style="list-style-type: none"> 1. Analyzing texts for structure, purpose and viewpoints allows a reader to gain insight and strengthen understanding. 2. Effective readers analyze and evaluate content, reasoning claims in diverse formats. 3. Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Learning Activities	
<p><u>Focus of Unit</u> (Informational Texts)</p> <ul style="list-style-type: none"> • Determining main idea and supporting details • Locating information using text features and search tools • Understanding the connection between illustrations and text <p><u>Activities</u> Note: As an introduction to this unit, students can complete a text feature scavenger hunt using a collection of non-fiction texts (Book Treks, Social Studies/Science, etc.) Throughout unit, students can</p>	<p><u>Teacher Notes</u></p>

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create their own Text Feature book/journal and can present it to the class.

- Students will use text features and search tools to locate relevant information. Students will use the information to help determine the main idea of a text; recounting the key details and explaining how they support the main idea.
 - Follow Making Meaning,
 - Unit 6, Week 1 Days 1-4, pages 276-292 focusing on exploring and identifying text features and what students learn from expository text.
 - Unit 6, Week 2, Days 1-4, pages 294-309 focusing on exploring and identifying additional text features, visualizing and wondering about non-fiction texts, and using text features to improve reading comprehension.
 - Unit 6, Week 3, Days 1-4, pages 310-334 focusing on reading articles and functional texts.
 - Unit 8, Week 2, Days 1-2, pages 426-437 focusing on determining important ideas in a text as well as inferring and synthesizing information by interpreting a text's message.
 - During class discussions, provide examples to emphasize why authors use illustrations (e.g., maps, photographs) to help understand key events.
 - *How do the map and the passage work together?*
 - *How does the map help you understand _____ (major event)?*
 - *How does the photo help you understand when the event occurred?*
 - *How does the illustration support the idea that _____?*

Create an anchor chart such as the one below to use as a student resources.

Type of Illustration	What It Is and Purpose
map	A drawing of an area of land or water that shows where certain places or things or located.
photo	A picture that shows people, places and things described in passages/articles/text.
diagram	A picture with labels to show parts of things or how certain things work.
caption	A short title or description that tells what a diagram, photo, or map is about.
timeline	A representation of key events arranged chronologically.

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- Continue to model and provide opportunities for students to conduct close readings of informational text in order for them to identify the main idea of a text and the supporting details. Show examples of graphic organizers that can be used to record main idea and supporting details to help alert students to the infrastructure of informational texts. (e.g., Nancy Boyles' Main Idea Graphic Organizer or example that follow) and model how to take notes during reading. **Note:** Teach students main idea of a paragraph before moving to main idea of a section.

Example 1:

Main Idea:		
Detail:	Detail:	Detail:
Conclusion:		

- Discussion/journal entries:
 - What is the main idea of this paragraph/article? What key details support this main idea?
 - What are the key details in this article? How do the key details support the main idea?
 - Why is _____ (title) a good title for the article/text?
 - Write a summary that will include the main idea and supporting key details using the information collected in the graphic organizer.
 - What information is provided in the caption/photo/diagram that was NOT described in the text?
 - Identify an illustration that the author chose to use in this text? Explain how it helped you to understand what you read.
 - Record new facts that were learned from the reading and questions that they may still have (e.g., 3-2-1 Strategy: three new facts, two things that were interesting and one question they would like answered).

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Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

Additional

- QAR
- Think-Pair-Share
- Vocabulary Concept Maps
- Student Created Dictionaries

Vocabulary

Connection- a link between two ideas or texts

Detail- specific information about the main idea

Discussion- a conversation or exchange of ideas

Hyperlink- a reference to data that the readers can directly follow, or that is followed automatically.

Idea- a thought or a plan carefully formed in the mind

Illustration- a picture, diagram, drawing or map used to explain

Informational text- a selection written to inform

Key detail- the single most important part of a thought

Main idea-the most important thought or message in a paragraph or story

Recount- to tell in detail

Search tool- a computer program that searches, gathers and reports information that is related to specified terms

Sidebar- a short, often boxed, news story that is printed alongside a longer article and that typically represents additional information

Supporting details- sentences that support, or back up, the main idea

Text feature- an element that stands out from other parts of text to help the reader better understand

Topic- the main thought or subject

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Assessment	Performance Task
<p><u>Formal</u> -Rubrics -DRA</p> <p><u>Informal</u> -Rubrics -Student Work from Unit Activities -Teacher Observation -Anecdotal Notes -Running Records</p>	TBD

Instructional Strategies
<p>-CRISS Strategies</p> <p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Resources	Technology Resources
<p><u>Instructional</u> -Student Work -Non-Fiction Leveled Text including Book Treks -Non-Fiction Texts (Science and Social Studies) -Anchor Text:</p> <ul style="list-style-type: none"> • Morning Meals Around the World by MaryEllen Gregoire from <i>Making Meaning</i> • Reptiles by Melissa Stewart from <i>Making Meaning</i> • “Hop To It: Fancy Footwork” from <i>Making Meaning</i> 	<p>Successmaker www.readworks.org</p>

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<ul style="list-style-type: none">• “Origami: The Art of Japanese Paper Folding” from <i>Making Meaning</i>• “How to Make a Paper Airplane” from <i>Making Meaning</i>• “Lincoln School Lunch Calendar for the week of May 21-25” from <i>Making Meaning</i>• <u>Lifetimes</u> by David L. Rice from <i>Making Meaning</i>• Texts from Fundamentals of Writing Unit: Non-fiction <p>-Additional Text Suggestions:</p> <ul style="list-style-type: none">• <i>Time for Kids</i> kit• <u>Food</u> by Margaret C. Hall• Various Informational Articles <p>-Student Assessment Data -Language Arts Addendum -Rubrics -<i>CROSSWALK Coach</i> -<i>Write on Track</i> -<i>Making Meaning</i></p> <p><u>Teacher</u></p> <p>-Supporting Materials for Unit -CRISS Manual -Student Assessment Data -Language Arts Curriculum Addendum -<i>Guided Reading</i> by Fountas and Pinnell -<i>Word Matters</i> by Fountas and Pinnell -<i>The Power of Retelling</i> by Vikki Benson -<i>Constructing Meaning</i> by Nancy Boyles -Thinking Verbs List (Revised Bloom) -<i>Write on Track</i></p>	
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-CROSSWALK Coach -Making Meaning	
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Interdisciplinary Connections

DRAFT

**Grade Three English Language Arts
Unit 3 Reading**

Subject(s)	Reading/Language Arts
Unit of Study	Unit 3: Messages and Meaning in Narrative Text (Correlates with Unit 3 Writing: Narrative Text: Folktales, Fables, and Myths)
Pacing	29 days (25 days instruction; 4 days re-teaching/enrichment)

