



# Curriculum Map

# ELA Grade 3

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Sacramento City Unified  
School District

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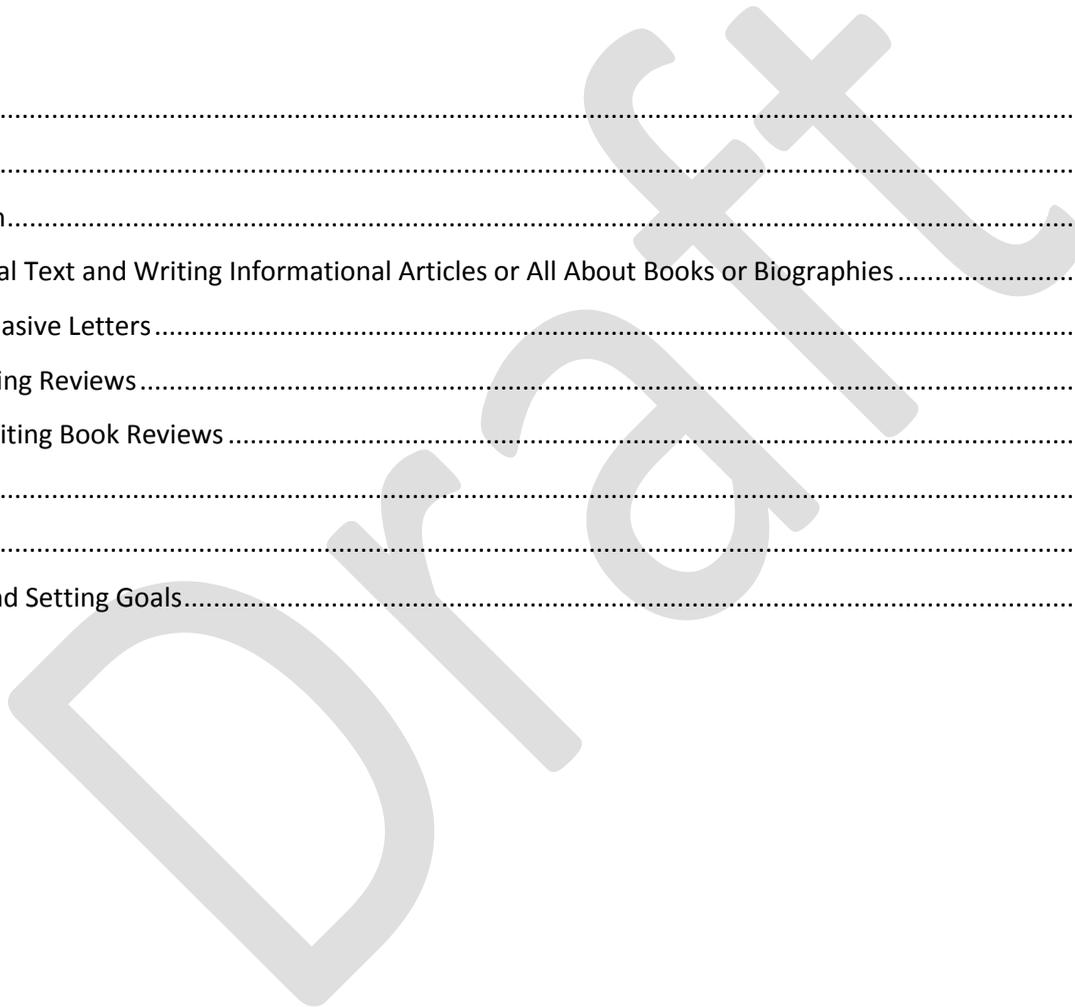
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<b>3<sup>rd</sup> Grade Year-at-a-Glance</b>				
	<b>Month/# of weeks</b>	<b>Unit</b>	<b>Supplemental Materials</b>	<b>ELA Standards</b>
<b>Approx. District Benchmark 1</b>	Sept, Oct/ 5 weeks	<b>Unit # 1</b> Launching the Year - Reading and Writing		RL, RI, W.1, W.2, W.3, SL, L
	Oct, Nov/ 4 weeks	<b>Unit # 2</b> Narrative – Reading and Writing Realistic Fiction	Core Ready: The Journey to Meaning; Mirrors and Windows	RL, W.3, SL, L
	Nov/Dec 6 of 7 weeks	<b>Unit # 3</b> Informative/Explanatory – Reading and Writing All About Books or Informational Articles or Biographies	Core Ready: The Road to Knowledge; What Matters Most	RI, W.2, SL, L
Holiday Break				
<b>Approx. District Benchmark 2</b>	Jan/ 1 of 7 weeks	<b>Unit # 3, continued</b> Informative/Explanatory – Reading and Writing All About Books or Informational Article or Biographies	Continue Core Ready: the Road to Knowledge; What Matters Most	RI, W.2, SL, L
	Jan/Feb 4 weeks	<b>Unit # 4</b> Opinion/Argument – Reading Informational Text, Writing Persuasive Letters		RL, RI, W.1, SL, L
	Feb/3 weeks	<b>Unit # 5</b> Opinion/Argument – Reading Reviews and Writing Reviews		RI, W.1, SL, L
<b>Approx. District Benchmark 3</b>	March/ 4 weeks	<b>Unit # 6</b> Opinion/Argument – Reading Literature and Writing Book Reviews	Core Ready: The Power to Persuade; The Reader and Writer’s Opinion	RL, W.1, W.9, SL, L
<b>CAASPP (Smarter Balanced Summative Test)</b>	April/3 weeks	<b>Unit # 7</b> Poetry – Reading and Writing Poetry		RL, RI, W1, W2, W3, SL, L
	May/4 weeks	<b>Unit # 8</b> Narrative – Reading and Writing Folktales	Core Ready: The Shape of Story; Tales with a Message	RL, W.3, SL, L
	June/2 weeks	<b>Unit # 9</b> Reflecting on Growth as Readers and Writers and Setting Goals		W.10, SL, L

## Unit #1: Launching the Year - Reading and Writing (Approximately 6 weeks)

**ELA Common Core State Standards:****Reading Standards for Literature:**

- 3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 3.3 – Describe characters in a story and explain how their actions contribute to the sequence of events.

**Reading Standards for Informational Text:**

- 3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.

**Writing Standards:**

- 3.4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 3.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 3.6 – With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- 3.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening:**

- 3.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions.
  - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - d. Explain their own ideas and understanding in light of the discussion.
- 3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 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.
- 3.6 – Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Language Standards:**

- 3.2g – Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- 3.3a - Choose words and phrases for effect.
- 3.4a and d – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.

**Foundational Skills & Additional Language Standards:** See separate document.

**College and Career Descriptors:**

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

**SEL Competencies:**

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

**ELD Standards:****Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Offer opinions and negotiate with others in conversations using a variety of learned phrases, as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect on the audience.

**Part 2: Learning About How English Works**

- Apply understanding of how different text types are organized to express ideas to comprehending texts and writing cohesive texts.

Unit #1: Launch – see charts, etc. @ [www.scusd.edu/ela](http://www.scusd.edu/ela)

Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<ul style="list-style-type: none"> <li>How do we create a motivating, engaging, and respectful environment that fosters the delight and empowerment that accompanies literacy development?</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>How do we become strong readers?</li> <li>How do we help each other become strong readers?</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>How do we become strong writers?</li> <li>How do we help each other become strong</li> </ul>	<p>Types of assessment practices:</p> <p><b>Short Cycle Assessments</b> - (minute-by-minute, daily, weekly) <b>Formative assessment</b> to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> <li><b>Observations</b> of students’ strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)</li> <li><b>Inventories</b>, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests</li> <li><b>Checklists</b>, completed by the teacher or the writer, in which targeted objectives are highlighted ( “I included a conclusion” or “I checked for capitalization at the</li> </ul>	<p><b>Rituals and Routines</b></p> <ol style="list-style-type: none"> <li>Learn and internalize routines to create a safe and productive learning community.</li> <li>Develop and follow agreed-upon rules for discussion to make collaboration productive and effective.</li> <li>Use a variety of words/phrases to ask relevant questions, affirm others, add pertinent information, build on responses, and provide useful feedback.</li> <li>Come to discussions prepared to make collaboration productive.</li> </ol>	<p><b>Rituals and Routines:</b></p> <ol style="list-style-type: none"> <li>Introduce and practice protocols daily to internalize effective use of: <ul style="list-style-type: none"> <li>Time &amp; place for gathering (how to enter/exit).</li> <li>Student access to supplies (e.g., classroom library books, paper, pencils, writing folders, etc.)</li> <li>Student independent work time (location, transition to location, time frame, working with peers, and respectful use of learning supplies).</li> </ul> </li> <li>Introduce discussion protocols for partner, small group, and whole class discussions using a looks like/sounds like/feels like chart. <ul style="list-style-type: none"> <li>Reading &amp; writing partners at gathering place (how to physically turn and talk).</li> <li>Conversation expectations (e.g., eye contact, body language, volume/tone of voice).</li> </ul> </li> <li>Introduce and practice academic language stems categorized by purpose using student friendly topics (e.g., taking turns, listening vs. speaking, repeating for clarification, ways to agree/disagree, building on responses, etc.)</li> <li>Set and define clear expectations for “being prepared” and provide opportunities for practice.</li> </ol>	<ul style="list-style-type: none"> <li>Know IEPs, 504s, CELDT level and history, GATE identification, where applicable</li> <li>Student choice</li> <li>Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest</li> <li>Frequent monitoring of progress and checking of understanding</li> <li>Compacting, i.e. accelerating students past known proficiencies</li> <li>Independent learning contracts</li> <li>Prompts for depth and complexity</li> <li>Tiered assignments</li> </ul>	<p><b>OCR Selections:</b></p> <p><i>Angel Child, Dragon Child</i> by Michele Maria Surat</p> <p><i>Rugby &amp; Rosie</i> by Nan Parson Rossiter</p> <p><i>Suggested:</i></p> <p><b>Trade Books:</b></p> <p><i>My Very Own Room</i> by Amada Irma Perez</p> <p><i>What You know First</i> by Patricia Maclachlan</p> <p><b>Suggested Professional Books/Links:</b></p> <p>Re: Differentiation: <a href="#">Universal Design for Learning</a></p> <p><i>Launching the Writing Workshop</i></p>

