

# 3<sup>rd</sup> Grade: Language Arts Curriculum

Reading Strategies		Time: September-November	Standards:
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• What strategies can I use to become a better reader?</li> <li>• What strategies can I use to understand a text?</li> </ul>		<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• I can ask questions to understand a text.</li> <li>• I can use prediction to help me understand a text.</li> <li>• I can make connections to help me understand a text.</li> <li>• I can summarize a text.</li> <li>• I can describe the elements of a story.</li> <li>• I can use decoding strategies to find meaning of unknown words.</li> <li>• I can compare and contrast elements of two different texts.</li> <li>• I can monitor my own reading.</li> <li>• I can ask and answer questions during reading.</li> </ul>	<p>RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>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.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, 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>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> <li>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>Provide reasons that support the opinion.</li> <li>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>Provide a conclusion.</li> </ol> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>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.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use commas in addresses.</li> <li>Form and use possessives.</li> </ol>
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"> <li>➤ Students will be able to create a suitcase based on a novel. They will choose a main character to take on a new adventure and write a paragraph to explain why this is a good location for the character to travel to using evidence from the text. The inside of the suitcase will include items the character will take on his trip that reflect elements from the novel that are important to that character. A brief explanation will accompany each item and include what the</li> </ul>		<b>Other Assessments</b> <ul style="list-style-type: none"> <li>✓ Notebook checks</li> <li>✓ Novel comprehension questions (open ended and short answer)</li> <li>✓ Class discussions and class participation</li> <li>✓ Teacher observations</li> <li>✓ Guided reading anecdotal notes</li> </ul>	

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item is and why the character would take it. Students will present their project to the class speaking clearly at an understandable pace and distinguishing their point of view from that of the narrator or characters. Writing should also include linking words and phrases as well as a conclusion. Student will use commas in addresses and possessives. This benchmark will be assessed using a grade level rubric. (RL.3.1, RL.3.5, RL.3.6, RL.3.10, W.3.1, W.3.10, SL.3.4, L.3.2.B, L.3.2.D)

- SWBAT listen to two read alouds by the same author in order to compare and contrast the themes, settings, events and plot of the stories. Students will complete a plot diagram and Venn diagram to show understanding. (RL.3.9)

## Materials

- **Library Book:**
  - The One and Only Ivan by Applegate (S)
- **Novels:**
  - Frog and Toad are Friends by Lobel (K)
  - A Letter to Amy by Keats (K)
  - The Mouse and the Motorcycle by Cleary (O)
  - Stuart Little by E.B. White (R)
  - The Cricket in Times Square by Selden (S)
  - Flora and Ulysses by DiCamillo (U)

## SUGGESTED ACTIVITIES

### • Mini Lessons:

#### • Before Reading:

- What do good readers do? Model strategies using read aloud picture books: Reading Strategies: Predicting, Visualizing, Thinking about Reading (Making Reading Salad), Making Connections, Ask and Answer Questions, Retell and Summarize, Self-Monitor
- Guided Reading Activities
- Students make predictions based on looking at cover of novel. Students view trailers for novel and then adjust prediction if needed
- Write 3 questions they have about the novel based on what they see on cover on a graphic organizer. Later in the story, students can revisit this and see if they found the answers to their story.
- Discuss what makes a good friend. List attributes on an anchor chart.
- Prediction Pyramid: Teacher writes essential words on broad and students place words in pyramid where they think the words will come into the story

#### • During Reading:

- Model Decoding Strategies using novel: Students follow along as teacher reads and models decoding strategy. Decoding Strategies: Use picture clues, Sound out the Word, Guess and Check for Meaning, Look for Chunks, Skip it and Check for Meaning
- Story Elements: Complete story element graphic organizer using spooky house
- Play story element bingo- Students place elements on a bingo board, teacher calls out element, students find on board and then state what the element is in their own novel
- Create a story map with main idea in center with details around the outside.
- Play “Hot Seat”- One student is character from book others ask questions about how that character felt about the events or event in the voice of the character

### REINFORCEMENT

- Given a list of character traits, choose 3 that are portrayed. Explain why you choose this trait.
- Recall an event in the story- relate it to yourself, what did it remind you of.
- Teach another student about a chosen strategy

### ENRICHMENT

- Choose a character from given story, list 5 character traits and their contrasting trait. ( antonym-cooperative/mischievous) Choose a set of traits and give examples of each. A person is mischievous when....
- What are you curious about when reading? Make prediction /change ending/ continue the story- what do you think would happen next
- Create a lesson to teach a younger student about a reading strategy

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<ul style="list-style-type: none"> <li>○ Students create character riddles others guess answers (can be about characters or events or whatever)</li> <li>○ Create cause and effect cards</li> <li>○ Make thought bubbles to make student thinking visible</li> <li>○ Create connection paper chains- Students choose a slip of paper/ connection strip to add after reading sections or whenever they can and share.</li> <li>● <b>After</b> <ul style="list-style-type: none"> <li>○ Create favorite character award</li> <li>○ Create a character collage (Outline of character with characteristics in pictures, words, quotes)</li> <li>○ Students write themselves into a chapter of the book</li> </ul> </li> </ul>	
<p><b>Suggested Websites</b></p> <ul style="list-style-type: none"> <li>● <a href="http://www.scholastic.com/teachers/unit/reading-strategies-everything-you-need">http://www.scholastic.com/teachers/unit/reading-strategies-everything-you-need</a> (Links to activities)</li> <li>● <a href="https://www.teachervision.com/reading-comprehension/resource/55349.html">https://www.teachervision.com/reading-comprehension/resource/55349.html</a> (Reading strategies and activities: Before, During and After)</li> <li>● <a href="http://www.ourclassweb.com/sites_for_teachers_readers_workshop.htm">http://www.ourclassweb.com/sites_for_teachers_readers_workshop.htm</a> (Reading strategies and activities)</li> <li>● <a href="http://edwards3rdgrade.blogspot.com/p/reading-comprehension-strategies.html">http://edwards3rdgrade.blogspot.com/p/reading-comprehension-strategies.html</a> (Hand signals for reading strategies)</li> <li>● <u>Novel Trailers (Introduction)</u> <ul style="list-style-type: none"> <li>○ <a href="https://youtu.be/j6cdkkJvgaA">https://youtu.be/j6cdkkJvgaA</a> Flora and Ulysses</li> <li>○ <a href="https://youtu.be/uUeND0DiYjI">https://youtu.be/uUeND0DiYjI</a> Stuart Little</li> <li>○ <a href="https://youtu.be/PuZT3oH1IZA">https://youtu.be/PuZT3oH1IZA</a> Cricket in Times Square</li> <li>○ <a href="http://www.teachertube.com/video/the-mouse-and-the-motorcycle-384080">http://www.teachertube.com/video/the-mouse-and-the-motorcycle-384080</a> The Mouse and the Motorcycle</li> </ul> </li> </ul>	<p><b>Suggested Materials</b></p>
<p><b>Cross-Curricular Connections</b></p> <p><b>21<sup>st</sup> Century Skills-</b></p> <p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).</p> <p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a)</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p><b>SEL</b></p> <p>Recognize the importance of self-confidence in handling daily tasks and challenges</p> <p>Demonstrate an awareness of the expectations for social interactions in a variety of settings</p> <p><b>Social Studies</b></p>	

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6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

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## Reading Unit: Biographies

Time: December-March

### Essential Questions

- What is nonfiction/informational text?
- What is a biography?
- Why was (name of famous person) important?
- What are nonfiction/informational text features?
- How do text features help me understand a nonfiction/informational text?

### Enduring Understandings

- I can identify nonfiction/informational text features.
- I can distinguish fact from fiction.
- I can create a timeline of important events from my reading.
- I can state my point of view based on what I have read.
- I can compare and contrast my life with the life a character.

## Standards:

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

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

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text

RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

RI.3.10. By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

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.