Overarching Standards (OS)
<p><u>Reading</u> CCR.3.RL.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. CCR.3.RI.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.</p> <p><u>Speaking and Listening</u> CCR.3.SL.1 ENGAGE effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p><u>Foundational Skills</u> CCR.3.R.F.4 READ with sufficient accuracy and fluency to support comprehension.</p>

Priority and Supporting CCSS
<p>CCR.3.RL.1 ASK and ANSWER questions to demonstrate understanding of a text, REFERRING explicitly to the text as the basis for the answers.</p> <p>CCR.3.RL.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>CCR.3.RL.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).</p> <p>CCR.3.SL.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.</p> <p>CCR.3.L.4 DETERMINE or CLARIFY the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>

**Grade Three English Language Arts
Unit 3 Reading**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.1 <ul style="list-style-type: none"> • Predictions • Inferences 	RL.1 ASK/ANSWER (questions to demonstrate understanding of text) REFER (explicitly to text as the basis to for the answers)	4, 2 3
RL.2 <ul style="list-style-type: none"> • Characteristics of fable • Characteristics of folktale • Characteristics of myth • Central message, lesson or moral • Inferences • Key details • Characteristics of an effective retelling/recounting 	RL.2 RECOUNT (stories from diverse cultures: fables, folktales and myths) DETERMINE (central message, lesson, or moral) EXPLAIN (how message, lesson, or moral is conveyed through key details)	1 4 2
RL.9 <ul style="list-style-type: none"> • Themes • Setting • Plot • Compare/Contrast • Character trait • Text to text connections 	RL.9 COMPARE/CONTRAST (the themes, settings, and plots of stories written by the same author about the same or similar characters)	2

Essential Questions	Corresponding Big Ideas
1. What do good readers do? 2. Why is it important to compare and contrast texts? 3. What makes collaboration meaningful?	1. Good readers use a variety of strategies to make sense of text. 2. Analyzing text helps to gain a deeper understanding of knowledge and ideas. 3. Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.

**Grade Three English Language Arts
Unit 3 Reading**

**Standardized Assessment Correlations
(State, College and Career)**

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities

Focus of Unit (Correlates with Folktales, Fables and Myths Writing Unit)

- Recount fables, folktales and myths and determine message, lesson or moral using key details
- Characteristics and structure of stories, dramas and poems
- Compare/contrast themes, setting and plot by same author about similar characters

Activities

- 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.
 - Build background knowledge of fables, folktales, and myths by explaining the traits and features that are specific to each genre. (See chart that follows)

Teacher Notes

Characteristics of a Fable	Characteristics of a Folktale	Characteristics of a Myth
-Moral at end of story -Short -Characters that act like people -Characters have one main character trait	-Oral traditions passed down from generations -Teaches lesson/moral that needs to be inferred -Characters are exaggerated and may have special powers -Time is imbedded within the history of the culture	-Characters are mainly gods and goddesses with few humans added -Story provides explanation of some kind (related to nature) -Characters show emotion and values that are shown by real people

**Grade Three English Language Arts
Unit 3 Reading**

		<ul style="list-style-type: none"> -Comes from a country's literature -Short -Teaches lesson/moral 	
<p>Note: Additional information can be found in <i>CROSSWALK Coach</i> Lesson 8, pages 60-61</p> <ul style="list-style-type: none"> ○ Provide examples of fables, folktales, and myths and discuss the general features of each type of text. Note: Can refer to the Immersion Lessons from the Fundamentals of Writing Folktales, Fables and Fairy Tales. ○ Follow Making Meaning Unit 8 Week 1, pages 404-420, using <u>Fables</u> by Arnold Lobel focusing on making inferences, visualizing and synthesizing in order to determine important ideas in a fable. Note: Additional lesson using shorter texts can be found in <i>CROSSWALK Coach</i>, Lesson 8, pages 62-67. ○ Use Nancy Boyles' "Is it a Fable?", "Is it a Legend?", "Is it a Myth?" to demonstrate understanding of each. Provide continued opportunities for students to read examples of short text using each type of genre to identify the central message, lesson, or moral. ○ Discussion/Journal Entries: <ul style="list-style-type: none"> ➤ What happens in this fable/folktale/myth? ➤ What lesson, message or moral does the author hope the reader learns? What details help the reader understand this lesson, message or moral? ➤ What lesson does this folktale teach and how do you know? ➤ What is the moral of this fable and what details help teach this moral? ➤ What lesson is this myth trying to teach? What key details are used to convey this lesson? ● Students will compare and contrast the themes, settings, and plots of stories by the same author about the same or similar characters. <ul style="list-style-type: none"> ○ Review what theme, setting, and plot are and their role in text. Follow <i>Making Meaning</i> Unit 3, Week 5, Days 1 and 2, pages 152-160 focusing on making inferences to understand characters and exploring text structure in narrative text using <u>Alexander, Who's Not (Do you hear me? I mean it!) Going to Move</u> by Judith Viorst. Read an additional book by Judith Viorst (e.g., <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> or <u>Alexander Who Used to Be Rich Last Sunday</u>) using similar lesson sequence in <i>Making Meaning</i>. 			

**Grade Three English Language Arts
Unit 3 Reading**

- Record the character, setting, plot, theme and conclusion for each text.
(See chart) and discuss what is the same and what is different both texts.

	Character	Setting	Plot	Theme	Conclusion
Book One					
Book Two					

Note: Additional Lesson can be found in *CROSSWALK Coach*, Lesson 10 pages 74-81.

- Provide opportunities for book talks encouraging students to read two texts by the same author (e.g., books from a series) noting the similarities and differences between the texts. Share with the class.
- Possible journal entries:
 - How are the themes/plots/settings in _____'s (author name) books _____ (title) and _____ (title) alike and different?