<p>writers?</p> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>What do we gain from collaborating with others?</li> </ul>	<p>beginning of sentences)</p> <ul style="list-style-type: none"> <li><b>Conferences</b> in which the student and the teacher discuss a single work, a collection of works, progress, and goals</li> <li><b>Rubrics</b> constructed by the teacher and/or the students and completed by either or both</li> <li><b>Portfolios</b> which include a large collection of artifacts selected by the student in consultation with the teacher</li> </ul> <p><b>Medium Cycle Assessments -</b> Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> <li>Pre-unit, on-demand</li> <li>End-of-unit/project/culminating task</li> <li>Interim</li> <li>Quarterly</li> <li>Portfolio</li> </ul>	<p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>Self-reflect to establish their reading identity and set goals.</li> <li>Develop the habit of mind of reading daily to become life-long readers.</li> <li>Build stamina to sustain independent reading.</li> <li>Read daily with purpose and understanding to build strong reading habits and maintain stamina.</li> <li>Use self-assessment and self-management toward managing their independent reading time.</li> <li>Learn and internalize reading habits to manage independent reading time.</li> </ol>	<p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>Give a reading interest survey that allows student reflection and results in written reading goals. Revisit and update goals periodically.</li> <li>Watch video or observe other classes maintaining reading stamina to gather strategy ideas. Co-create a class chart of strategies they want to try during daily reads.</li> <li>Track progress of stamina on a class bar graph and/or personal line graph during independent reading time (reflect on why class/students made gains or losses).</li> <li>Introduce/Review “ Reading with Stamina Strategies” daily:             <ul style="list-style-type: none"> <li>How to select books of personal interest (Co-create a chart of how to select a book).</li> <li>Reread to extend independent reading time.</li> <li>Identify and read just right books (Co-create a chart of How to Select a Just Right book).</li> <li>Purposefully abandon books (Co-create a “Why We Abandon Books” chart).</li> <li>Etc.</li> </ul> </li> <li>Have students create a personal Looks Like/Sounds Like/Feels Like” chart of strategies to read daily with stamina. Revisit chart adding and modifying strategies as noted during daily personal reflection.</li> <li>Co-create a chart of “Strategies to Figure out the Meaning of Unfamiliar Words”:             <ul style="list-style-type: none"> <li>Context Clues</li> <li>Root Word, Prefix, Suffix</li> <li>Apposition</li> <li>Using opposites</li> <li>Etc.</li> <li></li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Visuals, e.g graphic organizers, written instructions, etc.</li> <li>Movement</li> <li>Multiple means of representation and expression</li> <li>Alternate output and input options, e.g. audio and/or video text, technology</li> <li>Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc.</li> <li>Support for Executive Functioning, e.g. organization of work materials and time management, etc.</li> </ul>	<p>by Denise Leograndis</p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>Growing Readers</i> by Kathy Collins</p> <p><i>Engage 4 Learning</i> by Dr. Ernie Mendes</p> <p><i>A Writer’s Notebook: Unlocking the Writer Within You</i> by <a href="#">Ralph Fletcher</a></p> <p><i>The Reading Zone</i> by Nancie Atwell</p> <p><i>The Book Whisperer</i> by Donalyn Miller</p> <p><i>Best Books for Boys</i> by Pam Allyn</p> <p><i>Text Complexity: Raising Rigor in Reading</i> by Fisher, Frey, &amp; Lapp</p> <p><i>Literature Circles:</i></p>
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	<ul style="list-style-type: none"> <li>Benchmarks</li> <li>Post-unit, on-demand</li> </ul> <p><b>Long Cycle – Summative</b></p> <ul style="list-style-type: none"> <li>Annual, e.g. CAASPP</li> </ul>	<p>7. Understand that readers read for different purposes under a variety of conditions and circumstances to build good reading habits (e.g. for fun, with a partner, small group.)</p> <p>8. Read, listen, and talk with peers/ partners about their text to build comprehension and learn from others.</p> <p>9. Write in a Reading Response Journal to record responses to text.</p> <p>10. Make language choices that are appropriate to academic setting when expressing ideas and requesting information or clarification.</p> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Self-reflect to establish their writing identity.</li> <li>Record a variety of meaningful entrees in a <a href="#">Writer’s Notebook</a> to capture writing ideas.</li> </ol>	<p>7. Co-create a chart of “What We Read &amp; Why?” (e.g., road signs for directions, bulletin boards for advertisements).</p> <p>8. Co-create a chart of ways to read, listen, and talk with their peers about books.</p> <ul style="list-style-type: none"> <li>Private reading a chapter before coming to discuss with partner.</li> <li>Creating questions together to answer, then private reading to answer.</li> <li>Etc.</li> </ul> <p>(Use fish bowl technique to chart behaviors, “catching” students engaging in active partner reading, listening, and discussing).</p> <p>9. Model and share creative ways to record thinking about reading in a Reading Response Journal (e.g. Comparing/contrasting characters using icons/ drawings) Model how to share written or drawn responses with partner or small group.</p> <p>10. Model how to share written or drawn responses from journals with partner or small group.</p> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Give a writing interest survey that allows student reflection.</li> <li>Reinforce procedures while teaching a new idea for writing entrees in your Writer’s Notebook.             <ul style="list-style-type: none"> <li>First time list</li> <li>I wonder</li> <li>Free-write</li> <li>Worries</li> </ul> </li> </ol>		<p><i>voice and choice in book clubs &amp; reading groups by Harvey Daniels</i></p>
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		<p>3. Write Daily with purpose and understanding to build strong writing habits.</p> <p>4. Engage in writing for increasingly longer stretches of time to sustain their work and get a lot done.</p> <p>5. Use self-assessment and self-management toward managing their independent writing time.</p> <p>6. Learn and internalize strategies to manage independent writing time.</p> <p>7. Understand the value of rereading for many reasons including checking to see if their writing makes sense and to add details to entries.</p> <p>8. Use spelling strategies to move through hard parts of writing independently without getting stuck.</p>	<ul style="list-style-type: none"> <li>• Memories</li> <li>• Me too stories</li> <li>• Descriptions (Sensory)</li> <li>• Ideas from books</li> <li>• Observations</li> </ul> <p>3. Watch video or observe other classes maintaining writing stamina to gather strategy ideas of good writing habits. Co-create a chart of strategies your class wants to use to establish good writing habits.</p> <p>4. Track progress of stamina on a bar graph during independent writing time.</p> <p>5. Co-create a “Looks Like-Sounds Like-Feels Like” chart of strategies to maintain stamina:</p> <ul style="list-style-type: none"> <li>• Choose a topic you know a lot about.</li> <li>• Tell your story before you write it.</li> </ul> <p>6. Start a “Writing Habit” T-Chart: Record behaviors observing students who demonstrate What Good Writers Do &amp; Why Good Writers Do That.</p> <p>7. Model rereading writing of a new piece to add details.</p> <p>8. Co-create a chart of “What to Do When You Don’t Know How to Spell a Word?” so writing can continue:</p> <ul style="list-style-type: none"> <li>• Fearless Spellers</li> <li>• First sound, last sound</li> <li>• Circle and go</li> <li>• Etc.</li> </ul>		
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		<p>9. Understand that writing is possible under a variety of conditions and circumstances to build good writing habits.</p> <p>10. Understand a writer’s work is never done to maintain stamina.</p> <p>11. Select, plan a structure for writing that suites the audience, task, and purpose, and draft a piece of writing to take through the writing process to learn the procedures of each step .</p> <p>12. Read, listen, and talk with peers/partners about their writing to strengthen writing ideas and learn from others.</p> <p>13. Revise a piece of writing to learn the procedure of how to revise.</p> <p>14. Edit their writing so it is ready to publish.</p> <p>15. Publish their piece to share with a bigger audience.</p> <p>16. Reflect orally and in writing to articulate their learning and develop their identities as writers.</p> <p>17. Celebrate and share finished pieces so others can enjoy/connect with their writing.</p>	<p>9. Co-create a chart of how and why “Writer’s Confer with the Teacher” while others keep writing.</p> <p>10. Co-create a chart of “What to Do When You Think You Are Done Writing:”</p> <ul style="list-style-type: none"> <li>• Start a new story from Writing Ideas Chart.</li> <li>• Reread an old piece of writing and add to it.</li> </ul> <p>11. Model and chart procedures for future units of how to:</p> <ul style="list-style-type: none"> <li>• Selecting a piece from your writer’s notebook</li> <li>• Plan</li> <li>• Draft</li> </ul> <p>12. Read your story aloud and model the procedure for peer responding. Give students something to listen for (e.g., a part of the story where they want the writer to add more details). Chart procedures to use for future units.</p> <p>13. Model how to revise your piece by adding details to it. Record procedure of how to revise on a chart for future units.</p> <p>14. Model procedure for editing one thing at a time by creating an “Editing Checklist” chart. (e.g., read the entire piece checking for only punctuation. Read it again checking for capitalization, etc.)</p> <p>15. Model the procedure of how to publish. Create a procedure chart for future units.</p> <p>16. Write a “Dear Reader” letter that includes reflection and goal-setting.</p> <p>17. Allow time for students to share their finished pieces (e.g., gallery walk, authors chair, group share, etc.)</p>		
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		<b>Speaking and Listening:</b> Embedded above.	<b>Speaking and Listening:</b> Embedded above.		
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## Unit #2: Narrative – Reading and Writing Realistic Fiction (Approximately 4 weeks)

### ELA Common Core State Standards:

#### Reading Standards for Literature:

- 3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 3.3 – Describe characters in a story and explain how their actions contribute to the sequence of events.
- 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 selections.
- 3.6 – Distinguish their own point of view from that of the narrator or those of the characters.
- 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 a mood, emphasize aspects of a character or setting.)
- 3.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high

#### Writing Standards:

- 3.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - c. Use temporal words and phrases to signal event order.
  - d. Provide a sense of closure.
- 3.4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 3.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 3.6 – With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- 3.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Speaking and Listening:

- 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.
  - e. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - f. Follow agreed-upon rules for discussions.
  - g. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - h. Explain their own ideas and understanding in light of the discussion.

3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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.

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

**Language Standards:**

3.2g – Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

3.3a - Choose words and phrases for effect.

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

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

e. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.

**Foundational Skills & Additional Language Standards:** See separate document.

**College and Career Descriptors:**

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

**SEL Competencies:**

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

**ELD Standards:**

**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Offer opinions and negotiate with others in conversations using a variety of learned phrases, as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect on the audience.