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## Benchmark Assessment(s)

- SWBAT identify text feature in a book that has been notated by teacher and then describe its use. (Teacher puts post-its or letters features to be identified. Student records on recording sheet.) Modification or adaptation: student creates assessment for another student. (RI.3.5)
- Students will, to show comprehension of the text, create notecards or a notebook in which they will compare, contrast, and reflect on the most important points and details presented in the biography, make note of key understandings such as when, where, why and how key events and show meaning of vocabulary specific to the biography and time period. Students state their own point of view and distinguish it from that of the author. (RI.3.2, RI.3.4, RI.3.6, RI.3.7)
- Students will create a timeline of the life a famous based on the biography. Timeline will include: series of historical events specific to that person, sequence and cause and effect of actions of the character. Students will include timeline on “Living Museum” poster project. (RI.3.3)

## Other Assessments

- ✓ Developmental Reading Assessment
- ✓ SWBAT create a flipable matching text feature vocabulary to text feature definitions.
- ✓ Reading notebook checks
- ✓ Notebook checks
- ✓ Novel comprehension questions (open ended and short answer)
- ✓ Class discussions and class participation
- ✓ Teacher observations
- ✓ Guided reading anecdotal notes

## Materials

- Class Read aloud:  
Ben and Me by Robert Lawson
- Novels:
  - Student chosen novels from “Who Was...” or “Who Is...” series

## SUGGESTED ACTIVITIES

### • Before

- Mini Lesson: text features- discuss text features and complete follow up activity
- Nonfiction text scavenger hunt – use small nonfiction book to find text features
- Students create note cards for taking notes during reading
- Students create a KWL about the person they will be reading about
- Make venn diagram comparing and contrasting autobiography and biography
- Introduce close read marks to use during reading (place to record thoughts during reading-different than notetaking, recording thoughts rather than facts)

### REINFORCEMENT

- Pair students on similar level to read same biography.
- Provide appropriate reading level material.
- Allow student to take novel home to reread that day’s reading each night.
- Give student graphic organizer instead of note cards.

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<ul style="list-style-type: none"> <li>○ Create notecards with sections noted of essential information looking for</li> <li>○ Mini lesson discussing important vs interesting facts</li> <li>• <b>During</b> <ul style="list-style-type: none"> <li>○ Make a character chart (Stick picture: One side of picture will be notes of what the character looks like on the outside, the other side will be character traits of what the character is like on the inside)</li> <li>○ Students take notes in notebook or on notecards during reading to include on poster</li> <li>○ Create a family tree of the character/ famous person</li> <li>○ Write a letter to the character/ famous person asking questions about important decisions or events from that person's life</li> <li>○ Research more about famous person and compare to information presented in biography</li> <li>○ Respond in writing to a direct quote from the famous person</li> <li>○ Research famous person and find some fun facts or little known facts to include on poster</li> </ul> </li> <li>• <b>After</b> <ul style="list-style-type: none"> <li>○ Create an award for the famous person based on what his or her accomplishments are/were</li> <li>○ Create a new cover for the biography included must be clues or essential information about the person</li> <li>○ Students give a book talk or character talk about famous person about why he/she was important</li> <li>○ Create a timeline of important events</li> <li>○ Debate with other student about which famous person was the more important between the two they read</li> <li>○ Students write their own autobiography</li> <li>○ Design a postage stamp or symbol for famous person</li> <li>○ Create a business card for the famous person</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide student with questions to find answers to each day prior to beginning reading.</li> </ul>
	<p style="text-align: center;"><b>ENRICHMENT</b></p> <ul style="list-style-type: none"> <li>• Provide with appropriate level text.</li> <li>• Students compare famous person with another famous person from the same time period.</li> <li>• Students create a booklet about the famous person they read about and illustrate with drawings or pictures from the internet.</li> </ul>
<p><b>Suggested Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.scholastic.com/teachers/lesson-plan/5-day-unit-plan-introducing-nonfiction">http://www.scholastic.com/teachers/lesson-plan/5-day-unit-plan-introducing-nonfiction</a> lesson ideas for introducing nonfiction/informational</li> <li>• <a href="https://www.quia.com/rr/902827.html">https://www.quia.com/rr/902827.html</a> interactive game matching definition with text feature (whole class or center idea)</li> <li>• <a href="https://www.teachingmadepractical.com/text-features-slideshow/">https://www.teachingmadepractical.com/text-features-slideshow/</a> site with text feature slide show and resources</li> <li>• <a href="http://www.shenandoah.k12.in.us/education/components/links/default.php?sectiondetailid=1272&amp;parentID=167">http://www.shenandoah.k12.in.us/education/components/links/default.php?sectiondetailid=1272&amp;parentID=167</a> site with links to interactive L/A games (fact/fiction, authors purpose, etc.)</li> <li>• <a href="http://www.fcrr.org/studentactivities/information_23.htm">http://www.fcrr.org/studentactivities/information_23.htm</a> site with standards listed with links for activities for each standard</li> <li>• <a href="http://www.readwritethink.org/parent-afterschool-resources/games-tools/cube-a-30180.html">http://www.readwritethink.org/parent-afterschool-resources/games-tools/cube-a-30180.html</a> students can create a biocube with questions about their person or other facts about their person</li> </ul>	<p><b>Suggested Materials</b></p>

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## Cross-Curricular Connections

### **21<sup>st</sup> Century Skills-**

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a)

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

*CRP6. Demonstrate creativity and innovation*

### **SEL-**

*Recognize and identify the thoughts, feelings and perspectives of others*

*Demonstrate an awareness of the differences among individuals, group and others' cultural backgrounds*

### **Social Studies-**

6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.



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Reading Unit: Realistic Fiction		Time: September-June	Standards:
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• How are characters feelings portrayed?</li> <li>• How can I find the main idea and details of a text?</li> <li>• What is a character trait?</li> </ul>		<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• I can compare and contrast characters.</li> <li>• I can determine character traits and use evidence from the text to support my ideas.</li> <li>• I can determine the main idea and details of the text.</li> <li>• I can describe the difference between literal and nonliteral language.</li> <li>• I can describe how a character has changed within a novel and use evidence from the text to support my ideas.</li> </ul>	<p>RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon norms 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).</li> <li>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>Explain their own ideas and understanding in light of the discussion</li> </ol> <p>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.</p> <p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"> <li>➤ SWBAT create a diary based on a novel. (This will be used as an ongoing activity, not a culminating activity.) Students will choose a main character from the novel and write from that character's perspective. Students will make a diary entry at the end of each day's reading based on a teacher chosen skill or event. Students will share entries within their novel groups. Students should be able to ask questions of their group mates and answer classmates' questions and explain their own ideas. (RL.3.1, RL.3.3, W.3.4, SL.3.1, SL.3.2, SL.3.3)</li> </ul> <p><b>Examples:</b></p>		<b>Other Assessments</b> <ul style="list-style-type: none"> <li>✓ Notebook checks</li> <li>✓ Novel comprehension questions (open ended and short answer)</li> <li>✓ Class discussions and class participation</li> <li>✓ Teacher observations</li> <li>✓ Guided reading anecdotal notes</li> </ul>	<b>Materials</b> <ul style="list-style-type: none"> <li>• Class Read Aloud:</li> </ul>

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- Make a diary about the day's events and express how the character feels about it.
- Make a diary entry and express what happened today's reading using main idea as first sentence with supporting details for other sentences.
- Make a diary entry and ask another character questions about what happened in today's reading.
- Make a prediction about what the character thinks will happen to him or her tomorrow based on today's reading.

➤ SWBAT describe a character in the novel. Students will choose a character and scene to act out from the novel with a partner from the group. The audience will describe the character trait portrayed and discuss how the actions of the character contribute to the plot of the story. (RL.3.3)

- Escape From Mr. Lemoncello's Library by Grabenstein (V)
- **Novels:**
  - The Girl With 500 Middle Names by Haddix (M)
  - Jake Drake Class Clown by Clements (O)
  - The Year of Billy Miller by Henkes (P)
  - Dexter the Tough by Haddix (Q)
  - Frindle by Clements (R)
  - Love, Ruby Lavender by Wiles (U)

## SUGGESTED ACTIVITIES

- Mini lesson on use of quotation marks: Find quotation marks in book reading and read only the part the character is saying.
- **Before**
  - Create predictions based on only looking at cover
  - Create questions about novel looking at only the cover
  - Introduce/reinforce character traits
- **During**
  - Summarize events in writing as a newspaper reporter in notebook or record as video on computer
  - Perform a scene from the book with a partner to summarize or emphasize feelings of characters
  - Answer comprehension questions (short answers and open ended) in writing making sure to use the question as a part of the answer
  - Create character sketch of one of the characters
  - Play "3 Truths and 1 Lie" with events of chapter or section. Students create a list of 4 ideas from chapter, three will be true and one will be false. Students share within their group and try to figure out false events or details.
  - Create new titles for chapters based on events of chapters.