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

Additional

- Book Talks and Literature Circles
- Dialogue Journals

Vocabulary

Character trait- a description of a character, that may include physical appearance, personality, speech, behavior, actions, thoughts, feelings or interactions with other characters

Compare- to examine in order to note similarities and differences

Connection- a link between two ideas or texts

Contrast- to compare two things or persons to show the difference between them

**Grade Three English Language Arts
Unit 3 Reading**

Detail- specific information about the main idea
Drama- written work that tells a story through the action or speech and is intended to be acted out
Fable- a story that is meant to teach a useful lesson
Folktale- a story passed down from generation to generation by the people of a country or region
Main idea- the most important thought
Moral- a lesson learned from a story or an event
Myth- a story passed down through generations that tries to explain events in nature
Plot- the actions or events in a story, book, play or movie
Poem- a composition written in verse that often uses rhythm and/or rhyme
Recount- to tell in detail
Setting- the time and place of a story
Story- a narrative, either real or imaginary, designed to interest, amuse, or instruct the reader
Theme- most important ideas of a written selection (author's message/s)

Assessment	Performance Task
<p>Formal -Rubrics -DRA</p> <p>Informal -Rubrics -Student Work -Presentations -Projects -Teacher Observation -Anecdotal Notes -Running Records</p>	TBD

Instructional Strategies
<p>-CRISS Strategies -See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

**Grade Three English Language Arts
Unit 3 Reading**

Resources	Technology Resources
<p><u>Instructional</u></p> <p>-Student Work</p> <p>-Language Arts Curriculum Addendum</p> <p>-Fiction Leveled Text</p> <p>-Anchor Text:</p> <ul style="list-style-type: none"> • <u>Fables</u> by Arnold Lobel • <u>Alexander, Who's Not (Do you hear me? I mean it!) Going to Move</u> by Judith Viorst from <i>Making Meaning</i> • <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> or <u>Alexander Who Used to Be Rich Last Sunday</u> by Judith Viorst <p>-Additional Text Suggestions:</p> <ul style="list-style-type: none"> • Fables, Folktales and Myths • The Three Little Javelinas (540) • Town Mouse and Country Mouse by Jan Brett (L530) • Lion and the Mouse by Rand Burkert (L570) • Anansi Does the Impossible (L630) Why Mosquitos Buzz in People's Ears (L770) • Mufaro's Beautiful Daughters (L720) • Amazing Grace (L680) • Lon Po Po (L670) • Ant and Grasshopper by Luli Gray (L610) • John Henry by Ezra Jack Keats (L720) • The Girl Who Loved Wild Horses (L670) • Fundamentals of Writing: Folktales, Fables and Fairy Tales Mentor Texts: <u>Anansi Goes Fishing</u> by Eric A. Kimmel <u>Babushka Baba Yaga</u> by Patricia Polacco <u>The Boy of the Three-Year Nap</u> by Dianne Snyder 	<p>-Successmaker</p> <p>www.schoolwidedfundamentals.com</p> <p>www.aesopfables.com/ (includes some audio files)</p> <p>http://russia-in-us.com/Children/ (includes audio and text versions of Russian folktales)</p> <p>http://www.wpr.org/hereonearth/archive_060422j.cfm</p> <p>http://www.patriciapolacco.com</p>

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Unit 3 Reading**

<p><u>Cinder Edna</u> by Ellen Jackson <u>It Could Always be Worse</u> by Margot Zemach <u>The Old Man and His Door</u> by Gary Soto <u>Sleeping Ugly</u> by Jane Yolen <u>Pecos Bill: A Tall Tale</u> Retold by Steven Kellog <u>The Tortoise and the Hare</u> by Janet Stevens (L540) <u>Thunder Rose</u> by Jerdine Nolen</p> <ul style="list-style-type: none">-Student Assessment Data-Rubrics-<i>CROSSWALK Coach</i>-<i>Write on Track</i>-<i>Making Meaning</i> <p><u>Teacher</u></p> <ul style="list-style-type: none">-Supporting Materials for Unit-CRISS Manual-Student Assessment Data-Language Arts Curriculum Addendum-<i>Guided Reading</i> by Fountas and Pinnell-<i>Word Matters</i> by Fountas and Pinnell-<i>The Power of Retelling</i> by Vikki Benson-<i>Constructing Meaning</i> by Nancy Boyles-<i>Fundamentals of Writing Unit: Folktales, Fables and Fairy Tales</i>-Thinking Verbs List (Revised Bloom)-<i>Write on Track</i>-<i>CROSSWALK Coach</i>-<i>Making Meaning</i>	
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Interdisciplinary Connections

**Grade Three English Language Arts
Unit 4 Reading**

Subject(s)	Reading/Language Arts
Unit of Study	Unit 4: Author's Craft: Examining Language in Fiction (Correlates with Writing Unit 4: Poetry and Powerful Language)
Pacing	28 days (25 days instruction; 3 days re-teaching/enrichment)

Overarching Standards (OS)
<p>Reading</p> <p>CCR.3.RL.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>CCR.3.RI.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.</p> <p>Speaking and Listening</p> <p>CCR.3.SL.1 ENGAGE effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, BUILDING on others' ideas and expressing their own clearly.</p> <p>Foundational Skills</p> <p>CCR.3.R.F.4 READ with sufficient accuracy and fluency to support comprehension.</p>

Priority and Supporting CCSS
<p>CCR.3.RL.1 ASK and ANSWER questions to demonstrate understanding of a text, REFERRING explicitly to the text as the basis for the answers.</p> <p>CCR.3.RL.4 DETERMINE the meaning of words and phrases as they are used in a text, DISTINGUISHING literal from non-literal language.</p> <p>CCR.3.RL5 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>CCR.3.RL.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>

**Grade Three English Language Arts
Unit 4 Reading**

CCR.3.SL.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.

CCR.3.L.5.a DISTINGUISH the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.4 <ul style="list-style-type: none"> • Context clues • Word choice • Literal and non-literal meaning • Inferences • Figurative language (e.g., simile, metaphor, personification, exaggeration) • Literary devices (e.g., alliteration, repetition, dialogue) • Mood 	RL.4 USE (Context clues to determine meanings of unknown words) DETERMINE (the meaning of words and phrases) DISTINGUISH (literal from non-literal language)	 3 4 2
RL.5 <ul style="list-style-type: none"> • Characteristics of a story • Characteristics of a drama • Characteristics of a poem • Text structures • Relationships between parts of a text and whole text 	RL.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.)	 3 1
RL.7 <ul style="list-style-type: none"> • Illustrations • Versions of text (e.g., written, print, digital) • Story details 	RL.7 EXPLAIN (how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story)	 2

**Grade Three English Language Arts
Unit 4 Reading**

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How does understanding word choice help me as a reader? 2. How can my presentation help the audience to better understand my message? 3. When a word does not make sense, what strategies do I use? 	<ol style="list-style-type: none"> 1. Good readers actively seek meanings of unknown words/phrases to clarify understanding. 2. Presentation of knowledge and ideas is enhanced through organization and style for an audience and includes the use of visual displays, technology and appropriate use of language. 3. Effective readers use knowledge of the structure of and context of language to acquire, clarify and use vocabulary.