**Part 2: Learning About How English Works**

- Apply understanding of how different text types are organized to express ideas, to comprehending texts and writing cohesive texts.

- Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases to comprehending and writing texts independently.
  - Expand noun phrases in a variety of ways in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, etc., independently.
- Expand sentences with a variety of adverbials to provide details independently.

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Unit #2: Realistic Fiction					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>What do readers gain from reading realistic fiction?</li> <li>What are the characteristics of realistic fiction?</li> <li>How are realistic fiction structured and crafted? Why? How should we read them as a result?</li> <li>What language features are used in realistic fiction? Why?</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>How do realistic fiction narrative writers structure and craft their personal</li> </ul>	<p>Refer to <b>CORE READY</b> by Pam Allyn Lesson Sets <b>Binder</b> for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the <a href="#">Core Ready PDtoolkit</a></p> <p>Types of assessment practices:</p> <p><b>Short Cycle Assessments</b> - (minute-by-minute, daily, weekly) <b>Formative assessment</b> to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> <li><b>Observations</b> of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)</li> <li><b>Inventories</b>, such as individual interviews</li> </ul>	<p><b>Reading:</b></p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b> Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> <li>Activating prior knowledge or predicting</li> <li>Questioning</li> <li>Visualizing</li> <li>Monitoring, clarifying, or fix-up strategies</li> <li>Drawing inferences</li> <li>Retelling</li> </ul> <ol style="list-style-type: none"> <li>Consider whether they connect or do not connect with characters in realistic fiction stories as a comprehension strategy (Core Ready Lesson 1)</li> <li>Identify major and minor characters to better track what events in the story are more and less important to focus on (Core Ready Lesson 2)</li> <li>Discuss characters by focusing on their traits to aide in story comprehension (Core Ready Lesson 3)</li> <li>Learn about characters in many ways to deepen understanding about the characters (Core Ready Lesson 4)</li> </ol>	<p><b>Reading:</b> Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.</p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b> Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.</p> <ol style="list-style-type: none"> <li>Use a windows and mirrors metaphor (Core Ready Lesson 1)</li> <li>Co-create a major/minor characters trait chart (Core Ready Lesson 2)</li> <li>Co-create trait chart/word wall (Core Ready Lesson 3)</li> <li>Co-create a character chart (Core Ready Lesson 4)</li> </ol>	<ul style="list-style-type: none"> <li>Know IEPs, 504s, CELDT level and history, GATE identification, where applicable</li> <li>Student choice</li> <li>Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest</li> <li>Frequent monitoring of progress and checking of understanding</li> <li>Compacting, i.e. accelerating students past known proficiencies</li> <li>Independent learning contracts</li> <li>Prompts for depth and complexity</li> <li>Tiered assignments</li> <li>Visuals, e.g graphic organizers, written</li> </ul>	<p><b>OCR Selections:</b></p> <p><i>The Tree House</i> by Lois Lowry</p> <p><b>Core Ready:</b> <i>The Journey to Meaning: Grade 3, Mirrors and Windows: Exploring Characters in Reading and Writing</i></p> <p><b>CORE READY Provided Trade Books:</b> <i>Charlotte's Web</i> <a href="#">Enemy Pie</a> <i>The Name Jar</i> <a href="#">Those Shoes</a></p> <p><b>Suggested Trade Books:</b> <i>Fireflies</i> by Julie Brinckloe</p>

Unit #2: Realistic Fiction					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>narratives? Why?</p> <ul style="list-style-type: none"> <li>How do realistic fiction writers use language features? Why?</li> </ul> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>What do we gain from collaborating with others about realistic fiction?</li> </ul>	<p>and written surveys, in which students identify their writing strengths, needs, and interests</p> <ul style="list-style-type: none"> <li><b>Checklists</b>, completed by the teacher or the writer, in which targeted objectives are highlighted (see Core Ready “Milestone Performance Assessment” Checklists)</li> <li><b>Conferences</b> in which the student and the teacher discuss a single work, a collection of works, progress, and goals</li> <li><b>Rubrics</b> constructed by the teacher and/or the students and completed by either or both</li> <li><b>Portfolios</b> which include a large collection of artifacts selected by the student in consultation with the teacher</li> </ul>	<ol style="list-style-type: none"> <li>Notice how characters feel and offer reasons to support their ideas to aide in making predictions based on the feelings (Core Ready Lesson 5)</li> <li>Use illustrations to better understand characters to get to a deeper understanding of the stories (Core Ready Lesson 6)</li> <li>Identify how characters change over the course of a story through specific markers (makes a choice, changes his or her mind or feelings, faces fears, faces an external obstacle, faces an internal challenge, experiences loss) to deepen their understanding of the effect of character change on plot (Core Ready Lesson 7)</li> <li>Summarize how a character changes from the beginning to the end of the story to deepen understanding of story structure (Core Ready Lesson 8)</li> <li>Describe choices that characters makes and ask themselves, “Would I do the same thing?” to think deeply about ourselves and about others (Core Ready Lesson 9)</li> <li>Reflect upon and share what they have learned about connecting with characters with characters in a text (Core Ready Lesson 10)</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Recognize that powerful stories have powerful characters that make the reader want to keep reading to find out what will happen next (Core Ready Lesson 1)</li> </ol>	<ol style="list-style-type: none"> <li>Use a sentence stem scaffold for oral responses (Core Ready Lesson 5)</li> <li>Analyze illustrations focusing on facial expressions and postures (Core Ready Lesson 6)</li> <li>Co-create a how characters change chart (Core Ready Lesson 7)</li> <li>Summarize the character’s changes over time into one paragraph (Core Ready Lesson 8)</li> <li>Use a “Would I make the same decision” graphic organizer (Core Ready Lesson 9)</li> <li>Write a book recommendation as a way to reflect (Core Ready Lesson 10)</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Co-create an inner and outer character traits chart, creation of class characters (then students add characters and make their own stories) (Core Ready Lesson 1)</li> </ol>	<p>instructions, etc.</p> <ul style="list-style-type: none"> <li>Movement</li> <li>Multiple means of representation and expression</li> <li>Alternate output and input options, e.g. audio and/or video text, technology</li> <li>Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc.</li> <li>Support for Executive Functioning, e.g. organization of work materials and time management, etc.</li> </ul>	<p><i>Owl Moon</i> by Jane Yolen</p> <p><i>Suggested: Professional Books for further study: Genre Study</i> by Fountas and Pinnell</p>

Unit #2: Realistic Fiction					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
	<p><b>Medium Cycle Assessments</b> - Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> <li>• Pre-unit, on-demand</li> <li>• End-of-unit/project/culminating task</li> <li>• Interim</li> <li>• Quarterly</li> <li>• Portfolio</li> <li>• Benchmarks</li> <li>• Post-unit, on-demand</li> </ul> <p><b>Long Cycle Assessment</b></p> <ul style="list-style-type: none"> <li>• Annual, e.g. CAASPP</li> </ul>	<ol style="list-style-type: none"> <li>2. Understand that characters live in particular settings which help the reader make a better picture of the character in their minds to make the characters come to life (Core Ready Lesson 2)</li> <li>3. Use comparative/superlative adjectives (e.g., She was the <b>fastest</b> runner in the class.) to describe characters and setting. (Language Feature 1)</li> <li>4. Recognize that characters have motivations (Core Ready Lesson 3)</li> <li>5. Understand characters encounter other characters who are also important to the story (Core Ready Lesson 4)</li> <li>6. Use pronouns to refer to other parts of the text (e.g., My teacher is amazing. <b>She</b> always.... Mrs. Martínez....) (Language Feature 2)</li> <li>7. Recognize characters have thoughts and feelings (Core Ready Lesson 5)</li> <li>8. Understand that characters experience many small events over the course of a story, reaching the climax, or most important event (Core Ready Lesson 6)</li> <li>9. Use prepositional phrases to provide details about their characters' actions (e.g., They worked quietly all night <b>in their room.</b>). (Language Feature 3)</li> <li>10. Realize characters change over time (Core Ready Lesson 7)</li> </ol>	<ol style="list-style-type: none"> <li>2. Model the decision process to decide on a setting for the story (Core Ready Lesson 2)</li> <li>3. Co-create a chart of comparative and superlative adjectives; Model adding superlative/comparative adjectives to revise character/setting descriptions (Language Feature 1)</li> <li>4. Use a "Somebody wants/why/but/so" graphic organizer (Core Ready Lesson 3)</li> <li>5. Model and then co-construct possible conversations between characters. (Core Ready Lesson 4)</li> <li>6. Co-create a chart of pronouns and antecedents; Model revising writing to include effective use of pronouns. (Language Feature 2)</li> <li>7. Co-create a characters have thoughts and feelings chart (Core Ready Lesson 5)</li> <li>8. Model using a "Reaching the Top" graphic organizer (Core Ready Lesson 6)</li> <li>9. Notice use of prepositional phrases to describe characters' actions in mentor text (e.g., <u>Chrysanthemum</u>) (Language Feature 3)</li> <li>10. Student "Reaching the Top" graphic organizers (Core Ready Lesson 6)</li> </ol>		

Unit #2: Realistic Fiction					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
		11. Revise their stories to make the characters and events feel more real (Core Ready Lesson 8) 12. Edit for conventions of standard English (Core Ready Lesson 8) 13. Create visual presentations that combine images and text to effectively communicate an idea (Core Ready Lesson 9) 14. Reflect on what they have learned about developing original characters (Core Ready Lesson 10)  <b>Speaking and Listening:</b> Embedded above.	11. Use a checklist, "Is My Character Complete?" (Core Ready Lesson 8) 12. Use an editing checklist (Core Ready Lesson 8) 13. Use a variety of tools to create a visual presentation, return to windows and mirrors metaphor (Core Ready Lesson 9) 14. Use a reflection chart (Core Ready Lesson 10)  <b>Speaking and Listening:</b> Embedded above.		

**Unit #3: Informative/Explanatory – Reading Informational Text and Writing Informational Articles or All About Books or Biographies****(Approx. 7 weeks)****ELA Common Core Content Standards:****Reading Standards for Informational Text:**

- 3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.

**Writing Standards:**

- 3.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly
  - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, and details.
  - c. Use linking words and phrases (e.g. *also, another, and, more, but*) to connect ideas within categories of information.
  - d. Provide a concluding statement or section.
- 3.4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 3.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 3.6 – With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- 3.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening:**

- 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.
  - i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - j. Follow agreed-upon rules for discussions.
  - k. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - l. Explain their own ideas and understanding in light of the discussion.
- 3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 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.