## REINFORCEMENT

- Students work with partners to discuss and find evidence to support thoughts about character traits
- Provide students with lists of character traits or choices between a few character traits exemplified
- Act out section of text in question to reinforce feelings and character traits in question

## ENRICHMENT

- Students will write from the perspective of a different character for each diary entry.
- Students will write from one to another character from the novel asking and answering questions.

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- **After**

- Create a puppet show about book. (Stick puppets, students create a brief play about the book)
- Students create a tv critic review about novel using essential information from text (setting, plot, theme, characters, events)
- Write the next chapter of the book
- Create a piece of artwork (picture, song, dance, collage, etc.) to summarize/ symbolize book

## **Suggested Websites**

- <http://mentortextcentral.blogspot.com/search/label/Character%20Development> Mentor text website with books categorized- click on the category you are looking for
- <http://www.scholastic.com/teachers/top-teaching/2012/11/teaching-character-traits-readers-workshop> Teaching character traits
- <http://teacher.scholastic.com/activities/scrapbook/> students can create a character and then write about him or her
- <http://kids.nationalgeographic.com/kids/games/moregames/funnyfillinrunningwild/> students fill in various words and then read the story generated by the computer

## **Suggested Materials**

- Character Traits Mentor Texts:
  - Stand Tall Molly Lou Melon by Patty Lovell
  - Verdi by Jane Yolen
  - My Rotten Redheaded Older Brother by Patricia Polacco
  - Just Plain Fancy by Patricia Polacco
  - Amazing Grace by Mary Hoffman
  - Skippy Jon Jones by Judith Schanher
  - The Paperbag Princess by Robert Munsch

## **Cross-Curricular Connections**

### **21<sup>st</sup> Century Skills-**

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a)

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

CRP1. Act as a responsible and contributing citizen and employee

### **SEL**

Demonstrate an understanding of the need for mutual respect when viewpoints differ

Recognize one's personal traits, strengths and limitations

### **Social Studies**

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

# 3<sup>rd</sup> Grade: Language Arts Curriculum

Reading Unit: Fairy Tales		Time: May-June	Standards:
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• What are the elements of fairy tales?</li> <li>• What strategies can I use to help me understand fairy tales?</li> <li>• How do illustrations contribute to the mood of a text?</li> </ul>		<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• I can retell a fairy tale using literary elements.</li> <li>• I can compare and contrast fairy tales.</li> <li>• I can compare and contrast a fairy tale with fractured versions of the same fairy tale.</li> <li>• I can state the theme of a fairy tale and use evidence from the text to support my ideas.</li> <li>• I can describe how the illustrations help me determine the mood of the story.</li> </ul>	<p>RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>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.3.7. 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.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, 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>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p>
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"> <li>➤ SWBAT read a fairy tale and create a Wanted Newspaper Advertisement. Students will identify the antagonist from a fairytale and create a wanted poster using characters, setting, problem, solution, and theme from the fairytale. (RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.10)</li> <li>➤ SWBAT explain how the illustrations of fairytale contribute to the mood of the story by completing an exit slip. (RL.3.7)</li> <li>➤ SWBAT distinguish literal from non-literal language. Students will play a game in which they match literal meaning with nonliteral meaning and an idiom as teacher observes and assesses with grade level checklist. Students will then search through a fairy tale of their choice and find non-literal language and its meaning and then share with a partner or small group. (RL.3.4)</li> <li>➤ SWBAT compare and contrast plot, theme, characters, setting of fairy tales with fractured fairy tales using a venn diagram. (RL.3.2, RL.3.9)</li> </ul>		<b>Other Assessments</b> <ul style="list-style-type: none"> <li>✓ Developmental Reading Assessment</li> <li>✓ Notebook checks</li> <li>✓ Novel comprehension questions (open ended and short answer)</li> <li>✓ Class discussions and class participation</li> <li>✓ Teacher observations</li> <li>✓ Guided reading anecdotal notes</li> </ul>	<b>Materials</b> <ul style="list-style-type: none"> <li>• Class read aloud: <ul style="list-style-type: none"> <li>▪ <u>Fractured Fairy Tales</u> by Jacobs</li> </ul> </li> <li>• Novels: <ul style="list-style-type: none"> <li>▪ <u>The Three Little Pigs and the Somewhat Bad Wolf</u> by Teague (L)</li> <li>▪ <u>Rumpelstiltskin</u> by Zelinsky (N)</li> <li>▪ <u>The Three Little Wolves and the Big Bad Pig</u> by Trivizas (O)</li> <li>▪ <u>The True Story of the Three Little Pigs</u> by Scieszka (Q)</li> <li>▪ <u>Hansel and Gretel</u></li> </ul> </li> </ul>

# 3<sup>rd</sup> Grade: Language Arts Curriculum

## SUGGESTED ACTIVITIES

### Mini-lessons:

#### • Introduction to Fairy Tales-

- Display an important element from selected Fairy Tales and have students guess what Fairy Tale it is. (pwrpt in shared folder, 3<sup>rd</sup> grade, reading, fairy tales)
- Prior to discussing elements of a fairy tale, in groups, students make a poster listing titles of stories they believe are fairytales
- Make anchor chart of elements of fairy tales
- Book scavenger hunt for fairy tales: with partner students search through books and find books that they think are fairy tales and mark elements that qualify that story as a fairy tale

#### • During Reading

- Students can choose book from <http://www.storylineonline.net/> and discuss/ document why that story is a fairy tale or not.
- Compare and contrast fairy tale with fractured versions using paper plate venn diagram
- Record elements of a fairy tale using castle graphic organizer
- Discuss and find patterns in various fairy tales (patterns of 3 or 7): Put large 3 and large 7 on board in each number write all the elements of 3 or 7 found in fairy tales.
- Sequence fairy tale: Use paper leaves to draw events from Jack and the Beanstalk. Glue leaves to string in order of occurrence and have students retell story using “beanstalk”.
- Make a buddy chart for two fairy tales. One create a t-chart: List characters from one fairy tale on one side, on the other side across from each character list a character from the other fairy tale that has similar characteristics and would be friends with the character from the first fairy tale.
- Create a venn diagram comparing and contrasting evil, good and student.
- Switch a character or two from one fairy tale into another fairy tale and rewrite.

#### • After Reading

- Design an invention for Rapunzel to escape from the tower.
- Create an invitation to a royal event (wedding, ball, hunt, etc.) and address the envelope
- Use finger puppets or popsicle stick puppets to retell a fairy tale.
- Perform a reader’s theater based on a fairy tale
- Roll and write a fractured fairy tale (see writing)
- Design a business card for one of the characters
- Plan a party for one of the characters: Include guest list, invitations, theme, setting, materials needed

### REINFORCEMENT

- Give students copy of text being read aloud by teacher while students follow along. Ask students to read easier portions of text aloud.
- Heterogeneously group students.
- Use reading level appropriate text for students reading below grade level.
- Provide students with graphic organizers and concrete examples of skill students are working on.

### ENRICHMENT

- Students can read higher reading level chapter books.
- Students compare and contrast story elements from more than two fairy tales.
- Students can research their fairy tale author of choice and create a power point to present to the class.
- Students can research the history of fairy tales and try to connect some of the fairy tales to the facts they find.
- Students can create an alternate ending their favorite fairy tale.

### Suggested Websites

- <http://www.weareteachers.com/blogs/post/2014/08/11/fairy-tales-gone-wild-10-creative-ways-to-teach-fairy-tales>  
List of suggested activities to teach fairytales
- <http://www.readwritethink.org/classroom-resources/lesson-plans/recipe-writing-fairy-tale-30663.html> suggested activity to compare and contrast fairy tales with resources
- <http://www.readwritethink.org/classroom-resources/student-interactives/fractured-fairy-tales-30062.html> interactive student activity in which students can write their own fractured fairy tale after reading the fairy tales provided

### Suggested Materials

- Little Red Writing by Joan Holub: Ms. 2 helps students write their own version of Little Red Riding Hood.
- Lots of fairy tales for students to read (Many, many copies in school library)

# 3<sup>rd</sup> Grade: Language Arts Curriculum

- <http://www.scholastic.com/teachers/unit/fairy-tales-everything-you-need> suggested activities for fairy tales
- [http://www.educationworld.com/a\\_lesson/lesson/lesson279.shtml](http://www.educationworld.com/a_lesson/lesson/lesson279.shtml) suggested activities to teach fairy tales with links to other resources
- <http://activatedstorytheatre.com/folktale.html> interactive site with fairy tales that will read to the students
- <http://www.storynory.com/archives/fairy-tales/> links for fairy tales online
- [http://www.lancsngfl.ac.uk/curriculum/literacy/lit\\_site/html/fiction/fairytale2/fairytale.htm](http://www.lancsngfl.ac.uk/curriculum/literacy/lit_site/html/fiction/fairytale2/fairytale.htm) links to fairy tales that can be projected for whole class read aloud
- <http://www.storylineonline.net/> books that students can choose to have read to them by famous people

## **Cross-Curricular Connections**

### **21<sup>st</sup> Century Skills-**

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a)

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

CRP4. *Communicate clearly and effectively and with reason*

### **SEL-**

*Utilize positive communication and social skills to interact effectively with others*

### **Social Studies-**

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.