**Standardized Assessment Correlations
(State, College and Career)**

Expectations for Learning (in development)
 This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities

<u>Focus of Unit</u> (Poetry and Stories) Note: Correlates with <i>Fundamentals of Writing</i> Unit: Poetry	<u>Teacher Notes</u>
<ul style="list-style-type: none"> • Determining word meanings including literal and non-literal language • Understanding mood • Relationships between parts of text and whole • Link between illustrations and text • Audio recordings and visual displays to enhance details <p><u>Activities</u></p> <ul style="list-style-type: none"> • Students will determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. Note: It is recommended that you begin with shorter passages and then move to whole text. <ul style="list-style-type: none"> ○ Follow Lesson 6 in <i>CROSSWALK Coach</i>, pages 48-49, to introduce the concept of literal and non-literal (e.g., Literal=exactly what it says, Nonliteral=does not mean 	

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Unit 4 Reading**

exactly what it says). Define idioms. Provide examples of idioms and their meanings and create a class chart such as the one below or the one on page 48 in *CROSSWALK Coach*. Encourage students to add their own examples and meanings. **Note:** Optional- Use Powerpoint to further define idioms at www.icteachers.co.uk/resources/literacy/idioms.ppt . Additional examples can be found at www.idiomsite.com

Idiom or Phrase	Meaning
The man <u>blew his top</u> .	The man was very angry.
He was <u>all ears</u> .	He was listening.
They <u>didn't see eye to eye</u>	They didn't agree.

- Discuss why authors use non-literal language in stories. Model for students the importance of reading the surrounding sentences to help figure out what particular phrases mean. Continue to use the example in Lesson 6 in *C* pages 50-53.
- Follow *Making Meaning* Unit 4, Week 1, Days 3-4, pages 179-186 focusing on making predictions, wondering/questioning and inferring.
- Provide continued opportunities for students to read books containing examples of literal and non- literal language, independently or in small groups. While reading, note the places in the text that the author uses examples of idioms and explain their meanings (e.g., series from Amelia Bedelia). Add examples to chart after students share with the class. Students can practice idioms at www.funbrain.com/idioms or create examples of idioms on the computer including pictures of non-literal phrases as well as their literal meanings. Create a class book.
- Students will 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.
 - As an introductory lesson, follow *CROSSWALK Coach*, Lesson 7, pages 54-55.

**Grade Three English Language Arts
Unit 4 Reading**

Discuss the text structures of stories, plays, and poems creating an anchor chart that shows the characteristics of each genre. (See sample that follows.)

Type of Literature	Characteristics
Story	
Drama	
Poetry	

- Follow *CROSSWALK Coach*, Lesson 7, pages 56-59. Using examples of each type of literature, discuss how chapter titles, stanzas, and scenes build upon each other to develop plot, meaning and message.
 - *How does the second part of the passage build on the first part of the passage? (Play)*
 - *How do the later chapters move the plot along?(Chapter Book)*
 - *How does each stanza help to build the meaning and message? (Poem)*
- Provide continued opportunities for students to read short chapter books, poems and dramas to discuss chapter titles, stanzas and scenes. **Note:** To explore, line breaks: www.readwritethink.org/classroom-resources/lesson-plans/what-makes-poetry-exploring-88.html?tab=1#tabs. Students can create audio recordings while reading aloud poems or dramas. Students can reflect on their own reading, noting features such as expressions, rate of reading and overall reading fluency.
- Discussion/Journal Entries:
 - Explain how the ____ chapter of the story helps the reader understand the setting of the story. Use examples from the story to support your answers.
 - Explain how scene ____ builds suspense. Use examples from the drama in your explanation.
 - Explain how the last stanza in the poem brings the ideas presented together. Use examples from the poem in your explanation.

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- Students will 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).
 - Discuss and define mood in a story. Generate a list of moods with students (e.g., excited, nervous). Write moods on different cards and then have students draw a card from the pile. Students use gestures and facial expressions without speaking while other students try to guess mood. **Note:** Student can draw the mood adding and changing details while the class guesses the mood. Further explain to students that authors use illustrations to support their writing (e.g., illustrations can create the mood in a story, evoke feelings, emphasize character traits, and depict setting.)
 - Read aloud examples of how artists share their secrets about their art using text, Artist to Artist: 23 Major Illustrators Talk to Children About Their Art by Eric Carle Museum of Picture Book Art. Over the course of a few days, lead discussions around the different authors within this text. Reread The Man Who Walked Between the Towers from *Making Meaning*, Unit 1, Week 2 following the Teacher Note, page 27. **Note:** Encourage students draw quick sketches to share what they have visualized before showing actual illustrations and lead a discussion regarding how this strategy helps them improve their comprehension. Students can compare their “mental images” with their peers.
 - Follow *CROSSWALK Coach*, Lesson 9, pages 68-73 and discuss how illustrations create mood, describe settings, or depicts aspects of a character.
 - Discussion/journal entries:
 - Explain how the illustration helps the reader to understand the setting of the story. Use examples from the story and the illustrations to support your answer.
 - Explain how the illustrations make the reader feel. Why?
 - Explain how the illustrations help the reader understand the story. Use examples from the story and illustrations to support your answers.

**Grade Three English Language Arts
Unit 4 Reading**

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

Additional

- Word Walls: Idioms, Vocabulary Specific to the Genres
- Book Talks

Vocabulary

Chapter- a main division of a book or a story

Digital Source- an electronic reference used to gather or produce information

Drama- a written work that tells a story through action or speech and is intended to be acted out

Expression- a way of showing feelings using the voice or body gestures

Figurative language- a way of creating interesting images with words by using language that has a deeper meaning than what the actual words say

Fluency- to speak or write easily or smoothly

Illustration- a picture, diagram, drawing or map used to explain or decorate

Literal meaning- the simplest meaning of a word or statement

Mood- the feeling that a literary work conveys to the reader

Non-literal meaning- meaning that is determined beyond the printed word

Pacing- the appropriate development of events or ideas

Poetry- a composition written in verse that often uses rhythm and/or rhyme

Print source- a printed reference used to gather or produce information

Scene- a division of an act in a play

Stanza- a group of lines that makes up a verse of a poem

Visual display- a presentation of data or information that can be viewed

**Grade Three English Language Arts
Unit 4 Reading**

Assessment	Performance Task
<p><u>Formal</u> -Rubric -DRA</p> <p><u>Informal</u> -Rubrics -Student Work -Presentations -Projects -Teacher Observation -Anecdotal Notes -Running Records</p>	<p>TBD</p> <p><i>After reading passages from Amelia Bedelia, write a short paragraph to explain to someone like Amelia Bedelia why it is important to know what the idioms really mean.</i></p> <p><i>Theatrical readings or small performances promoting overall meaning or message.</i></p> <p><i>Students can sequence dramas, poems and parts of stories in order and justify why.</i></p>

Instructional Strategies
<p>-CRISS Strategies</p> <p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Resources	Technology Resources
<p><u>Instructional</u> -Student Work -Language Arts Curriculum Addendum -Fiction Leveled Text including Poetry -Anchor Texts:</p> <ul style="list-style-type: none"> • <u>Knots on a Counting Rope</u> by Bill Martin, Jr. and John Archambault from <i>Making Meaning</i> • <u>The Man Who Walked Between The Towers</u> by 	<p>Successmaker</p> <p>Idioms: www.icteachers.co.uk/resources/literacy/idioms.ppt www.funbrain.com/idioms www.idiomsite.com</p> <p>Drama website for further information on the teaching</p>