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

**Language Standards:**

3.2g – Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

3.3a - Choose words and phrases for effect.

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

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

f. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.

**Foundational Skills & Additional Language Standards:** See separate document.

**College and Career Descriptors:**

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

**SEL Competencies:**

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

**ELD Standards:**

**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Offer opinions and negotiate with others in conversations using a variety of learned phrases, as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect on the audience.

**Part 2: Learning About How English Works**

- Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases to comprehending and writing texts independently.

- Expand noun phrases in a variety of ways in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, etc., independently.
- Condense clauses in a variety of ways to create precise and detailed sentences independently.

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Unit #3: Informational					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>What do readers gain from reading informational text?</li> <li>What are the characteristics of informational texts?</li> <li>How are (All About or Informational Article or Biographies) texts structured and crafted? Why? How should we read them as a result?</li> <li>What language features are used in (All About or Informational Article or Biographies)? Why?</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>How do</li> </ul>	<p>Refer to <b>CORE READY</b> by Pam Allyn Lesson Sets <b>Binder</b> for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the <a href="#">Core Ready PDtoolkit</a></p> <p>Types of assessment practices:</p> <p><b>Short Cycle Assessments</b> - (minute-by-minute, daily, weekly) <b>Formative assessment</b> to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> <li><b>Observations</b> of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)</li> </ul>	<p><b>Reading:</b></p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b> Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> <li>Activating prior knowledge or predicting</li> <li>Questioning</li> <li>Visualizing</li> <li>Monitoring, clarifying, or fix-up strategies</li> <li>Drawing inferences</li> <li>Retelling</li> </ul> <ol style="list-style-type: none"> <li>Read informational text by asking and answering questions about the text (Core Ready Lesson 1)</li> <li>Unpack compound/complex sentences to extract all information provided in a sentence. (e.g., The gorilla is a big animal that lives in Africa =&gt; The gorilla is a big animal. The gorilla lives in Africa) (Language Feature 1)</li> <li>Understand that synonyms refer the reader to other parts of the text (e.g., <b>Black widows</b> are venomous. The <b>females'</b> bites are more potent. The <b>males...</b>). (Language Feature2)</li> </ol>	<p><b>Reading:</b> Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.</p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b> Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.</p> <ol style="list-style-type: none"> <li>Use a K-W-L chart and a "Reading Like a Researcher" chart (Core Ready Lesson 1)</li> <li>Model and practice identifying the participants, process, and circumstances (PPC chart) in a sentence. (Language Feature 1)</li> <li>Model and practice tracking a chain of reference in informational text. (Language Feature 2)</li> </ol>	<ul style="list-style-type: none"> <li>Know IEPs, 504s, CELDT level and history, GATE identification, where applicable</li> <li>Student choice</li> <li>Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest</li> <li>Frequent monitoring of progress and checking of understanding</li> <li>Compacting, i.e. accelerating students past known proficiencies</li> <li>Independent learning contracts</li> <li>Prompts for depth and complexity</li> </ul>	<p><b>OCR Selections:</b></p> <p><b>Core Ready:</b> The Road to Knowledge: Grade 3, What Matters Most: Research and Analysis in Informational Text</p> <p><b>CORE READY Provided Trade Books: TBD</b></p> <p><i>Suggested:</i> <b>Trade Books:</b></p> <p><i>Suggested:</i> <b>Professional Books for further study:</b></p>

<p>informational writers research?</p> <ul style="list-style-type: none"> <li>How do informational writers structure and craft informational text? Why?</li> <li>How do informational writers use language features? Why?</li> </ul> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>What do we gain from collaborating with others about informational text?</li> </ul>	<ul style="list-style-type: none"> <li><b>Inventories</b>, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests</li> <li><b>Checklists</b>, completed by the teacher or the writer, in which targeted objectives are highlighted (see Core Ready “Milestone Performance Assessment” Checklists)</li> <li><b>Conferences</b> in which the student and the teacher discuss a single work, a collection of works, progress, and goals</li> <li><b>Rubrics</b> constructed by the teacher and/or the students and completed by either or both</li> <li><b>Portfolios</b> which include a large collection of artifacts selected by the student in consultation with the teacher</li> </ul> <p><b>Medium Cycle Assessments-</b> Formative assessment when used to inform instruction;</p>	<ol style="list-style-type: none"> <li>Name and define the features of informational text e.g. glossary, index, and table of contents (Core Ready Lesson 2)</li> <li>Use text features to help determine the main idea and supporting details of informational text(Core Ready Lesson 3)</li> <li>Make informed decisions about which texts will be the most helpful in answering their questions (Core Ready Lesson 4)</li> <li>Record new information as they read (Core Ready Lesson 5)</li> <li>Notice and describe cause and effect relationships in informational texts (Core Ready Lesson 6)</li> <li>Compare and contrast the important points and key details presented in two texts on the same topic (Core Ready Lesson 7)</li> <li>Notice when they encounter new vocabulary and have a variety of strategies for making meaning (Core Ready Lesson 8)</li> <li>Persevere through dense and difficult informational text</li> <li>Used the information gained from illustrations to help them better understand a text (Core Ready Lesson 9)</li> <li>Read the work of a partner and write a response (Core Ready Lesson 10)</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Follow many specific steps in order to guide their research (Core Ready Lesson 1)</li> <li>Narrow their topic by using question words (Core Ready Lesson 2)</li> </ol>	<ol style="list-style-type: none"> <li>Co-Create a “Text Feature/Purpose of that Feature” chart (Common Core Ready Lesson 2)</li> <li>Use a “Main Idea and Supporting Details” graphic organizer (Core Ready Lesson 3)</li> <li>Use a “Choosing Resources Decision Sheet” (Core Ready Lesson 4)</li> <li>Use a low or high tech note-taking method (Core Ready Lesson 5)</li> <li>Use a ‘Main Idea-Cause-Effect” graphic organizer (Core Ready Lesson 6)</li> <li>Use a Venn Diagram (Core Ready Lesson 7)</li> <li>Use a “New Vocabulary – Strategy used” graphic organizer (Core Ready Lesson 8)</li> <li>Use a reading strategy and all previously taught strategies</li> <li>Co-create a “How to Read Pictures” chart (Core Ready Lesson 9)</li> <li>Use a “We Learn From Each Other” response sheet (Core Ready Lesson 10)</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Use a research pocket folder and a “Research Road Map” graphic organizer (Core Ready Lesson 1)</li> <li>Use a ‘Focus Questions” graphic organizer (Core Ready Lesson 2)</li> </ol>	<ul style="list-style-type: none"> <li>Tiered assignments</li> <li>Visuals, e.g graphic organizers, written instructions, etc.</li> <li>Movement</li> <li>Multiple means of representation and expression</li> <li>Alternate output and input options, e.g. audio and/or video text, technology</li> <li>Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc.</li> <li>Support for Executive Functioning, e.g. organization of work materials and time management, etc.</li> </ul>	
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<p>Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> <li>• Pre-unit, on-demand</li> <li>• End-of-unit/project/culminating task</li> <li>• Interim</li> <li>• Quarterly</li> <li>• Portfolio</li> <li>• Benchmarks</li> <li>• Post-unit, on-demand</li> </ul> <p><b>Long Cycle – Summative</b></p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> <li>• CAASPP</li> <li>• CELDT</li> <li>• Portfolio</li> </ul>	<ol style="list-style-type: none"> <li>3. Understand informational articles are one way to write up research (Core Ready Lesson 3)</li> <li>4. Understand research notes are organized into logical categories to write an informational article (Core Ready Lesson 4)</li> <li>5. Understand there are many types of leads that begin informational articles so they can choose to craft an effective one (Core Ready Lesson 5)</li> <li>6. Understand researchers move from notes to paragraphs (Core Ready Lesson 6)</li> <li>7. Combine clauses to form a compound/complex sentence (e.g., The gorilla is a big animal. The gorilla lives in Africa =&gt; The gorilla is a big animal that lives in Africa). (Language Feature 1)</li> <li>8. Use synonyms to refer the reader to other parts of the text (e.g., <b>Black widows</b> are venomous. The <b>females'</b> bites are more potent. The <b>males</b>...). (Language Feature 2)</li> <li>9. Expand noun phrases with quantifiers (e.g., <b>all, many, some</b>) to add precision to the meaning of sentences (e.g., <b>Some</b> black widows...). (Language Feature 3)</li> <li>10. Understand informational articles have effective endings to bring the article to a satisfying close for the reader (Core Ready Lesson 7)</li> <li>11. Combine text and images in their informational articles to effectively inform their readers (Core Ready Lesson 8)</li> <li>12. Revise for the big ideas (Core Ready Lesson 9)</li> <li>13. Edit for standard English conventions and spelling (Core Ready Lesson 9)</li> <li>14. Reflect on their learning using essential questions as a guide (Core Ready Lesson 10)</li> </ol>	<ol style="list-style-type: none"> <li>3. Use a graphic organizer for Informational Article Techniques (Core Ready Lesson 3)</li> <li>4. Work with a partner to organize notes into categories (Core Ready Lesson 4)</li> <li>5. Use a pre-made chart that shows different common types of leads (Core Ready Lesson 5)</li> <li>6. Model how to move notes to paragraphs and co-create a "Ways to Move Notes to Sentences" chart (Core Ready Lesson 6)</li> <li>7. Co-create a chart (using sentences from PPC chart) that shows ways authors combine clauses. Model and practice combining clauses to condense ideas. (Language Feature 1)</li> <li>8. Track chain of reference in their own writing and make revisions where appropriate. (Language Feature 2)</li> <li>9. Model and practice ensuring that the appropriate quantifiers have been used in paragraphs. (Language Feature 3)</li> <li>10. Use a graphic organizer for "Clincher: Informational Article" (Core Ready Lesson 7)</li> <li>11. Use a low-tech or high-tech method to create a layout that includes visuals (Core Ready Lesson 8)</li> <li>12. Use a revision checklist (Core Ready Lesson 9)</li> <li>13. Use an editing checklist (Core Ready Lesson 9)</li> <li>14. Use conversational starters to guide reflection with a partner (Core Ready Lesson 10)</li> </ol>			
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		<b>Speaking and Listening:</b> Embedded, above	<b>Speaking and Listening:</b> Embedded, above		
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**Unit #4: Opinion/Argument – Reading and Writing Persuasive Letters**  
(Approx. 3 weeks)

**ELA Common Core Content Standards:****Reading Standards for Literature:**

- 3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 3.3 – Describe characters in a story and explain how their actions contribute to the sequence of events.