# 3<sup>rd</sup> Grade: Language Arts Curriculum

Unit: Non-Fiction		Time: September-June	Standards:
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• How do readers make sense of nonfiction text?</li> <li>• How can I determine the meaning of unknown words and phrases in a nonfiction text?</li> <li>• How can I use Greek and Latin suffixes and prefixes to decode words in a story?</li> </ul>		<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• I can use strategies to determine the meaning of unknown words and phrases in a nonfiction text.</li> <li>• I can read multisyllable words.</li> <li>• I can use Greek and Latin prefixes and suffixes to decode words in a text.</li> </ul>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>A. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>B. 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).</li> <li>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul> <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</li> </ul> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them.</i>)</p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>B. Decode words with common Latin suffixes.</li> <li>C. Decode multisyllable words.</li> <li>D. Read grade-appropriate irregularly spelled words.</li> </ul>
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"> <li>➤ Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Teacher will use grade level checklist to assess understanding. (L.3.5)</li> </ul>			<b>Other Assessments</b> <ul style="list-style-type: none"> <li>✓ Graphic organizers to help build understanding</li> <li>✓ Class discussions and class participation</li> <li>✓ Teacher observations</li> </ul>
			<b>Materials</b>

# 3<sup>rd</sup> Grade: Language Arts Curriculum

## SUGGESTED ACTIVITIES

- Articles are read independently, with peers, or as a class.
- Students complete graphic organizers to help them better understand the text prior to completing the benchmark.
- Students watch Storyworks Jr. provided videos that pair with articles.
- Group or class discussions about text.

## REINFORCEMENT

- Students listen to the text.
- Students work with peers.
- Teacher frequently checks on progress of work.
- Teacher provides specific organizers for writing benchmarks.
- Teacher provides specific examples of expectations.
- Use lower level graphic organizers

## ENRICHMENT

- Encourage students to continue to research events, people, or places learned about in the text.

## Suggested Websites

- [www.scholastic.com/storyworksjr](http://www.scholastic.com/storyworksjr)

## Suggested Materials

- N/A

## Cross-Curricular Connections

### 21<sup>st</sup> Century Skills-

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a)

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

CRP4. *Communicate clearly and effectively and with reason*

### SEL

*Utilize positive communication and social skills to interact effectively with others*

### Social Studies-

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.



# 3<sup>rd</sup> Grade: Language Arts Curriculum

Writing Unit: Narrative		Time: September-November	Standards:
<b>Essential Questions</b> <ul style="list-style-type: none"><li>• What are the elements of a personal narrative?</li><li>• How can I improve my writing?</li><li>• How do I write a complete sentence?</li><li>• Where do I start a new paragraph?</li></ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"><li>• I can generate ideas to write a personal narrative.</li><li>• I can write over an extended period of time.</li><li>• I can use strategies and suggestions from my classmates to write improve my writing.</li><li>• I can write a complete sentence.</li><li>• I can determine when to start a new paragraph.</li></ul>		<p>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"><li>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li><li>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li><li>C. Use temporal words and phrases to signal event order.</li><li>D. Provide a sense of closure.</li></ul> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"><li>A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li><li>B. Form and use regular and irregular plural nouns.</li><li>D. Form and use regular and irregular verbs.</li><li>E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li><li>I. Produce simple, compound, and complex sentences.</li></ul>

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	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"><li>C. Use commas and quotation marks in dialogue.</li><li>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>).</li><li>F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li><li>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li></ul>
<p><b>Benchmark Assessment(s)</b></p> <ul style="list-style-type: none"><li>• SWBAT write a personal narrative that includes character development, sequencing of events, dialogue, transition and temporal words, descriptive details, thoughts and feelings, and a conclusion. SWBAT utilize the writing process including brainstorming, sequencing, peer editing and revising. SWBAT utilize grade appropriate spelling as well as, consult print and reference materials to assist with spelling. ( W.3.3, W.3.4, W.3.5, W.3.10, L.3.2.e, L.3.2.f, L.3.2.g)</li><li>• Teacher will use a checklist to assess student’s use and understanding of regular and irregular nouns, plural regular and irregular nouns, use of commas and quotation marks in dialogue, form and use of regular and irregular verbs, and form and use of simple verb tenses. (L.3.1.a, L.3.1.b, L.3.1.d, L.3.1.e, L.3.1.f, L.3.2.c)</li></ul>	<p><b>Other Assessments</b></p> <ul style="list-style-type: none"><li>✓ Quick writes</li><li>✓ Notebook checks</li><li>✓ Teacher observation and anecdotal notes</li><li>✓ Teacher writing conference notes</li><li>✓ Check lists</li></ul> <p><b>Materials</b></p> <ul style="list-style-type: none"><li>• <u>Come On, Rain!</u> by Karen Hesse</li><li>• Narrative rubric for grade 3</li><li>• Narrative checklist for grade 3</li><li>• Chart paper for creating anchor charts</li><li>• NJSL-ELA rubric</li></ul>

# 3<sup>rd</sup> Grade: Language Arts Curriculum

## SUGGESTED ACTIVITIES

- **Mini Lessons:**
  - **Generating Ideas:**
    - Watermelon Idea vs. Seed Idea- Teacher creates cards with topics listed. Students choose card from bucket and put in appropriate on chart paper. Then students choose from one of their own topics on top of graphic organizer and then narrow idea down to seed ideas
    - Finding Ideas for small moments: Think of a person who matters to you, list small moments and write about one. Think of a place that matters, list small moments, and write about one. Think
    - What to do when you run out of gas as a writer (unit one page 31)
  - **Story tellers voice** (unit one page 40)
  - **Editing and Revising as You Go** (unit one page 55)
  - **To Write a True Story** (unit mini lessons)
    - Find story ideas that are focused and important to you and write lots of entries
    - Make a mental movie of what happened, telling it in small detail, bit by bit (Detail the actions and Include the dialogue)
    - Remember your self-assessments of your narrative writing and your goals
    - Try different leads
    - Write a flash draft
    - Revise (Try what other authors have done, develop the heart of the story, Bring out the internal story)
  - **Daily writing practice**
    - Students write daily to reinforce skills that have been introduced. Students should be sharing work in some way each day: Whole class share and feedback, partner share, small group share, sharing with other grade levels or other classes within the grade level
    - Quick writes: self-selected topic, teacher prompt, flash drafts, computer think and types
  - **Writing a Hook**
    - Discuss how authors “hook” their readers and types of leads they use: question lead, talking lead, snap shot lead and snap shot lead
    - View PowerPoint about how to write a lead (Connects leads to authentic literature with examples for all types of leads. In shared folder, third grade, writing, narrative, writing leads)
    - Write an example of each type of lead for narrative writing
  - **Writing a Conclusion**
    - Discuss what the purpose of a conclusion is. (See <http://www.readwritethink.org/classroom-resources/lesson-plans/once-they-hooked-reel-995.html?tab=4#tabs> for great lessons and ideas)
    - Students practice writing a variety of types of conclusions for their narratives and share and discuss with partner
- **Grammar:**
  - **Nouns (Regular, Irregular, Plural):**
    - Create noun town- Draw a town and label all the things in the town.
    - Identify nouns in writing- Highlight nouns. Share with partner or small group and correct each other’s work.