**Grade Three English Language Arts
Unit 4 Reading**

Mordicai Gerstein from *Making Meaning*

- Artist to Artist: 23 Major Illustrators Talk to Children About Their Art by Eric Carle Museum of Picture Book Art
- Scholastic Dictionary of Idioms

Fundamentals of Writing Poetry Mentor Texts:

- Butterfly Eyes and Other Secrets of the Meadow by Joyce Sidman
- Doodle Dandies: Poems that Take Shape by J. Patrick Lewis
- Fireflies at Midnight by Marilyn Singer
- For the Love of the Game: Michael Jordan and Me by Louise Greenfield
- The Great Frog Race and Other Poems by Kristine O'Connell George
- In the Land of Words: New and Selected Poems by Eloise Greenfield
- Night on Neighborhood Street by Eloise Greenfield
- The Place My Words Are Looking For: What Poets Say About and Through Their Work selected by Paul Janeczko
- This is Just to Say: Poems of Apology and Forgiveness by Joyce Sidman
- Weather: Poems for All Seasons selected by Lee Bennett Hopkins

Drama:

- Book Treks

of drama:

http://www.ncca.ie/uploadedfiles/Curriculum/primary_drama_guidelines.pdf

www.schoolwidedfundamentals.com

Poetry Links:

www.joycesidman.com/

<http://aolsvc.kidsreads.aol.com/authors/au-babbitt-natalie.asp>

www.joanneryder.com

<http://kristinegeorge.com>

www.eduplace.com/kids/hmr/mtai/greenfield.html

www.poets.org/poet/php/prmPID/165

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Additional Text Suggestions

- The Girl Who Loved Wild Horses (L670) by Paul Goble found in *Making Meaning* kit
- Amelia Bedelia Series by Peggy Parrish: Amelia Takes Command (L630), Amelia's Family Ties (L620), Amelia Works it Out (L610), Amelia's First Field Trip (L560), Amelia's First Apple Pie (L530), Amelia's Valentine (L600)
- In a Pickle and Other Funny Idioms by Marvin Terban
- More Parts by Ted Arnold

Poetry:

- Eating While Reading by Gary Soto

- Student Assessment Data
- Rubrics
- CROSSWALK Coach*
- Write on Track*

Teacher

- Supporting Materials for Unit
- CRISS Manual
- Student Assessment Data
- Language Arts Curriculum Addendum
- Guided Reading* by Fountas and Pinnell
- Word Matters* by Fountas and Pinnell
- Constructing Meaning* by Nancy Boyles
- Fundamentals of Writing: Poetry Grade 3*
- Thinking Verbs List (Revised Bloom)

**Grade Three English Language Arts
Unit 4 Reading**

<p><i>-CROSSWALK Coach</i> <i>-Write on Track</i> <i>-Making Meaning</i></p>	
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Interdisciplinary Connections

DRAFT

**Grade Three English Language Arts
Unit 5 Reading**

Subject(s)	Reading/Language Arts
Unit of Study	Unit 5: Author’s Message and Meaning in Nonfiction Text (Correlates with Writing Unit 5: Persuading Readers in Writing)
Pacing	34 days (30 days instruction; 4 days re-teaching/enrichment)

Overarching Standards (OS)
<p><u>Reading</u> CCR.3.RL.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. CCR.3.RI.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.</p> <p><u>Speaking and Listening</u> CCR.3.SL.1 ENGAGE effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p><u>Foundational Skills</u> CCR.3.R.F.4 READ with sufficient accuracy and fluency to support comprehension.</p>

Priority and Supporting CCSS
<p>CCR.3.RI.2 DETERMINE the main idea of a text; RECOUNT the key details and explain how they support the main idea. CCR.3.RI.6 DISTINGUISH their own point of view from that of the author of a text. CCR.3.RI.9 COMPARE and CONTRAST the most important points and key details presented in two texts on the same topic. CCR.3.SL.1.d EXPLAIN their own ideas and understanding in light of the discussion.</p>

**Grade Three English Language Arts
Unit 5 Reading**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RI.2 <ul style="list-style-type: none"> • Main idea • Key (Supporting) details • Text features and structures that help suggest main idea 	RI.2 DETERMINE (main idea) RECOUNT (key details) EXPLAIN (how key details support main idea)	4 1 2
RI.6 <ul style="list-style-type: none"> • Author's Point of View • Reader's Point of View 	RI.6 DISTINGUISH (point of view from the author's)	4
RI.9 <ul style="list-style-type: none"> • Compare/contrast • Important Points • Most important points vs. least important points • Key (Supporting Details) 	RI.9 COMPARE/CONTRAST (most important points and key details in two texts on same topic)	2

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How do informational text structures and features help to figure out the main idea of a text? 2. Why is important to compare my point of view from the author's point of view? 3. How will comparing two texts on the same topic increase my understanding? 	<ol style="list-style-type: none"> 1. Effective readers use a variety of strategies to make sense of key ideas and details presented in text. 2. Analyzing text structure and view points helps readers gain insight and increase understanding. 3. Good readers make meaning of informational text by identifying similarities and differences between texts on same topic.

**Grade Three English Language Arts
Unit 5 Reading**

**Standardized Assessment Correlations
(State, College and Career)**

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities

Focus of Unit (Informational Text: Science and Social Studies)

- Determine main idea; recount key details
- Distinguish own point of view from author's
- Comparing and contrasting important points and key details in two texts on same topic

Activities

Note: This unit correlates with the *Fundamentals of Writing: Biography* unit.

- Students will determine the main idea of a text, recount the key details, and explain how they support the main idea. **Note:** The text that students read independently should be more complex than what was used earlier in the year.
 - Review with students what main idea means (from Reading Unit 2). Build background knowledge of students, modeling how to use text features to help predict what the text will be about. Continue to model and provide opportunities for students to take notes to help determine key details from the text that support the main idea using graphic organizers as needed. Students can work in pairs or small groups to discuss main ideas and details of texts read independently. Possible conversation points for students:
 - *Point out the details in pictures or diagrams that highlight what they are saying.*
 - *Link previous learning to new information learned by flipping back and forth to show pictures that go together and why.*
 - Possible journal entries:
 - What is the main idea of the passage? Which details support the main idea?
 - What is another title for the story and why?
 - What is the passage/text mostly about?

Teacher Notes

**Grade Three English Language Arts
Unit 5 Reading**

- Students will distinguish their own point of view from that of the author of a text.
 - Introduce and discuss what point of view means.
 - Model several times how to use a graphic organizer (see example that follows) to distinguish teacher’s point of view from that of the author’s point of view using texts that have already been read (e.g., texts from Biography writing unit).