**Reading Standards for Informational Text:**

- 3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.

**Writing Standards:**

- 7.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - b. Provide reasons that support the opinion.
  - c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
  - d. Provide a concluding statement or section.
- 3.4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 3.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 3.6 – With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- 3.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening:**

- 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.
  - m. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - n. Follow agreed-upon rules for discussions.
  - o. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - p. Explain their own ideas and understanding in light of the discussion.
- 3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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.

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

**Language Standards:**

3.2g – Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

3.3a - Choose words and phrases for effect.

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

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

g. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.

**Foundational Skills & Additional Language Standards:** See separate document.

**College and Career Descriptors:**

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

**SEL Competencies:**

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

**.ELD Standards:**

**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Offer opinions and negotiate with others in conversations using a variety of learned phrases, as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect on the audience.

**Part 2: Learning About How English Works**

- Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases to comprehending texts and writing cohesive texts.
- Condense clauses in a variety of ways to create precise and detailed sentences.

Unit #4: Persuasive Letters					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation, e.g. EL, SpEd, GATE	Resources
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>What do readers gain from reading opinion texts?</li> <li>What are the characteristics of opinion texts?</li> <li>How are opinion texts structured and crafted? Why? How should we read them as a result?</li> <li>What language features are used in opinion texts? Why?</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>How do persuasive letter writers structure and craft their letters? Why?</li> <li>How do persuasive letter writers</li> </ul>	<p>Types of assessment practices:</p> <p><b>Short Cycle Assessments</b> - (minute-by-minute, daily, weekly) <b>Formative assessment</b> to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> <li><b>Observations</b> of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)</li> <li><b>Inventories</b>, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests</li> <li><b>Checklists</b>, completed by the teacher or the writer, in which targeted objectives are highlighted ( "I included a conclusion" or "I checked for</li> </ul>	<p><b>Reading:</b></p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b> Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> <li>Activating prior knowledge or predicting</li> <li>Questioning</li> <li>Visualizing</li> <li>Monitoring, clarifying, or fix-up strategies</li> <li>Drawing inferences</li> <li>Retelling</li> </ul> <p>Note: This unit can be used as an opportunity to write persuasive letters based on topics from the previous informational unit. For instance, letters persuading the reader to take action regarding the fate of endangered species.</p> <ol style="list-style-type: none"> <li>Read multiple persuasive letters to immerse in the genre</li> <li>Determine the intended audience(s) for persuasive letters reviews toward identifying the purpose of the genre</li> </ol>	<p><b>Reading:</b> Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.</p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b> Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.</p> <ol style="list-style-type: none"> <li>Collect and read persuasive letters</li> <li>Discuss audience and purpose of persuasive letters in small groups</li> </ol>	<ul style="list-style-type: none"> <li>Know IEPs, 504s, CELDT level and history, GATE identification, where applicable</li> <li>Student choice</li> <li>Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest</li> <li>Frequent monitoring of progress and checking of understanding</li> <li>Compacting, i.e. accelerating students past known proficiencies</li> <li>Independent learning contracts</li> <li>Prompts for depth and complexity</li> <li>Tiered assignments</li> <li>Visuals, e.g graphic</li> </ul>	<p><b>OCR Selections:</b></p> <p><i>Suggested:</i> <b>Trade Books:</b></p> <p><i>Dear Mrs. La Rue: Letters from Obedience School</i></p> <p><i>I Wanna Iguana</i></p> <p><i>Click Clack Moo: Cows That Type</i></p> <p><i>Suggested:</i> <b>Professional Books for further study:</b></p>

<p>use language features to persuade our readers? Why?</p> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>What do we gain from collaborating with others about Persuasive Letters?</li> </ul>	<p>capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> <li><b>Conferences</b> in which the student and the teacher discuss a single work, a collection of works, progress, and goals</li> <li><b>Rubrics</b> constructed by the teacher and/or the students and completed by either or both</li> <li><b>Portfolios</b> which include a large collection of artifacts selected by the student in consultation with the teacher</li> </ul> <p><b>Medium Cycle</b></p> <p><b>Assessments</b> - Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> <li>Pre-unit, on-demand</li> <li>End-of-unit/project/culminating task</li> <li>Interim</li> <li>Quarterly</li> </ul>	<ol style="list-style-type: none"> <li>Notice features of persuasive letters to begin understanding how a persuasive letter is structured and crafted</li> <li>Name the purpose of each feature to understand the writers' intention</li> <li>Decide which features are always in persuasive letters and which are sometimes in persuasive letters to more precisely define the genre</li> <li>Identify what makes a persuasive letter effective toward further understanding of audience and purpose</li> <li>Identify a favorite persuasive letter and note why the letter is a favorite to collect as mentor text</li> <li>Reflect on the purpose of persuasive letters to extend understanding of audience, task, and purpose</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Identify a purpose and an audience for writing a persuasive letter to prepare to write one.</li> <li>Craft an engaging introduction to hook the reader</li> <li>Use second person to talk directly to their readers</li> <li>Draft a strongly stated opinion to clearly state a desired result.</li> <li>Support opinions with precise reasons and evidence to convince the reader.</li> <li>Use linking words and phrases to connect opinion and reasons.</li> </ol>	<ol style="list-style-type: none"> <li>Work with a partner to record features on a Features of Persuasive letters graphic organizer, then share findings to create a single class chart</li> <li>Discuss and record the purpose of each feature</li> <li>Note always or sometimes on the Features of reviews class chart</li> <li>In small groups, discuss and sort persuasive letters by level of effectiveness in small groups</li> <li>Read persuasive letters with a partner discussing why one letter writers style is more appealing than another</li> <li>Record a written reflection in a reading response journal</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Reread writer's notebooks for inspiration restaurants, toys, games, parks, etc. to choose from.</li> <li>Return to favorite persuasive letters as mentor texts to and imitate the introduction characteristics</li> <li>Imagine talking to the reader while drafting and consistently use "you"</li> <li>First list opinions about and consider the strongest and most compelling to use in the letter</li> <li>Brainstorm supporting reasons and evidence and work with a peer to identify the strongest reasons to use in the persuasive letter.</li> <li>Study letters as mentors to notice linking words and how they are used. Create a word bank for reference.</li> </ol>	<p>organizers, written instructions, etc.</p> <ul style="list-style-type: none"> <li>Movement</li> <li>Multiple means of representation and expression</li> <li>Alternate output and input options, e.g. audio and/or video text, technology</li> <li>Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc.</li> <li>Support for Executive Functioning, e.g. organization of work materials and time management, etc.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Benchmarks</li> <li>• Post-unit, on-demand</li> </ul> <p><b>Long Cycle – Summative</b></p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> <li>• CAASPP</li> <li>• CELDT</li> <li>• Portfolio</li> </ul>	<p>7. Use comparisons and elaborations to bolster reasoning.</p> <p>8. Revise the letter so it reads in a smooth and convincing manner.</p> <p>9. Edit the letter for language use and conventions so the reader will be able to read it smoothly and without distraction</p> <p>10. Publish the persuasive letter to deliver to the intended audience.</p> <p>11. Reflect about what was learned about persuasive letter writing to grow as a writer.</p> <p><b>Speaking and Listening:</b> Embedded, above</p>	<p>7. Revisit persuasive letters as mentor texts to study and imitate how comparisons and elaborations are used.</p> <p>8. Work with a peer to make revisions to make the letter strongly and effectively persuasive.</p> <p>9. Use an editing check list.</p> <p>10. Write the persuasive letter on the most appropriate paper or forum for the intended purpose.</p> <p>11. Write a Dear Reader letter</p> <p><b>Speaking and Listening:</b> Embedded, above</p>		
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**Unit #5: Opinion/Argument – Reading Reviews and Writing Reviews**  
(Approx. 3 weeks)

**ELA Common Core State Standards:****Reading Standards for Literature:**

- 3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 3.3 – Describe characters in a story and explain how their actions contribute to the sequence of events.

**Reading Standards for Informational Text:**

- 3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.

**Writing Standards:**

- 3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - b. Provide reasons that support the opinion.
  - c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
  - d. Provide a concluding statement or section.
- 3.4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 3.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 3.6 – With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- 3.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening:**

- 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.
  - q. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - r. Follow agreed-upon rules for discussions.
  - s. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - t. Explain their own ideas and understanding in light of the discussion.

3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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.

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

**Language Standards:**

3.2g – Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

3.3a - Choose words and phrases for effect.

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

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

h. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.

**Foundational Skills & Additional Language Standards:** see separate document

**College and Career Descriptors:**

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

**SEL Competencies:**

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

**ELD Standards:**

**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Offer opinions and negotiate with others in conversations using a variety of learned phrases, as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect on the audience.

**Part 2: Learning About How English Works**

Unit #5: Reviews					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation, e.g. EL, SpEd, GATE	Resources
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• What do readers gain from reading reviews?</li> <li>• What are the characteristics of reviews?</li> <li>• How are reviews structured and crafted? Why? How should we read them as a result?</li> <li>• What language features are used in opinion texts? Why?</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• How do review writers structure and craft their reviews? Why?</li> <li>• How do review writers use language features? Why?</li> </ul>	<p>Types of assessment practices:</p> <p><b>Short Cycle Assessments</b> - (minute-by-minute, daily, weekly) <b>Formative assessment</b> to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> <li>• <b>Observations</b> of students’ strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)</li> <li>• <b>Inventories</b>, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests</li> <li>• <b>Checklists</b>, completed by the teacher or the writer, in which targeted objectives are highlighted ( “I included a conclusion”</li> </ul>	<p><b>Reading:</b></p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b> Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> <li>• Activating prior knowledge or predicting</li> <li>• Questioning</li> <li>• Visualizing</li> <li>• Monitoring, clarifying, or fix-up strategies</li> <li>• Drawing inferences</li> <li>• Retelling</li> </ul> <ol style="list-style-type: none"> <li>1. Read multiple reviews to immerse in the genre</li> <li>2. Determine the intended audiences for reviews toward identifying the purpose of reviews</li> <li>3. Notice features of reviews of restaurants, movies, toys, games, etc. to begin understanding how a review is structured and crafted</li> <li>4. Name the purpose of each feature to understand the writers’ intention</li> <li>5. Decide which features are always in reviews and which are sometimes in reviews to more precisely define the genre</li> </ol>	<p><b>Reading:</b> Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre’s language features.</p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b> Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.</p> <ol style="list-style-type: none"> <li>1. Collect and read reviews on-line and from magazines and newspapers</li> <li>2. Discuss audience and purpose in small groups</li> <li>3. Work with a partner to record features on a Features of Reviews graphic organizer, then share findings to create a single class chart</li> <li>4. Discuss and record the purpose of each feature</li> <li>5. Note always or sometimes on the Features of reviews class chart</li> </ol>	<ul style="list-style-type: none"> <li>• Know IEPs, 504s, CELDT level and history, GATE identification, where applicable</li> <li>• Student choice</li> <li>• Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest</li> <li>• Frequent monitoring of progress and checking of understanding</li> <li>• Compacting, i.e. accelerating students past known proficiencies</li> <li>• Independent learning contracts</li> <li>• Prompts for depth and complexity</li> <li>• Tiered assignments</li> <li>• Visuals, e.g graphic organizers, written</li> </ul>	<p><b>OCR Selections:</b></p> <p><i>Suggested:</i> <b>Trade Books:</b></p> <p><i>Suggested:</i> <b>Professional Books for further study:</b></p>