## REINFORCEMENT

- Reduce number of sentences students are required to write
- Provide students with 4 square graphic organizer to draw pictures to sequence story
- Use illustrations of students work to create simple picture book

## ENRICHMENT

- Create final copy on word
- Include dialogue within narrative
- Emphasize word choice while students are editing-students change words to make them the most descriptive
- Create illustrations to go along with narrative and then create a book

# 3<sup>rd</sup> Grade: Language Arts Curriculum

- Replace nouns in writing with pronouns Discuss with editing and revising partner. Correct each other's work. Choose an example to share with the class.
- **Commas (in a series and punctuating dialogue)**
  - Cut apart sentence strips with dialogue written. Students reassemble putting commas and quotation marks in correct spots. (Can also use clothes pins with commas and place on sentence strip.)
  - <https://www.youtube.com/watch?v=OLB1IUNdoSE> song to reinforce commas and quotation marks in dialogue
  - Adding dialogue into paragraphs practice
- **Paragraphing**
  - Point out where paragraphs begin and end in novels.
  - Place stickers in writing where new paragraph should begin on sloppy copy.
  - Use hamburger graphic organizer for students to visualize what should be included in paragraph.
- **Verbs (Regular and Irregular)**
  - Replace commonly used verbs with more vivid verbs in writing
  - Act out a sentence showing how to use more descriptive verbs
- **Pronouns**
  - Practice substituting pronouns in writing
  - Read and discuss using over use of pronouns- Read a paragraph that uses no pronouns. Read paragraph that over uses pronouns. Discuss using balance.
  - Highlight pronouns in writing. Work with a partner to see if balance has been met.
- **Poems:**
  - Weekly poems practice for fluency and then a “seek and find” section for weekly grammar skills

## Suggested Websites

- <https://www.youtube.com/watch?v=OLB1IUNdoSE> song to reinforce using commas and quotation marks in dialogue
- <http://www.scholastic.com/teachers/top-teaching/2014/03/graphic-organizers-personal-narratives> activities and graphic organizers
- <https://learnzillion.com/resources/72207-3rd-grade-narrative-writing-responding-to-a-narrative-prompt-1> resources mini-lessons with power points for students
- <http://mrsheathclass.weebly.com/narrative-writing.html> examples of writing power point and adding details
- <http://www.readwritethink.org/classroom-resources/lesson-plans/story-elements-alive-1073.html?tab=4#tabs> students can create a narrative using the site's interactive graphic organizers
- <https://everythingliteracy.wikispaces.com/Writing+Resources> powerpoint mini lesson resources

## Suggested Materials

- “The Black Bear Story” <https://blackbeardiner.com/our-story/> Small moment story of how a tiny restaurant started
- *Jangles: A Big Fish Story* by David Shannon- Mentor text modeling how to narrow a topic
- *Over and Under the Snow* by Kate Messner- Mentor text modeling using sequence and transition words
- *Dragons Love Tacos* by Adam Rubin- Mentor text modeling choosing just right words
- *The Word Collector* by Sonja Wimmer- Mentor text modeling word choice
- *Three Hens and a Peacock* by Lester Laminack- Mentor text modeling sentence fluency
- *The Plot Chickens* by Mary Jane Auch- Mentor text modeling sequencing and readability of handwriting

## Mentor Texts for Examining Conclusions

- *Chrysanthemum* by Kevin Henkes
- *Bad Case of the Stripes* by David Shannon
- *Baby Sister* by Tomie DePaola
- *The Relatives Came* by Cynthia Rylant
- *Stellaluna* by Jane Yolen

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- <http://www.readwritethink.org/classroom-resources/lesson-plans/once-they-hooked-reel-995.html?tab=4#tabs> writing conclusions in narrative writing

Mentor Texts for Examining Leads (all examples are on powerpoint by may be helpful to have on hand for students to revisit

- The Little Mouse, The Red Ripe Strawberry and The Big Hungry Bear by Don and Audrey Wood
- How Do Dinosaurs Say Goodnight? By Jane Yolen
- Miss Alaineus By Deb Frasier
- The Bunyans by Audrey Wood
- Gracias, The Thanksgiving Turkey by Joy Crowely
- June 29, 1999 by David Wiesner
- Meanwhile Back at the Ranch by Trinka Hake Noble
- Something Beautiful by Sharon Dennis Wyeth
- The Seven Silly Eaters by Mary Ann Hoberman
- The Grump by Mark Ludy

## Cross-Curricular Connections

### **21<sup>st</sup> Century Skills**

9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a)

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP11: Use technology to enhance productivity.

**SEL-** Recognize the importance of self-confidence in handling daily tasks and challenges

## **Social Studies-**

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

# 3<sup>rd</sup> Grade: Language Arts Curriculum

Writing Unit: Informational	Time: October-November	Standards:
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is informational writing?</li> <li>• How do I write an informational book?</li> <li>• How do I choose a topic for my informational book?</li> <li>• What text features can I use for my informational book?</li> <li>• How do I revise and edit my informational book?</li> <li>• What technology can I use to help me write my informational book?</li> </ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• I can choose a topic for and write an informational book.</li> <li>• I use text features in an informational book.</li> <li>• I can illustrate my informational book.</li> <li>• I can revise and edit my informational book.</li> <li>• I can utilize technology to find facts for my informational book.</li> </ul>	<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</li> <li>B. Develop the topic with facts, definitions, and details.</li> <li>C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>D. Provide a conclusion.</li> </ul> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>A. Capitalize appropriate words in titles.</li> <li>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>).</li> <li>F. Use spelling patterns and generalizations (e.g., <i>word families</i>, <i>position-based spellings</i>, <i>syllable patterns</i>, <i>ending rules</i>, <i>meaningful word parts</i>) in writing words.</li> </ul>

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	<p>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>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.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
<p><b>Benchmark Assessment(s)</b></p> <ul style="list-style-type: none"><li>➤ SWBAT construct an informational book about a topic of their choosing using the writing process (brainstorming, drafting, revising (w/teacher &amp; peers), and editing. The book will include at least 5 of the following pages: title, dedication, table of contents, introduction, paragraphs, diagrams/parts of, types of/kinds of, how-to, question and answer, fun facts, glossary, conclusion and bibliography. Students will capitalize words in titles, use linking words and phrases, and include a conclusion. SWBAT utilize grade appropriate spelling as well as, consult print and reference materials to assist with spelling. Students will share their completed book with other students and answer questions about their topic to provide clarification. (W.3.2, W.3.4, W.3.5, W.3.10, SL.3.6, SL.3.4, L.3.2.a, L.3.2.e, L.3.2.f, L.3.2.g)</li><li>➤ SWBAT utilize technology and print sources to research their chosen topic and build knowledge about their topic. Students will use the new information to compare and contrast prior knowledge with newly found facts. Students will use the new information to add to already known facts while creating their book. (W.3.7, W.3.8, RI.3.8)</li></ul>	<p><b>Other Assessments</b></p> <ul style="list-style-type: none"><li>✓ Quick writes</li><li>✓ Notebook checks</li><li>✓ Teacher observation and anecdotal notes</li><li>✓ Teacher writing conference notes</li></ul> <p><b>Materials</b></p> <ul style="list-style-type: none"><li>• Houghton Mifflin Harcourt Journeys</li><li>• <u>Deadliest Animals</u> by National Geographic- Mentor Text</li><li>• Writer's Notebooks</li><li>• Chart paper</li><li>• Informational Writing</li></ul>