Subject	
Author’s Point of View	My Point of View
Evidence	Evidence

- Continue to discuss how the author feels about the topic and have students turn and talk with partners about whether or not they agree or disagree with the author. Students must justify their thinking by explaining why or why not. Add student comments to the class chart.
 - Provide opportunities for students to read informational texts, including short articles, focusing on the author’s point of view and student’s point of view. Record thinking in graphic organizer (e.g., Venn diagram or one similar to the classroom graphic organizer).
 - Students can present information to the class leading a classroom debate about which point of view they mostly agree with and why.
 - Possible journal entry:
 - Write a letter to the author explaining whether or not you agree or disagree with what the author thinks. Explain why or why not.
- Students will compare and contrast the most important points and key details presented in two texts on the same topic.
 - Follow *Making Meaning*, Unit 5, Week 1, Days 1-4, pages 236-254, focusing on wondering and questioning to make sense of non-fiction using Brave Harriet by Marissa

**Grade Three English Language Arts
Unit 5 Reading**

Moss. Continue to model and record the most important points and key details of each text using Brave Harriet by Marissa Moss and Night Flight: Amelia Earhart Crosses the Atlantic by Robert Burleigh.

- Continue to model using *Making Meaning*, Unit 5, Week 2, Days 1-4, pages 256-270 focusing on wondering and questioning. Students will record information in a graphic organizer to compare similarities and differences between the most important points and key details in Wilma Unlimited by Kathleen Krull and Lou Gehrig: The Luckiest Man Alive by David Adler.

Topic:	
Text #1:	Text #2:
<u>Most Important Point</u>	<u>Most Important Point</u>
<u>Key Details</u> • •	<u>Key Details</u> • •
<u>Similarities</u>	
<u>Differences</u>	

Note: Additional lesson using shorter articles can be found in the *CROSSWALK Coach*, Lesson 17, pages 132-139.

- Provide opportunities for students to conduct close readings of two different selections on a similar topic. Students will take notes to identify similarities and differences between the texts and can share their learning with the class.
- Discussion/journal entries:
 - How are the most important points in the two texts about _____ alike or different?
 - How are the key details on the two texts about _____ alike or different?

**Grade Three English Language Arts
Unit 5 Reading**

<p>➤ (3-2-1: Three facts that they learned about the topic, two things they found interesting and one question they would like answered)</p> <p><u>Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.</u></p> <p><u>Additional</u></p> <ul style="list-style-type: none"> • Journals (e.g., dialogue journal, character journal- point of view, travel log) • Class Books 	
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Vocabulary
<p>Compare- - to examine in order to note similarities and differences</p> <p>Contrast- - to compare two things or persons to show the difference between them</p> <p>Discussion- a conversation or exchange of views</p> <p>Evidence- something that shows, proves, or gives reasons for making a judgment</p> <p>Explain- to make clear; to give reasons for</p> <p>Key Detail- the single most important part of a whole or a thought</p> <p>Main idea- the most important thought in a paragraph or story</p> <p>Point of View- the way an author tells a story</p> <p>Recount- to tell in detail</p> <p>Text feature- an element that that stands out from other parts of a text that helps the reader understand</p>

Assessment	Performance Task
<p><u>Formal</u> -DRA</p>	TBD

**Grade Three English Language Arts
Unit 5 Reading**

<p><u>Informal</u> -Rubrics -Student Work -Presentations -Projects -Teacher Observation -Anecdotal Notes -Running Records</p>	
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Instructional Strategies
<p>-CRISS Strategies -See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Resources	Technology Resources
<p><u>Instructional</u> -Student Work -Language Arts Curriculum Addendum -Non-fiction Text and Articles including Science and Social Studies -Anchor Texts:</p> <ul style="list-style-type: none"> • <u>Brave Harriet</u> by Marissa Moss from <i>Making Meaning</i> use with <u>Night Flight: Amelia Earhart Crosses the Atlantic</u> by Robert Burleigh • <u>Wilma Unlimited</u> by Kathleen Krull from <i>Making Meaning</i> use with <u>Lou Gehrig: The Luckiest Man</u> by David A. Adler from <i>Fundamentals of Writing</i>: 	<p>Successmaker www.schoolwidedfundamentals.com www.devstu.org http://www.biography.com/bio4kids/index.jsp http://www.infoplease.com/people.html http://www.scienceworld.wolfram.com/biography/ http://www.wikipedia.org/</p>

**Grade Three English Language Arts
Unit 5 Reading**

Biography Unit

-Additional Text Suggestions:

- Book Treks
- Time for Kids articles
- Cesar Chavez (Famous Americans) by Lola M. Schaefer (used with A Picture Book of Cesar Chavez from Biography Writing Unit)
- Fundamentals of Writing Biography Mentor Texts
 - The Boy on Fairfield Street: How Ted Geisel Grew Up To Become Dr. Seuss by Kathleen Krull
 - Elizabeth Leads the Way: Elizabeth Cady and the Right to Vote by Tanya Lee Stone
 - If A Bus Could Talk: The Story of Rosa Parks by Faith Ringgold
 - Manfish: A Story of Jack Cousteau by Jennifer Berne
 - Lou Gehrig: The Luckiest Man by David A. Adler
 - Mothers to Tigers by George Ella Lyon
 - Night Flight: Amelia Earhart Crosses the Atlantic by Robert Burleigh
 - A Picture Book of Cesar Chavez by David A. Adler and Michael S. Adler
 - Roberto Clemente: Pride of the Pittsburg Pirates by Jonah Winter
 - The Watcher: Jane Goodall's Life with the Chimps by Jeanette Winter

-Student Assessment Data

-Rubrics

-*CROSSWALK Coach*

**Grade Three English Language Arts
Unit 5 Reading**

<ul style="list-style-type: none">-<i>Write on Track</i>-<i>Making Meaning</i><u>Teacher</u>-Supporting Materials for Unit-CRISS Manual-Student Assessment Data-Language Arts Curriculum Addendum-<i>Guided Reading</i> by Fountas and Pinnell-<i>Word Matters</i> by Fountas and Pinnell-<i>Constructing Meaning</i> by Nancy Boyles-Biography Writing Unit from <i>Fundamentals of Writing</i>-Thinking Verbs List (Revised Bloom)-<i>Write on Track</i>-<i>CROSSWALK Coach</i>-<i>Making Meaning</i>	
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Interdisciplinary Connections

**Grade Three English Language Arts
Unit 6 Reading**

Subject(s)	Reading/Language Arts
Unit of Study	Unit 6: Author’s Craft: Examining Language in Nonfiction (Correlates with Writing Unit 6: Researching and Presenting Ideas)
Pacing	25 days (20 days instruction; 5 days re-teaching/enrichment)