Unit #5: Reviews					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation, e.g. EL, SpEd, GATE	Resources
<p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>What do we gain from collaborating with others about Reviews?</li> </ul>	<p>or “I checked for capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> <li><b>Conferences</b> in which the student and the teacher discuss a single work, a collection of works, progress, and goals</li> <li><b>Rubrics</b> constructed by the teacher and/or the students and completed by either or both</li> <li><b>Portfolios</b> which include a large collection of artifacts selected by the student in consultation with the teacher</li> </ul> <p><b>Medium Cycle - Formative assessment</b> when used to inform instruction; <b>Summative assessment</b> when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> <li>Pre-unit, on-demand</li> </ul>	<ol style="list-style-type: none"> <li>Identify how reviews may or may not be useful in the readers life toward further understanding of audience and purpose</li> <li>Identify a favorite reviewer and note why the reviewer is a favorite to collect as mentor text</li> <li>Reflect on the purpose of reviews to extend understanding of audience, task, and purpose</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Identify a topic for review to prepare to write a review</li> <li>Write an engaging introduction to hook the reader</li> <li>Use second person to talk directly to their readers</li> <li>Write a strongly stated opinion to clearly state a preference</li> <li>Support opinions with precise reasons and evidence to convince the reader</li> <li>Use linking words and phrases to connect opinion and reasons</li> <li>Use comparisons and elaborations to bolster reasoning</li> <li>Revise the review so it reads in a smooth and convincing manner</li> </ol>	<ol style="list-style-type: none"> <li>Discuss the usefulness of reviews in small groups</li> <li>Read reviews with a partner discussing why one reviewers style is more appealing than another</li> <li>Record a written reflection in a reading response journal</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Create a list of favorite restaurants, toys, games, parks, etc. to choose from.</li> <li>Return to favorite reviews as mentor texts to and imitate the introduction characteristics</li> <li>Imagine talking to the reader while drafting and consistently use “you”</li> <li>First list opinions about the topic being reviewed and consider the strongest and most compelling to use in the review</li> <li>Brainstorm supporting reasons and evidence and to work with a peer to identify strongest reasons to use in the review</li> <li>Study reviews as mentors to notice linking words and how they are used, create a word bank for reference</li> <li>Revisit reviews as mentor texts to study and imitate how comparisons and elaborations are used.</li> <li>Work with a peer to make the review strong</li> </ol>	<p>instructions, etc.</p> <ul style="list-style-type: none"> <li>Movement</li> <li>Multiple means of representation and expression</li> <li>Alternate output and input options, e.g. audio and/or video text, technology</li> <li>Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc.</li> <li>Support for Executive Functioning, e.g. organization of work materials and time management, etc.</li> </ul>	

Unit #5: Reviews					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation, e.g. EL, SpEd, GATE	Resources
	<ul style="list-style-type: none"> <li>End-of-unit/project/culminating task</li> <li>Interim</li> <li>Quarterly</li> <li>Portfolio</li> <li>Benchmarks</li> <li>Post-unit, on-demand</li> </ul> <p><b>Long Cycle – Summative</b></p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> <li>CAASPP</li> <li>CELDT</li> <li>Portfolio</li> </ul>	<p>9. Edit the review for language us and conventions so the reader will be able to read it smoothly and without distraction</p> <p>10. Publish the review(s) so others can read them.</p> <p>11. Reflect about what was learned about review writing to grow as a writer.</p> <p><b>Speaking and Listening:</b> Embedded, above</p>	<p>9. Use an editing check list.</p> <p>10. Post the reviews in class, or on the school website.</p> <p>11. Write a Dear Reader letter</p> <p><b>Speaking and Listening:</b> Embedded, above</p>		

## Unit #6: Opinion/Argument – Reading Literature and Writing Book Reviews (Approx. 4 weeks)

### ELA Common Core State Standards:

#### Reading Standards for Literature:

- 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.
- 3.2 Recount stories, including fables and folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in a text.
- 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 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 selections.
- 3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- 3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading, optional standards to extend the unit and deepen understanding, as demanded by text used: RL5, RL7, RL9

#### Writing Standards:

- 3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - b. Provide reasons that support the opinion.
  - c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
  - d. Provide a concluding statement or section.
- 3.4 With guidance and support from adults, produce writing in which the development and organization appropriate to task and purpose.
- 3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- 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.
- 3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of Discipline specific tasks, purposes, and audiences.

#### Speaking and Listening:

- 3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

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

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.

3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

3.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details, speak clearly at an understandable rate.

3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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

Speaking and Listening, optional standards: SL2, SL5

#### Language Standards:

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

3.6 Acquire and use accurately grade-level appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

**Foundational Skills & Additional Language Standards:** See separate document.

#### College and Career Descriptors:

12. Demonstrate independence.
13. Build strong content knowledge.
14. Respond to the varying demands of audience, task, purpose, and discipline.
15. Comprehend as well as critique.
16. Value evidence
17. Use technology and digital media strategically and capably.
18. Come to understand other perspectives and cultures.

#### SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

#### ELD Standards:

##### Part 1: Interacting in Meaningful Ways

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Offer opinions and negotiate with others in conversations using a variety of learned phrases, as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, et
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect on the audience.

##### Part 2: Learning About How English Works

- Apply understanding of how different text types are organized to express ideas to comprehending texts and writing cohesive texts.
- Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases to comprehending texts and writing cohesive texts.
- Condense clauses in a variety of ways to create precise and detailed sentences.

Unit #6: Book Reviews					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation, e.g. EL, SpEd, GATE	Resources
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• What do readers gain from reading literature closely?</li> <li>• How do readers develop opinions about an author’s work?</li> <li>• What do readers gain from reading book reviews?</li> <li>• What are the characteristics of book reviews?</li> <li>• How are book reviews structured and crafted? Why? How should we read them as a result?</li> <li>• What language features are</li> </ul>	<p>Refer to <b>CORE READY</b> by Pam Allyn Lesson Sets <b>Binder</b> for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the <a href="#">Core Ready PDtoolkit</a></p> <p>Types of assessment practices:</p> <p><b>Short Cycle Assessments</b> - (minute-by-minute, daily, weekly) <b>Formative assessment</b> to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> <li>• <b>Observations</b> of students’ strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)</li> <li>• <b>Inventories</b>, such as individual interviews</li> </ul>	<p><b>Reading:</b></p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b></p> <p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> <li>• Activating prior knowledge or predicting</li> <li>• Questioning</li> <li>• Visualizing</li> <li>• Monitoring, clarifying, or fix-up strategies</li> <li>• Drawing inferences</li> <li>• Retelling</li> </ul> <ol style="list-style-type: none"> <li>1. Use rules and behaviors to help their collaborative groups run smoothly and be productive (Core Ready Lesson 1)</li> <li>2. Engage in productive conversations using a series of strategies and stay focused (Core Ready Lesson 2)</li> <li>3. Set clear goals for their work in collaborative groups (Core Ready Lesson 3)</li> <li>4. Craft succinct summaries of their reading by focusing on story elements (Core Ready Lesson 4)</li> </ol>	<p><b>Reading:</b></p> <p>Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre’s language features.</p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b></p> <p>Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.</p> <ol style="list-style-type: none"> <li>1. Co-create a chart of rules and behaviors (Core Ready Lesson 1)</li> <li>2. Co-create a “Ways Conversations Get Stuck” chart (Core Ready Lesson 2)</li> <li>3. Use student individual Goal setting calendar (Core Ready Lesson 3)</li> <li>4. Use a story elements graphic organizer and a model summary (Core Ready Lesson 4)</li> </ol>	<ul style="list-style-type: none"> <li>• Know IEPs, 504s, CELDT level and history, GATE identification, where applicable</li> <li>• Student choice</li> <li>• Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest</li> <li>• Frequent monitoring of progress and checking of understanding</li> <li>• Compacting, i.e. accelerating students past known proficiencies</li> <li>• Independent learning contracts</li> <li>• Prompts for depth and complexity</li> <li>• Tiered assignments</li> <li>• Visuals, e.g graphic organizers, written</li> </ul>	<p><b>OCR Selections:</b></p> <p><b>Core Ready:</b></p> <p>The Power to Persuade: Grade 3, The Reader and Writer’s Opinion: A Collaborative Author Study</p> <p><b>CORE READY Provided Trade Books</b></p> <ul style="list-style-type: none"> <li>• <u>A Chair for My Mother</u> by Vera B. Williams</li> <li>• <u>Grandfather’s Journey</u> by Allen Say</li> <li>• <u>Owl Moon</u> by Jane Yolen</li> <li>• <u>Chicken Sunday</u> by Patricia Polacco</li> <li>• <u>Wilfred Gordon</u></li> </ul>