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## SUGGESTED ACTIVITIES

- (See also Reading Biographies for some activities)
- **Nonfiction vs. Fiction**
  - Read two texts on the same topic, one a nonfiction and one a fiction. (For example: Boy Were You Wrong from Journeys and Goldilocks and the 3 Dinosaurs) Compare and contrast the books making special note of authors purpose.
- **I'm An Expert – Choosing a topic**
  - Brainstorm ideas for topics that students are experts at, as a class
  - Student create a list of their own possible topics, choose one and write as much as he/she can
  - Students set purpose for their writing
- **Reviewing Text Features**
  - As a class review and discuss different types of text features and the job of each (see nonfiction text features powerpoint)
- **Reviewing Boxes and Bullets**
  - Discuss with students topics and subtopics. Display examples and use boxes and bullets to help students visualize organization
  - Students create a box for each idea that they will be writing about in their booklet and then create bullets in each box for the subtopics or supporting details
- **Create a table of contents**
  - View various types of tables of contents from nonfiction books
  - Discuss purpose of table of contents
  - Students use/create a graphic organizer to write their table of contents
- **Writing Special Vocabulary**
  - View various nonfiction books that have glossaries and vocabulary specific to topic
  - Students make a list of words that will be helpful for their reader to understand before reading
  - Create a glossary
- **Creating an Introduction**
  - View various nonfiction text introductions. Discuss elements.
  - Choosing a Lead (see narrative writing too) Discuss types of leads to use: Ask a Question, Present and Interesting Fact, and Use Onomatopoeia
  - Students write various leads and choose one to use in their own writing
- **Adding Descriptions**
  - Review vivid verbs. Ask students to find a sentence in their writing to revise. Students identify verb and then work with a partner to revise sentence to make it more descriptive.
  - Review adjectives. Ask students to find a sentence in their writing to revise. Students identify the nouns and the words they describe and then work with a partner to revise sentence to make it more descriptive.
- **Creating Diagrams and Illustrations**
  - View nonfiction/informational text that displays a diagram. Discuss with students it's use and purpose.
  - Students create a diagram in their own writing to show tools, parts of something, etc.
- **Using Flow Charts**
  - View nonfiction/informational text that contains flow chart. Discuss with students it's use and purpose.
  - Students create a flow chart, if useful, in their own writing. If not necessary to students book, then ask students to create a flow chart for brushing teeth or getting lunch from the cafeteria.
- **Using Sequence to write/ arrange pages**

## REINFORCEMENT

- Allow students to work with a partner with similar topic
- Provide student with “hamburger” graphic organizer to enable students visualize paragraph main idea and supporting details more easily
- Provide students with sentence starters for topics
- Narrow topic with student

## ENRICHMENT

- Students publish writing in word adding graphics from the web
- Peer editing and revising
- Create an additional page with other resources for people who want to learn more about topic. Resources can be print or internet.



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<ul style="list-style-type: none"> <li>Model with teacher writing with student assistance how to sequence pages in an understandable sequence.</li> <li>Students read their pages in the order that they think is the order that they would like them in. They then rearrange the pages and try out different scenarios.</li> <li>Play Spin a Story: <a href="http://thirdgradethinkers8.blogspot.com/2012/01/spin-story-and-sequencing.html">http://thirdgradethinkers8.blogspot.com/2012/01/spin-story-and-sequencing.html</a> Use a circle divided into four sections. Students use each of the four sections to write a sentence or two in each space about a topic. Then spin the cover to try out different sequence for the story.</li> <li><b>Using T-charts and diagrams</b> <ul style="list-style-type: none"> <li>Discuss the function of t-charts (to show cause and effect, to compare contrasting elements, creating a list of pros and cons). Create a t-chart together on chart paper about the pros and cons of getting a puppy.</li> <li>Students choose an element of their informational booklet which they think can be used successfully in a t-chart. Create it in their writer's notebook</li> </ul> </li> <li><b>Creating a conclusion</b> <ul style="list-style-type: none"> <li>Using <i>On a Beam of Light</i> by Jennifer Berne, discuss creating a conclusion with the students.</li> <li>Use various nonfiction books to examine conclusions and discuss as students pointing out elements that each has</li> <li>Students write various versions of a conclusion for their piece of writing.</li> </ul> </li> <li><b>Looking for fun facts about the topic</b> <ul style="list-style-type: none"> <li>Take students to the computer lab (Students can also use laptops) to have them research further facts for their book. Facts should be short facts that are not included in their own book. Fun facts should be in a list form.</li> </ul> </li> <li><b>Creating a dedication page</b> <ul style="list-style-type: none"> <li>Ask students to find a nonfiction/ informational book that contains a dedication page. Read and discuss similarities and differences.</li> <li>Students choose a person to dedicate books to, write and illustrate.</li> </ul> </li> </ul>	
<p><b>Suggested Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.thecurriculumcorner.com/thecurriculumcorner123/2013/02/18/nonfiction-writing-unit-of-study/">http://www.thecurriculumcorner.com/thecurriculumcorner123/2013/02/18/nonfiction-writing-unit-of-study/</a> awesome site that has lesson plans and follows the units of writing format with lots of resources and links to useful charts and student resources</li> <li><a href="http://www.learnnc.org/lp/pages/3613">http://www.learnnc.org/lp/pages/3613</a> mini lesson about conclusions with resource list</li> <li><a href="https://msjordanreads.com/2012/04/19/non-fiction-text-structures/">https://msjordanreads.com/2012/04/19/non-fiction-text-structures/</a> awesome nonfiction writing unit with resource links, follows unit of writing</li> <li><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/diagram-identifying-comparing-writing-781.html">http://www.readwritethink.org/classroom-resources/lesson-plans/diagram-identifying-comparing-writing-781.html</a> interactive venn diagram</li> <li><a href="http://readingyear.blogspot.com/2014/03/nonfiction-writing-great-leads.html">http://readingyear.blogspot.com/2014/03/nonfiction-writing-great-leads.html</a> writing leads in nonfiction writing (with link to example of introduction)</li> <li><a href="http://www.scholastic.com/ups/booklists/51121b3ee4b0177ede632e3d#book-details/book_details_51121b3ee4b0177ede632f37">http://www.scholastic.com/ups/booklists/51121b3ee4b0177ede632e3d#book-details/book_details_51121b3ee4b0177ede632f37</a> list of possible nonfiction mentor texts</li> <li><a href="http://www.stclair.k12.il.us/ccore/ELAShifts/documents/Info%20Text/Textstructure_resources.pdf">http://www.stclair.k12.il.us/ccore/ELAShifts/documents/Info%20Text/Textstructure_resources.pdf</a> list of mentor texts</li> </ul>	<p><b>Suggested Materials</b></p> <ul style="list-style-type: none"> <li>National Geographic books- Kids Everything series to use as mentor texts</li> <li>See Journeys layout, 3<sup>rd</sup> grade writing, nonfiction for list of possible mentor texts</li> <li>Teacher writing for examples for lessons</li> </ul>
<p><b>Cross-Curricular Connections</b></p> <p><b>21<sup>st</sup> Century Skills-</b></p> <p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).</p> <p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a)</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p><b>SEL-</b></p> <p>Recognize one's personal traits, strengths and limitations</p>	

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## **Social Studies-**

6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

# 3<sup>rd</sup> Grade: Language Arts Curriculum

Writing Unit: Opinion/Persuasive	Time: April-May	Standards:
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How can I write an opinion essay?</li> <li>• How can I write a thesis statement?</li> <li>• How can I support my reasons?</li> <li>• What is an opinion?</li> </ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• I can write an opinion or persuasive essay or letter.</li> <li>• I can write a thesis.</li> <li>• I can support my thesis with at least three reasons and supporting details.</li> <li>• I can distinguish fact from opinion</li> </ul>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> <li>A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>B. Provide reasons that support the opinion.</li> <li>C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>D. Provide a conclusion</li> </ul> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>