Overarching Standards (OS)
<p><u>Reading</u> CCR.3.RL.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. CCR.3.RI.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.</p> <p><u>Speaking and Listening</u> CCR.3.SL.1 ENGAGE effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p><u>Foundational Skills</u> CCR.3.R.F.4 READ with sufficient accuracy and fluency to support comprehension.</p>

Priority and Supporting CCSS
<p>CCR.3.RI.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. CCR.3.RI.8 - DESCRIBE the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). CCR.3.SL.1.c. ASK questions to check understanding of information presented, STAY on topic, and LINK their comments to the remarks of others. CCR.3.L.6 ACQUIRE and USE accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>

**Grade Three English Language Arts
Unit 6 Reading**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RI.4 <ul style="list-style-type: none"> • Word choice (general and domain specific words) • Multiple meanings • Context Clues • Picture Clues • Topics 	RI.4 USE (context clues) DETERMINE (appropriate definition of words that have more than one meaning) DETERMINE (the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area)	 3 4 4
RI.8 <ul style="list-style-type: none"> • Main ideas and supporting details • Cohesion (e.g., topic sentences, transition words and phrases, supporting details) • Organization of text (e.g., comparison/contrast, cause and effect, chronological order) 	RI.8 DESCRIBE (the logical connection between particular sentences and paragraphs in a text)	1
SL.1c <ul style="list-style-type: none"> • How to ask questions • When things do not make sense • Topic • How to link comments 	SL.1c ASK (questions to check understanding of information presented) STAY (on topic) LINK (their comments to the remarks of others)	 4 1 4

**Grade Three English Language Arts
Unit 6 Reading**

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. What strategies do I use to help me determine the meaning of unknown words and phrases? 2. How will understanding the connections between sentences and paragraphs in a text help to improve my comprehension? 3. What makes meaningful collaboration? 	<ol style="list-style-type: none"> 1. Authors make purposeful language choices to create meaning in informational texts. 2. Authors make logical connections between ideas and details in order to convey meaning. 3. Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Learning Activities	
<p><u>Focus of Unit</u> (Informational Text: Heavy Emphasis on Science and Social Studies Topics/Texts)</p> <ul style="list-style-type: none"> • Determining meaning of unknown words and phrases (academic and domain specific) • Describing connections between sentences and paragraphs (e.g., comparing, sequencing). *Text Structure • Posing questions to clarify misunderstandings and linking ideas with others <p><u>Activities</u> Note: Throughout the unit, model and discuss academic and domain-specific vocabulary and provide explicit instruction in how to determine the meaning of unknown words. As an introductory lesson, follow Lesson 15 in <i>CROSSWALK Coach</i>, pages 120-125, to introduce domain-specific</p>	<p><u>Teacher Notes</u></p>

**Grade Three English Language Arts
Unit 6 Reading**

vocabulary. Continue to model lesson format in Crosswalk COACH using academic vocabulary connected to science and social studies topics. Encourage students to use this vocabulary in oral and written formats (e.g., *What does _____ (general academic word), mean as it is used in this article? How does it help the reader’s understanding of the information presented? What does the _____ (domain-specific word) mean? What words helped you to understand the structure? How did it help you understand the main idea?*

- Students will describe the logical connection between particular sentences and paragraphs in a text.
 - As introductory lesson, follow Lesson 13, *CROSSWALK Coach*, page 108-113. Create an anchor chart to record signal words used in different text structures as covered throughout the unit. See example below:

Signal Words/Phrases		
Sequencing/Time Order	Cause/Effect	Compare/Contrast

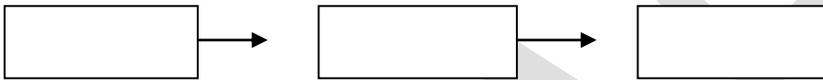
Note: The following activities will requires students to read texts and link transition words to the type of text in order to help them make meaning. The emphasis is the organization of details using informational text. Model using different graphic organizers for each of the text structures.

- For **Sequencing:**
 - Using a “how-to text” e.g., From Seed to Plant by Gail Gibbons, Life Cycle of a Butterfly by Bobbie Kalman, Water Cycle by Bobbie Kalman, Grades 2-3 Toolkit Text “From Egg to Salamander, science curriculum text, or self-made “how-to book”, identify and/or use transition words to sequence the process (first, then, next, after that, finally). Discuss the importance of why authors use

Grade Three English Language Arts
Unit 6 Reading

signal words for sequencing (e.g., How do words like *first, then, next, finally* help the reader understand the main idea?) and define “sequence.” Before reading, make predictions using vocabulary pertinent to text.

- Discuss how the author arranges the information in the text or passage (e.g., *Does the author use just one pattern and do you see any signal words that tell you the way the text is structured?*) **Note:** See additional discussion questions at end of sequencing. During reading, underline or highlight signal words and add examples to chart. Discuss and jot down the important details on Post-Its. Record information using a graphic organizer. See example that follows:

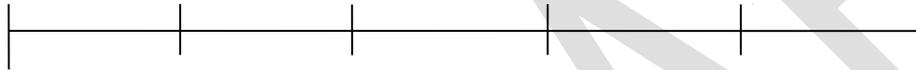


- Possible Activity:
 - Make a sandwich, project or follow a classroom routine in small groups and have students write out the process using transition words. Discuss how the flowchart and the signal words help the reader understand the order (sequencing).
- Discussion/journal entries:
 - How do words like *first, then, next, finally*, help the reader understand the main idea?
 - What clue words do you see that tell you about the text organization?
 - Reread the passage and discuss what clue words you see.
 - Look at the extra detail. Where might this fit in the passage? Why do you think that?
- For **Time Order:**
 - Using resources from Writing Unit 5 or Social Studies topics, look for signal words that show time order such as dates. **Note:** Link to Biography Writing

Grade Three English Language Arts Unit 6 Reading

Unit in Unit 5) Discuss the importance of why authors use these signal words for time order (e.g., texts written about people or events follow a time order) and define chronological order. Before reading, make predictions using vocabulary pertinent to text.