<p>used in book reviews? Why?</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>How do review writers structure and craft their reviews? Why?</li> <li>How do review writers use language features? Why?</li> </ul> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>What do we gain from collaborating with others about Book Reviews?</li> </ul>	<p>and written surveys, in which students identify their writing strengths, needs, and interests</p> <ul style="list-style-type: none"> <li><b>Checklists</b>, completed by the teacher or the writer, in which targeted objectives are highlighted (see Core Ready “Milestone Performance Assessment” Checklists)</li> <li><b>Conferences</b> in which the student and the teacher discuss a single work, a collection of works, progress, and goals</li> <li><b>Rubrics</b> constructed by the teacher and/or the students and completed by either or both</li> <li><b>Portfolios</b> which include a large collection of artifacts selected by the student in consultation with the teacher</li> </ul> <p><b>Medium Cycle Assessments</b> - Formative assessment when used to</p>	<ol style="list-style-type: none"> <li>Notice how the author uses language to develop the story elements (e.g. Barbara Park uses dialogue to make Junie B. sound like a real kindergartener.). (Language Feature 1)</li> <li>Identify the themes of their reading by using a variety of clues (Core Ready Lesson 5)</li> <li>Use explicit examples from the text as evidence to support their thinking about the theme of their books (Core Ready Lesson 6)</li> <li>Think deeply about an author’s work by comparing the setting, plot, and theme across several books (Core Ready Lesson 7)</li> <li>Find out more about an author to make deeper connections to their books (Core Ready Lesson 8)</li> <li>Orally share their group’s ideas with others as one way to present information (Core Ready Lesson 9)</li> <li>Reflect on what types of books they enjoy and why as a way to guide future reading choices</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Understand writers write for different purposes (Core Ready Lesson 1)</li> <li>Use strong and precise language to express an opinion in their book reviews (Core Ready Lesson 2)</li> <li>Makes an evaluative statement about the author's craft to support their opinion (e.g. When Junie B. says, “This is my bestest hat” to her teacher, she sounds like a real kindergartener.). (Language Feature 1)</li> <li>Organize their writing to suit their task and purpose (Core Ready Lesson 3)</li> <li>Craft strong introductions to capture their reader’s attention (Core Ready Lesson 4)</li> </ol>	<ol style="list-style-type: none"> <li>Co-create an author’s craft chart (e.g., dialogue to develop character, figurative language to develop setting, vivid verbs to describe actions) (Language Feature 1)</li> <li>Use a pre-made chart – “Clues We Can Use to Infer Theme” (Core Ready Lesson 5)</li> <li>Use a “Thinking About Theme” graphic organizer (Core Ready Lesson 6)</li> <li>Use a Venn diagram (Core Ready Lesson 7)</li> <li>Model using a Think Aloud (Core Ready Lesson 8)</li> <li>Oral presentation (Core Ready Lesson 9)</li> <li>Complete a “Future Reading Plans” sheet (Core Ready Lesson 10)</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Co-create P.I.E. chart – Persuade, Inform, Entertain (Core Ready Lesson 1)</li> <li>Using book review mentor texts to study and then create a “Strong Opinions” T chart (Core Ready Lesson 2)</li> <li>Model and practice making statements about author’s craft referring back to author’s craft chart. (Language Feature 1)</li> <li>Use a book review graphic organizer (Core Ready Lesson 3)</li> <li>Use model book reviews to study (Core Ready Lesson 4)</li> </ol>	<p>instructions, etc.</p> <ul style="list-style-type: none"> <li>Movement</li> <li>Multiple means of representation and expression</li> <li>Alternate output and input options, e.g. audio and/or video text, technology</li> <li>Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc.</li> <li>Support for Executive Functioning, e.g. organization of work materials and time management, etc.</li> </ul>	<p><u>McDonald Partridge</u> by Mem Fox</p> <p>Mentor Texts</p> <ul style="list-style-type: none"> <li>Book Reviews exemplars (hyperlink)</li> </ul> <p>Professional Reading Texts:</p> <ul style="list-style-type: none"> <li><u>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy</u> by Fountas &amp; Pinnell</li> </ul>
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<p>inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> <li>• Pre-unit, on-demand</li> <li>• End-of-unit/project/culminating task</li> <li>• Interim</li> <li>• Quarterly</li> <li>• Portfolio</li> <li>• Benchmarks</li> <li>• Post-unit, on-demand</li> </ul> <p><b>Long Cycle – Summative</b></p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> <li>• CAASPP</li> <li>• CELDT</li> <li>• Portfolio</li> </ul>	<p>6. Use relevant text as evidence to strengthen their opinions (Core Ready Lesson 5)</p> <p>7. Use linking words and phrases to connect their opinions, reasons, and textual evidence. (Core Ready Lesson 6) (Language Feature 3)</p> <p>8. Use relative clauses to condense ideas (e.g., Some suspects are the photographer because he got to the locker room after the game. The souvenir stand lady because she owns some bats that look exactly like Big D’s. =&gt; Some suspects are the photographer, <b>who got to the locker room after the game</b>, and the souvenir stand lady, <b>who owns some bats that look exactly like Big D’s.</b>). (Language Feature 2)</p> <p>9. Craft strong conclusions that leave the audience thinking (Core Ready Lesson 7)</p> <p>10. Revisit their writing with a partner to make choices about how to strengthen their work (Core Ready Lesson 8)</p> <p>11. Edit to prepare their reviews for publication (Core Ready Lesson 9)</p> <p>12. Reflect on their work in book reviews to think about and articulate their learning and to extend the skill to a variety of contexts (Core Ready Lesson 10)</p> <p><b>Speaking and Listening:</b> Embedded, above</p>	<p>6. Use previously created persuasive book reviews graphic organizer (Core Ready Lesson 5)</p> <p>7. Using student drafts to revise (Core Ready Lesson 6) (Language Feature 3)</p> <p>8. Notice use of relative clauses in mentor text; model and practice revising writing using relative clauses. (Language Feature 2)</p> <p>9. Use mentor book reviews (Core Ready Lesson 7)</p> <p>10. Use “Finalizing Book Review Checklist” (Core Ready Lesson 8)</p> <p>11. Pre-make a “Preparing Our Work for Publication” chart (Core Ready Lesson 9)</p> <p>12. Respond to an opinion writing prompt (Core Ready Lesson 10)</p> <p><b>Speaking and Listening:</b> Embedded, above</p>			
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**Unit #7: Poetry - Reading and Writing Poetry**  
(Approx. 3 weeks)

**ELA Common Core State Standards:****Reading Standards for Literature:**

- 3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 3.3 – Describe characters in a story and explain how their actions contribute to the sequence of events.
- 3.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high of the grades 2-3 text complexity band independently and proficiently

**Reading Standards for Informational Text:**

- 3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts at the high end of the grades 2-3 text complexity band independently and proficiently.

**Writing Standards:****3.1**

- 3.4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 3.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 3.6 – With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- 3.8
- 3.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening: 3.1 a,b,c 3.2, 3.3, 3.4, 3.6**

- 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.
  - u. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - v. Follow agreed-upon rules for discussions.
  - w. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - x. Explain their own ideas and understanding in light of the discussion.

3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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.

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

**Language Standards:**

3.2g – Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

3.3a - Choose words and phrases for effect.

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

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

i. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.

**Foundational Skills & Additional Language Standards:** See separate document.

**College and Career Descriptors:**

19. Demonstrate independence.

20. Build strong content knowledge.

21. Respond to the varying demands of audience, task, purpose, and discipline.

22. Comprehend as well as critique.

23. Value evidence

24. Use technology and digital media strategically and capably.

25. Come to understand other perspectives and cultures.

**SEL Competencies:**

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

**ELD Standards:**

**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Offer opinions and negotiate with others in conversations using a variety of learned phrases, as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect on the audience.

**Part 2: Learning About How English Works**

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Unit #7: Poetry					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation, e.g. EL, SpEd, GATE	Resources
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• What do readers gain from reading poetry?</li> <li>• What are the characteristics of poetry?</li> <li>• How are poems structured and crafted? Why? How should we read them as a result?</li> <li>• What language features are used in poems? Why?</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• How do poets structure and craft their poems? Why?</li> <li>• How do poets use language features in their poems? Why?</li> </ul>	<p>Types of assessment practices:</p> <p><b>Short Cycle Assessments</b> - (minute-by-minute, daily, weekly) <b>Formative assessment</b> to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> <li>• <b>Observations</b> of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)</li> <li>• <b>Inventories</b>, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests</li> <li>• <b>Checklists</b>, completed by the teacher or the writer, in which targeted objectives are highlighted ( "I</li> </ul>	<p><b>Reading:</b></p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b> Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> <li>• Activating prior knowledge or predicting</li> <li>• Questioning</li> <li>• Visualizing</li> <li>• Monitoring, clarifying, or fix-up strategies</li> <li>• Drawing inferences</li> <li>• Retelling</li> </ul> <ol style="list-style-type: none"> <li>1. Explore a variety of poems to understand the many different types of poetry.</li> <li>2. Read poems to find one to connect to, for inspiration and/or validation</li> <li>3. Consider how poems invite the reader to see the world in a different way to begin to understand a poet's intentions.</li> </ol>	<p><b>Reading:</b> Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.</p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b> Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.</p> <ol style="list-style-type: none"> <li>1. Read aloud a variety of poems and begin collecting favorite poems in a poetry folder and on a poetry wall.</li> <li>2. Search for the poem from a variety of resources, explain to a partner or group why there is a strong connection, keep the poem as a pocket poem to read and reread</li> <li>3. Work with a partner to notice how poets invite the reader to see the world through the poet's eyes, heart, and mind.</li> </ol>	<ul style="list-style-type: none"> <li>• Know IEPs, 504s, CELDT level and history, GATE identification, where applicable</li> <li>• Student choice</li> <li>• Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest</li> <li>• Frequent monitoring of progress and checking of understanding</li> <li>• Compacting, i.e. accelerating students past known proficiencies</li> <li>• Independent learning contracts</li> <li>• Prompts for depth and complexity</li> </ul>	<p><b>OCR Selections:</b></p> <p><i>Suggested:</i> <b>Trade Books:</b></p> <p><i>Hey You! C'mere: A Poetry Slam</i> by Elizabeth Swados and Joe Cepeda</p> <p><i>Suggested:</i> <b>Professional Books for further study:</b></p> <p><i>Awakening the Heart</i> by Georgia Heard</p> <p><i>Poetry Lessons to Meet the Common Core State Standards</i> By Georgia Heard</p>