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<p><b>Benchmark Assessment(s)</b></p> <ul style="list-style-type: none"> <li>➤ SWBAT compose a persuasive essay or letter including thesis statement stating their opinion, at least 3 supporting reasons, linking words, phrases and transition words, and a conclusion. SWBAT utilize the writing process including brainstorming, sequencing, peer editing and revising. SWBAT utilize grade appropriate spelling as well as, consult print and reference materials to assist with spelling. Students will publish their essay using technology. (W.3.1.a, W.3.1.b, W.3.1.c, W.3.1.d, W.3.4, W.3.5, W.3.6, W.3.8, W.3.10, L.3.2.e, L.3.2.f, L.3.2.g)</li> </ul>	<p><b>Other Assessments</b></p> <ul style="list-style-type: none"> <li>✓ Quick writes</li> <li>✓ Notebook checks</li> <li>✓ Teacher observation and anecdotal notes</li> <li>✓ Teacher writing conference notes</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Houghton Mifflin Harcourt Journeys- A Fine, Fine, School</li> <li>• Chart paper</li> <li>• Writer's Notebooks</li> </ul>
<p style="text-align: center;"><b>SUGGESTED ACTIVITIES</b></p> <div> <div data-bbox="109 568 1369 1498"> <ul style="list-style-type: none"> <li>• <b>Determining Fact and Opinion</b> <ul style="list-style-type: none"> <li>○ Read a short article and have students highlight facts in one color and opinions in another.</li> <li>○ Play corner game: Put Fact in one corner. Put Opinion in other corner. Read various facts and opinions students walk to appropriate corner. Discuss how they distinguished between the two.</li> <li>○ Make popsicle stick signs with fact on one side and opinion on the other. Students turn appropriate side to teacher as they read facts or opinions from smartboard.</li> <li>○ Place statements around the room. Students sign their names to statements that are facts and leave opinions blank.</li> </ul> </li> <li>• <b>Brainstorming Ideas</b> <ul style="list-style-type: none"> <li>○ Take a tour around the school. Ask students to make a list of problems or things that need improvement as they walk.</li> <li>○ When students return ask them to choose one of the problems or improvements and to write a letter to the principal about it.</li> <li>○ Ask students to write a letter to their parents about something they need or want right now.</li> <li>○ Make lists of favorites: foods, sports, tv shows, etc. Ask students to choose one and write the reasons why those particular things are favorites</li> </ul> </li> <li>• <b>Writing (Lessons from Units of Writing)</b> <ul style="list-style-type: none"> <li>○ <b>Practicing Persuasion</b> <ul style="list-style-type: none"> <li>▪ Give students topics and ask them to quick write about topics supporting their ideas</li> <li>▪ List ideas about topics students may have strong feelings about on the board. Choose one to discuss and list reasons on board or chart paper.</li> </ul> </li> <li>○ <b>Gathering Brave, Bold Opinions for Writing</b> <ul style="list-style-type: none"> <li>▪ List possible topics on board as a class. Students recreate list in Writer's Notebook and write possible subjects for each one.</li> <li>▪ Choose a topic and write, write, write, remembering to state your opinion and why you think that</li> </ul> </li> <li>○ <b>Writing a Thesis</b> <ul style="list-style-type: none"> <li>▪ <a href="http://www.time4writing.com/_games/swf.html?xml=assets/which_word/write_essay_thesis_es.xml">http://www.time4writing.com/_games/swf.html?xml=assets/which_word/write_essay_thesis_es.xml</a> play a game to illustrate strong and weak thesis statements</li> </ul> </li> </ul> </li></ul></div> <div data-bbox="1402 568 2032 1159"> <p style="text-align: center;"><b>REINFORCEMENT</b></p> <ul style="list-style-type: none"> <li>• Provide students with a small list of topics from which to choose from</li> <li>• Provide students with graphic organizers</li> <li>• Break down assignment into smaller pieces (For example: one paragraph/ sentence per day)</li> <li>• Meet with student often and provide more specific guidance and assist in setting goals for the next day's writing</li> </ul> <p style="text-align: center;"><b>ENRICHMENT</b></p> <ul style="list-style-type: none"> <li>• Students can bring in contrasting opinions and use as support</li> <li>• Create an advertisement to accompany opinion piece</li> <li>• Work with partner to respond to essay stating their own opinion to the partners opinion (agree/ disagree)</li> </ul> </div> </div>	

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- Model writing thesis with teacher writing project with student assistance
- **Drawing Upon Strategies and Writing with Independence**
  - After teacher models, students consider important people, places, things and ideas to generate ideas for writing. List possible topics, choose one and write, write, write
- **Considering the Audience**
  - Distinguish bold/brave ideas vs. wishy-washy opinions. Show examples of opinions on the board. Students sort opinions into strong and wishy-washy.
  - Students rewrite weak or wishy-washy statements and make strong opinions.
  - Create sentences in which writer is addressing reader directly.
- **Editing As You Go**
  - Students spend time rereading what they have written to ensure that others will be able to read it as well
  - Work in partnerships to reread a portion of essay. Partner will identify portion of essay that is difficult to read. Then rewrite with partner present.
  - Students edit work on their own
- **Taking Stock and Setting Goals**
  - Students use 3<sup>rd</sup> and 4<sup>th</sup> grade writing checklist to assess what they've done and create goals for what they need to still work on
- **Gathering All You Know About Your Opinion**
  - Students revisit thesis statement and organize their writing into sections based on their thesis
  - Students search for more information about their topic using print sources and the internet
- **Organizing and Categorizing**
  - Students examine teacher's model of writing and circle or underline similar parts to create categories.
  - Students create categories for their own writing by creating headings and placing relevant ideas under each heading
- **For Example: Proving by Showing**
  - Examine a finished piece of writing and discuss how author elaborates and shows his readers the point he is trying to get across
  - Student choose a reason that they are trying to support and elaborate on that reason with specific examples and answering the question
- **Paragraphing to Organize Our Drafts**
  - Display teacher writing with sentences cut apart and discuss ways to organize writing. Students assemble writing into paragraphs remembering to indent each paragraph.
- **Publishing**
  - Display finished piece of writing for students to examine. Students discuss whether or not writing piece is finished or not.
  - Students revise and edit their own writing to be published by writing or using Word to type

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## Suggested Websites

- <http://www.thecurriculumcorner.com/thecurriculumcorner123/2012/10/31/persuasive-writing/> unit with lessons and link to resources that follows the LC unit
- <http://www.confessionsofateachingjunkie.com/2012/03/persuasive-writing-unit.html> introducing persuasive/opinion writing
- <http://www.thecurriculumcorner.com/thecurriculumcorner123/2012/10/30/fact-and-opinion/> fact and opinion activities

## Suggested Materials

- I Wanna Iguana by Karen Kaufman Orloff
- Earrings by Judith Viorst
- Don't Let the Pigeon Drive the Bus by Mo Willems
- A Pig Parade is a Terrible Idea by Michael Black
- Duck for President by Doreen Cronin
- Click Clack Moo, Cows that Type by Doreen Cronin
- Hey Little Ant by Hannah Hoose and Phillip Hoose
- Dear Mr. Blueberry by Simon James
- Can I have a Stegosaurus Mom? Can I Please? By Lois Grambling
- Dear Mrs. LaRue by Mark Teague
- I Will Never Eat a Tomato, Not Ever by Lauren Childs
- My Lucky Day by Keiko Kasza
- The Perfect Pet by Margie Palatini
- That is not a Good Idea by Mo Willems

## Cross-Curricular Connections

### 21<sup>st</sup> Century Skills

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a)

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

**SEL-** Demonstrate an understanding of the need for mutual respect when viewpoints differ

## Social Studies-

6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

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Writing Unit: Fractured Fairy Tales		Time: May-June	Standards:
<b>Essential Questions</b> <ul style="list-style-type: none"><li>• What is a fractured fairy tale?</li><li>• How can I write a fractured fairy tale?</li><li>• What are the elements of a fractured fairy tale?</li></ul>		<b>Enduring Understandings</b> <ul style="list-style-type: none"><li>• I can identify a fractured fairy tale.</li><li>• I can include all the elements of a fairy tale in my fractured fairy tale.</li><li>• I can write a fractured fairy tale that includes setting, good and evil characters, problem and solution.</li></ul>	<p>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"><li>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li><li>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li><li>C. Use temporal words and phrases to signal event order.</li><li>D. Provide a sense of closure.</li></ul> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"><li>C. Use abstract nouns (e.g., <i>childhood</i>).</li><li>F. Ensure subject-verb and pronoun-antecedent agreement.</li><li>G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li><li>H. Use coordinating and subordinating conjunctions.</li></ul>
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"><li>➤ SWBAT write, illustrate and publish a fractured fairy tale that includes setting, characters, problem, and solution, sequence, dialogue, descriptive language, and a conclusion. SWBAT utilize the writing process including brainstorming, sequencing, peer editing and revising. Student should use abstract nouns, proper subject-verb and pronoun-antecedent agreement, comparative and superlative adjectives and adverbs, and coordinating and subordinating conjunctions. This will be assessed using a grade level rubric. (W.3.3, W.3.4, W.3.5, W.3.6, W.3.10, L.3.1.C, L.3.1.F, L.3.1.G, L.3.1.H)</li><li>➤ Write a comparative paragraph about the elements of a fractured fairy tale. (W.3.3, W.3.4, W.3.5, W.3.6, W.3.10, L.3.1.C, L.3.1.F, L.3.1.G, L.3.1.H)</li><li>➤ Compare two texts such as Cinderella and Bubba the Cowboy Prince. (W.3.3, W.3.4, W.3.5, W.3.6, W.3.10, L.3.1.C, L.3.1.F, L.3.1.G, L.3.1.H)</li></ul>			<b>Other Assessments</b> <ul style="list-style-type: none"><li>✓ Notebook checks</li><li>✓ Teacher observation</li><li>✓ Writing conference notes</li></ul>
			<b>Materials</b> <ul style="list-style-type: none"><li>• Houghton Mifflin Harcourt Journeys</li><li>• Story map graphic organizers</li><li>• Roll and Write game</li><li>• Fractured Fairy Tales</li></ul>



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## SUGGESTED ACTIVITIES

### Before

- Students can log onto <http://www.readwritethink.org/files/resources/interactives/fairytales/> and read various fractured fairy tales. Student can experiment with changing elements of the story before writing their own.(Adaptation: use as a class activity)
- Create story maps of familiar fairy tales.
- As a class use The Three Little Pigs to create a fractured fairy tale together. Change only one element: character, setting, problem, or solution, point of view
- Play Roll and Write fractured fairy tale game. Students roll to find the elements of the story and use those to write a quick story.