- Discuss how the author arranges the information in the text or passage (e.g., *Does the author use just one pattern and do you see any signal words that tell you the way the text is structured?*) During reading, underline or highlight signal words and add examples to chart. Discuss and jot down the important details on Post-Its. Record information using a graphic organizer. (See sample that follows)



- Possible Activity:
 - Students create a timeline of their own lives in which they share with a partner. Partners then write a corresponding mini-biography of their partner, using what they have learned in Unit 5. Present biography to the class.
- For **Cause and Effect**:
 - As a brainstorming activity for identifying signal words (e.g., *so, since, therefore, because of, as a result*), use the following link <http://www.studyzone.org/testprep/ela4/o/causeeffectl.cfm>. Using science/ social studies texts based on topic under study, identify signal words that authors use to help readers understand the structure. Before reading, make predictions using vocabulary pertinent to text.
 - Discuss how the author arranges the information in the text or passage (e.g.,

**Grade Three English Language Arts
Unit 6 Reading**

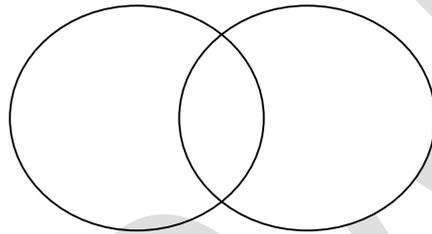
Does the author use just one pattern and do you see any signal words that tell you the way the text is structured?) **Note:** See additional discussion questions at the end of Cause and Effect. During reading, underline or highlight signal words and add examples to chart. Color code cause and effect examples throughout article. Discuss and record information using a graphic organizer. See example below:



- Possible Activity:
 - Write a paragraph to outline cause and effect relationships.
- Discussion/ journal entries:
 - How do words like *so, since, therefore, because of, as a result*, help the reader understand the main idea?
 - Reread the passage closely and what clue words do you see?
 - What clue words do you see that help you understand the text's organizational pattern?
 - How does one event make the other event happen?
- For **Compare/Contrast**:
 - As an introduction, teacher models compare/contrast structure using familiar science/social studies content Refer back to page 111 of CROSSWALK Coach and have students highlight signal words. Discuss their importance. Using science/ social studies texts based on topic under study, identify signal words that authors use to help readers understand the structure (e.g., *however, alike, unlike, although*). Before reading, make predictions using vocabulary pertinent to text.

Grade Three English Language Arts
Unit 6 Reading

- Discuss how the author arranges the information in the text or passage (e.g., *Does the author use just one pattern and do you see any signal words that tell you the way the text is structured?*) **Note:** See additional discussion suggestions at the end of Compare/Contrast. During reading, underline or highlight signal words and add examples to chart. Discuss and jot down the important details on Post-Its. Record information using a graphic organizer (e.g., Venn Diagram with corresponding text comparing two regions of the world i.e. Desert and New England) See sample that follows



- Possible Activity:
 - Students interview each other and compare and contrast their partner's experiences on a specific topic (i.e. favorite experience of third grade). Write a short compare/contrast text using signal words.
- Discussion/ journal entries:
 - What two or more things are being compared or contrasted?
 - How do words like *however, like, unlike, although*, help the reader understand the main idea?
 - How does the author compare and contrast _____ to show it has changed over time?
- Provide continued opportunities for students to conduct close readings of short articles with the different structures, analyzing the structure and key words that help readers understand the organization. Students can select a type of text structure to

**Grade Three English Language Arts
Unit 6 Reading**

create an independent project (e.g., “Engaging with Cause and Effect Relationships through Creating Comic Strips”: www.readwritethink.org/classroom-resources/lesson-plans/engaging-with-cause-effect-30678.html). Present to class.

- Additional Discussion /Journal Responses:
 - *Explain how the first paragraph relates to the second paragraph. What evidence from the article supports your explanation?*
 - *Explain how the author develops his/her idea across the paragraphs. Use examples from the article in your explanation.*
 - *Explain what the author does to help the reader understand how _____. Use examples from the article in your explanation.*
 - *Most of the passage uses which organizational structure? How do you know?*
 - *If the author wanted to talk about _____, which organizational pattern do you think he or she would use? Why?*

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

Additional

- Word Walls
- Book Talks/Turn and Talk
- Projects

Vocabulary

Cause/effect- the relationship between two events in which one event causes another event to happen

Chronology- an arrangement in order according to the time that events happen

Collaborative discussion- to engage in meaningful conversations with others

**Grade Three English Language Arts
Unit 6 Reading**

Compare- to examine in order to note similarities and differences
Connection- a link between two ideas or texts
Context- the parts of a written or spoken statement that precede or follow a specific word or passage
Contrast- to compare two persons or things to show the differences between them
Difference- a feature that is unlike another
Discussion- A conversation or exchange of views
Event sequence- the order in which events occur
Informal discourse- a casual talk or conversation
Logical relationship- a reasonable connection between two things, ideas, characters, events or settings
Multiple meaning word/phrase- a word or phrase that has more than one meaning
Organizational structure- a logical order or orderly framework or arrangement
Paragraph- a group of sentences that supports a main idea

Assessment	Performance Task
<p><u>Formal</u> Rubrics Curriculum Related Projects DRA</p> <p><u>Informal</u> Rubrics Student Work Presentations Projects Teacher Observation Anecdotal Notes Running Records</p>	<p>TBD</p>

**Grade Three English Language Arts
Unit 6 Reading**

Instructional Strategies
<p>-CRISS Strategies</p> <p>-See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Resources	Technology Resources
<p><u>Instructional</u></p> <ul style="list-style-type: none"> -Student Work -Language Arts Curriculum Addendum -Non-Fiction/Informational Leveled Text (Science and Social Studies Text) -Anchor Text: Science and Social Studies Text -Additional Text Suggestions: <ul style="list-style-type: none"> • <u>From Seed to Plant</u> by Gail Gibbons • <u>Life Cycle of a Butterfly</u> by Bobbie Kalman • <u>Water Cycle</u> by Bobbie Kalman • “From Egg to Salamander” (Toolkit Text) -Student Assessment Data -Rubrics -<i>Crosswalk COACH</i> -<i>Write Away</i> 	<p>Successmaker www.schoolwidedfundamentals.com http://www.studyzone.org/testprep/ela4/o/causeeffectl.cfm www.ereadingworksheets.com</p> <p>Text Structures can also be found at: www.readwritethink.org (Exploring Cause and Effect using Expository Texts about Natural Disasters, Exploring compare and contrast Structure in Expository Text)</p> <p>Cause and Effect comic strips: www.readwritethink.org/classroom-resources/lesson-</p>

**Grade Three English Language Arts
Unit 6 Reading**

Teacher

- Supporting Materials for Unit
- CRISS Manual
- Science and Social Studies Curriculum
- Student Assessment Data
- Language Arts Curriculum Addendum
- Guided Reading* by Fountas and Pinnell
- Word Matters* by Fountas and Pinnell
- The Power of Retelling* by Vikki Benson
- Constructing Meaning* by Nancy Boyles
- Write Away*
- Crosswalk COACH*

[plans/engaging-with-cause-effect-30678.html](https://www.illustrativemathematics.org/illustrative-mathematics-3-6-reading-plans/engaging-with-cause-effect-30678.html))

Interdisciplinary Connections