### During

- Getting started: Students list as many fairy tales as they can. Make an asterisk next to two or three that they can retell well. Work in partners to work on retelling together. Students then circle the one that they can retell with the most detail.
- Choose a fairy tale to fracture and the element that they will change. Create a graphic organizer in which they will fill in all the elements for their fractured fairy tale.

### REINFORCEMENT

- Assist students in making decisions about what characters and problems/solutions to change
- Provide students with story map to complete so they can visualize the story
- Allow students to work with a partner or in a small group

### ENRICHMENT

- Students can incorporate elements of more than one fairy tale into fractured fairy tale
- Students can create readers theater based on fractured fairy tale that they created

### Suggested Websites

- <http://www.readwritethink.org/files/resources/interactives/fairytales/> students can read a version of a fractured fairy tale and then write their own using a story generator
- <http://www.readwritethink.org/classroom-resources/lesson-plans/once-upon-time-rethought-853.html?tab=4> lessons for writing fractured fairy tales

### Suggested Materials

- Lots of fractured fairy tales for students to look through and use as mentor texts.
- The Stinky Cheese Man by Jon Scieszka
- The Three Little Wolves and The Big Bad Pig by Trivizas
- Somebody and the Three Blairs by Marilyn Tolhurst
- Jim and the Beanstalk by Raymond Briggs

### Cross-Curricular Connections

#### 21<sup>st</sup> Century Skills

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a)
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP11: Use technology to enhance productivity.



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## **SEL-**

Recognize the importance of self-confidence in handling daily tasks and challenges

## **Social Studies-**

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

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Reading & Writing Unit: Poetry	Time: May-June	Standards:
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How can I use poetry to improve my fluency, intonation, and expression?</li> <li>• How can use models of poetry to write my own poetry?</li> <li>• How can I use props and actions to perform a poem/s that I have chosen?</li> <li>• What is a poem?</li> <li>• What are the elements of poetry?</li> <li>• What are different types of poetry?</li> </ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• I can perform a poem in front of an audience.</li> <li>• I can generate ideas to write my own poem.</li> <li>• I can use poems as models to write my own poems.</li> <li>• I can practice reading poems to increase my fluency, intonation and expression.</li> <li>• I can identify a poem or the type of poems.</li> <li>• I can identify elements of poetry.</li> </ul>	<p><b>Standards:</b></p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>B. Follow agreed-upon norms 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).</li> <li>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>D. Explain their own ideas and understanding in light of the discussion.</li> </ul> <p>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.</p> <p>SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>A. Read grade-level text with purpose and understanding.</li> <li>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>A. Choose words and phrases for effect.</li> <li>B. Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>

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	<p>RI.3.10 By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"><li>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</li><li>B. Decode words with common Latin suffixes.</li><li>C. Decode multisyllable words.</li><li>D. Read grade-appropriate irregularly spelled words.</li></ul>
<p><b>Benchmark Assessment(s)</b></p> <ul style="list-style-type: none"><li>➤ SWBAT perform a self-selected poem using intonation, fluency, expression, props and body movements. Students will engage in discussions with other students and the teacher regarding their performance. Discussions will include conversations about the poem, follow agreed upon classroom rules, require the student to ask questions and link their comments to conversations with others, and explain their thinking about the details of the conversations. Students will be assessed using a rubric. (RF.3.4, L.3.3. SL.3.1, SL.3.4)</li><li>➤ SWBAT create a poetry booklet of unique poems that will include the elements of poetry: form, figurative language, rhyme, rhythm, imagery, and theme. Students will be assessed using a rubric. (W.3.4, W.3.5, W.3.6, W.3.10, L.3.3)</li><li>➤ SWBAT read with sufficient accuracy and fluency to support comprehension a grade level text. Students will decode words containing common prefixes and derivational suffixes, words with common Latin suffixes, multisyllable words, and grade appropriate irregularly misspelled words. This will be assessed tri-annually using the Fountas and Pinnell Benchmark Benchmark Assessment System. (RF.3.3, RF.3.4, RL.3.10, RL.3.1, RI.3.10)</li></ul>	<p><b>Other Assessments</b></p> <ul style="list-style-type: none"><li>✓ Teacher observation</li><li>✓ Notebook checks</li><li>✓ Class discussions</li><li>✓ Teacher writer's workshop conference notes</li></ul> <p><b>Materials</b></p> <ul style="list-style-type: none"><li>• Various poetry books (grade level collection)</li><li>• Favorite poetry authors:<ul style="list-style-type: none"><li>• Shel Silverstein</li><li>• Kenn Nesbitt</li><li>• Jack Prelutsky</li><li>• Reading A-Z</li></ul></li></ul>

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## SUGGESTED ACTIVITIES

- **Before**
  - Get prior knowledge of poetry
  - Immerse students in poetry books (many, many, many copies for grade level)
  - Introduce parts of poems or elements of poems and create a poetry word wall: stanza, rhyme, rhythm, verse, simile, metaphor, onomatopoeia, figurative language, intonation, fluency, accuracy, expression.
- **During**
  - Have a tongue twister race
  - Read and create poem riddles
  - Perform poetry theater (<http://www.gigglepoetry.com/poetrytheater.aspx>)
  - Create interactive notebook pages for poetry vocabulary
- **After**
  - Students create and perform original poems
  - Use word to type original poetry

### REINFORCEMENT

- Provided students with a template to fill in words for various types of poems.
- Students work with a partner to practice fluency.
- Provide with reading level appropriate poems to read.

### ENRICHMENT

- Perform original poetry
- Create poem and create powerpoint illustrating poem

### Suggested Websites

- <http://www.poetryteachers.com/index.html>
- [http://teacher.scholastic.com/writewit/poetry/poetry\\_engine.htm#](http://teacher.scholastic.com/writewit/poetry/poetry_engine.htm#) interactive site that defines different types of poetry and then lets students create their own limericks, haikus, cinquains and free verse.
- <http://teacher.scholastic.com/writewit/poetry/index.htm> authors share tips and tricks for students to write poetry
- <http://www.greenwichschools.org/page.cfm?p=3099> lots links to for teaching elements of poetry
- <http://www.education.com/worksheets/third-grade/poetry/> poetry worksheets and graphic organizers for students to create their own poetry
- [http://childrenspoetryarchive.org/?\\_ga=1.230479516.1258438413.1468857432](http://childrenspoetryarchive.org/?_ga=1.230479516.1258438413.1468857432) poetry website with student examples and author input
- [http://www.scholastic.com/teachers/top\\_teaching/2010/05/poetry-cafe](http://www.scholastic.com/teachers/top_teaching/2010/05/poetry-cafe) ideas for teaching poetry
- [http://www.readwritethink.org/search/?resource\\_type=16&type=28](http://www.readwritethink.org/search/?resource_type=16&type=28) interactive resources that introduce/ define different types of poems to students and then allow students to write their own poem using an interactive format
- <https://turbofuture.com/internet/k12interactivepoetry> AWESOME site that has many links to student activities and lessons
- <https://jr.brainpop.com/readingandwriting/writing/poems/> Annie and Moby discuss acrostic, free, shape and rebus poetry as well as haikus
- <http://www.slideshare.net/bnsparato/elements-of-poetry> elements of poetry

### Suggested Materials

- Various poetry books (see school library, grade level books)

### Cross-Curricular Connections

#### 21<sup>st</sup> Century Skills-

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a)

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9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

*CRP4. Communicate clearly and effectively and with reason*

**SEL-** *Recognize one's personal traits, strengths and limitations, Recognize the skills needed to establish and achieve personal and educational goals*

## **Social Studies-**

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.