Unit #7: Poetry					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation, e.g. EL, SpEd, GATE	Resources
<p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>What do we gain from collaborating with others about Poetry?</li> </ul>	<p>included a conclusion” or “I checked for capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> <li><b>Conferences</b> in which the student and the teacher discuss a single work, a collection of works, progress, and goals</li> <li><b>Rubrics</b> constructed by the teacher and/or the students and completed by either or both</li> <li><b>Portfolios</b> which include a large collection of artifacts selected by the student in consultation with the teacher</li> </ul> <p><b>Medium Cycle Assessments - Formative assessment</b> when used to inform instruction; <b>Summative assessment</b> when used for evaluating</p>	<ol style="list-style-type: none"> <li>Notice poems various structures (stanzas, line breaks, white space) to read it more fluently.</li> <li>Understand that poems use repeating words or lines to create a rhythmic piece.</li> <li>Understand that poems use onomatopoeia to create an image</li> <li>Understand that poems use alliteration to create a rhythm.</li> <li>Understand that poems have powerful language to convey certain emotions.</li> <li>Identify strong sensory images within in a poem to help understand the author’s message or purpose</li> <li>Explain how a poem’s structure supports its meaning to understand structure for meaning is woven with word choice for meaning.</li> <li>Respond to a poem’s meaning in writing to understand the central message</li> <li>Recite a favorite poem to improve fluency in reading poetry (rate, volume, and expression)</li> <li>Reflect on their learning to see how they have grown in their understanding of poetry</li> </ol>	<ol style="list-style-type: none"> <li>Reread poems out loud and focusing on stanzas, line breaks and white space to guide phrasing and cadence</li> <li>Co-create a 3 column chart listing various poetry writer’s craft, the purpose of the craft, and examples of the craft to anchor learning, e.g. repeating lines and words.</li> <li>Read aloud poems that incorporate onomatopoeia, discuss and add to co-created chart</li> <li>Read aloud poems with alliteration and discuss add to chart</li> <li>Read poems with a partner, identifying poems that use strong language</li> <li>Collaboratively highlight words or phrases within poems that give-strong sensory image and discuss what they convey</li> <li>Provide two examples of the same poem structured in two ways for students to decide and explain which is the way to structure the poem for meaning and why</li> <li>Have students respond to a poem in their response journal.</li> <li>Students to revisit poetry folder or wall to select meaningful poem to recite.</li> <li>Answer the essential questions to reflect on learning</li> </ol>	<ul style="list-style-type: none"> <li>Tiered assignments</li> <li>Visuals, e.g graphic organizers, written instructions, etc.</li> <li>Movement</li> <li>Multiple means of representation and expression</li> <li>Alternate output and input options, e.g. audio and/or video text, technology</li> <li>Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc.</li> <li>Support for Executive Functioning, e.g. organization of work</li> </ul>	

Unit #7: Poetry					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation, e.g. EL, SpEd, GATE	Resources
	<p>what has been learned.</p> <ul style="list-style-type: none"> <li>• Pre-unit, on-demand</li> <li>• End-of-unit/project/culminating task</li> <li>• Interim</li> <li>• Quarterly</li> <li>• Portfolio</li> <li>• Benchmarks</li> <li>• Post-unit, on-demand</li> </ul> <p><b>Long Cycle – Summative</b></p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> <li>• CAASPP</li> <li>• CELDT</li> <li>• Portfolio</li> </ul>	<p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>1. Explore poems to understand where poets get their inspiration.</li> <li>2. Generate a meaningful list of topics to write poems about.</li> <li>3. Notice the world around them to generate ideas for their poems</li> <li>4. Write a poem about someone special to celebrate the relationship or honor the person</li> <li>5. Draft poems using various techniques like white space, line breaks, and punctuation in their poetry to convey meaning</li> <li>6. Draft poems using writer’s craft such as onomatopoeia, repetition, and alliteration to emphasize meaning</li> <li>7. Use precise language to create an image for the reader</li> <li>8. Revise and revise at least one poem from the many drafts toward a finished piece and so the poem reads in a poetic way</li> <li>9. Perform the poem they created to share their work.</li> <li>10. Reflect on their poetry journey to evaluate and extend their learning.</li> </ol> <p><b>Speaking and Listening:</b> Embedded, above</p>	<p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Browse through poetry, familiar or new, jotting down where the authors might have gotten their ideas</li> <li>2. Create a list of topics in a writer’s notebook, that are important to them that might like to write about, reread the writer’s notebook for ideas.</li> <li>3. Observe and write about nature</li> <li>4. Read aloud a poems about special people for inspiration</li> <li>5. Revisit 3 column chart from reading to draft a poem with purpose and intentional use of white space and line breaks</li> <li>6. Revisit 3 column chart from reading and utilize writer’s craft with purpose</li> <li>7. Co-create a chart of sensory details “Words that Paint a Picture” and write a poem using them</li> <li>8. Revise with intent toward audience and purpose using the studied techniques.</li> <li>9. Celebrate by choosing their favorite poem or two to read aloud to a group and display</li> <li>10. Compose a Dear Reader letter to reflect on what was learned about poetry.</li> </ol> <p><b>Speaking and Listening</b> Embedded, above</p>	<p>materials and time management, etc.</p>	

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**Unit #8: Narrative – Reading and Writing Folktales**  
(Approx. 4 weeks)

**ELA Common Core State Standards:****Reading Standards for Literature:**

- 3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 3.3 – Describe characters in a story and explain how their actions contribute to the sequence of events.
- 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 selections.
- 3.6 – Distinguish their own point of view from that of the narrator or those of the characters.
- 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 a mood, emphasize aspects of a character or setting.)
- 3.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high

**Writing Standards:**

- 3.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - c. Use temporal words and phrases to signal event order.
  - d. Provide a sense of closure.
- 3.4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 3.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 3.6 – With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- 3.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening:**

- 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.
  - y. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - z. Follow agreed-upon rules for discussions.
    - aa. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
    - bb. Explain their own ideas and understanding in light of the discussion.

3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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.

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

**Language Standards:**

3.2g – Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

3.3a - Choose words and phrases for effect.

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

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

j. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.

**Foundational Skills & Additional Language Standards:** see separate document

**College and Career Descriptors:**

26. Demonstrate independence.
27. Build strong content knowledge.
28. Respond to the varying demands of audience, task, purpose, and discipline.
29. Comprehend as well as critique.
30. Value evidence
31. Use technology and digital media strategically and capably.
32. Come to understand other perspectives and cultures.

**SEL Competencies:**

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

**ELD Standards:**

**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Offer opinions and negotiate with others in conversations using a variety of learned phrases, as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect on the audience.

**Part 2: Learning About How English Works**

Unit #8: Folktales					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation, e.g. EL, SpEd, GATE	Resources
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• What do we gain from reading folktales?</li> <li>• What are the characteristics of folktales?</li> <li>• How are folktales structured and crafted? Why? How should we read them as a result?</li> <li>• What language features are used in folktales? Why?</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• How do folktale writers structure and craft folktales? Why?</li> </ul>	<p>Refer to <b>CORE READY</b> by Pam Allyn Lesson Sets <b>Binder</b> for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the <a href="#">Core Ready PDtoolkit</a></p> <hr/> <p>Types of assessment practices:</p> <p><b>Short Cycle Assessments</b> - (minute-by-minute, daily, weekly) <b>Formative assessment</b> to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> <li>• <b>Observations</b> of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)</li> <li>• <b>Inventories</b>, such as individual interviews</li> </ul>	<p><b>Reading:</b></p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b></p> <p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> <li>• Activating prior knowledge or predicting</li> <li>• Questioning</li> <li>• Visualizing</li> <li>• Monitoring, clarifying, or fix-up strategies</li> <li>• Drawing inferences</li> <li>• Retelling</li> </ul> <ol style="list-style-type: none"> <li>1. Understand that folktales have elements that make them different from other types of stories so they understand how to read the genre (Core Ready Lesson 1)</li> <li>2. Understand folktales have common elements and often explain something that happens in nature or convey a certain truth about life so they understand how to read the genre (Core Ready Lesson 2)</li> <li>3. Define folktales and identify six elements of folktales: Strong characters, simple setting, problem that gets solved, cultural clues, magic and fantasy; message and/or explanation, or lesson to understand the genre (Core Ready Lesson 3)</li> </ol>	<p><b>Reading:</b></p> <p>Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.</p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b></p> <p>Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.</p> <ol style="list-style-type: none"> <li>1. Co-create a genre feature/noticing chart (Core Ready Lesson 1)</li> <li>2. Co-create a "What Have you Learned from This Folktale?" chart (Core Ready Lesson 2)</li> <li>3. Co-create a "What is a Folktale?" chart (Core Ready Lesson 3)</li> </ol>	<ul style="list-style-type: none"> <li>• Know IEPs, 504s, CELDT level and history, GATE identification, where applicable</li> <li>• Student choice</li> <li>• Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest</li> <li>• Frequent monitoring of progress and checking of understanding</li> <li>• Compacting, i.e. accelerating students past known proficiencies</li> <li>• Independent learning contracts</li> <li>• Prompts for depth and complexity</li> <li>• Tiered assignments</li> </ul>	<p><b>OCR Selections:</b></p> <p><b>CORE READY Provided Trade Books</b></p> <p><i>Suggested:</i> <b>Trade Books:</b></p> <p><i>Suggested:</i> <b>Professional Books for further study:</b></p>

<ul style="list-style-type: none"> <li>How do folktale writers apply language features? Why?</li> </ul> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>What do we gain from collaborating with others about Realistic Fiction?</li> </ul>	<p>and written surveys, in which students identify their writing strengths, needs, and interests</p> <ul style="list-style-type: none"> <li><b>Checklists</b>, completed by the teacher or the writer, in which targeted objectives are highlighted (see Core Ready “Milestone Performance Assessment” Checklists)</li> <li><b>Conferences</b> in which the student and the teacher discuss a single work, a collection of works, progress, and goals</li> <li><b>Rubrics</b> constructed by the teacher and/or the students and completed by either or both</li> <li><b>Portfolios</b> which include a large collection of artifacts selected by the student in consultation with the teacher</li> </ul> <p><b>Medium Cycle - Formative assessment</b> when used to inform instruction; <b>Summative assessment</b> when used for evaluating</p>	<ol style="list-style-type: none"> <li>Identify the lesson of a folktale to understand the purpose of the story (Core Ready Lesson 4)</li> <li>Understand that folktales around the world often share lessons to see the common cultural connections (Core Ready Lesson 5)</li> <li>Learn about a culture’s clothing, language, traditions, and values to see what is revealed about the culture (Core Ready Lesson 6)</li> <li>Build their background knowledge of the culture that created the folktale to make deeper connections to the folktale. (Core Ready Lesson 7)</li> <li>Take notes to become effective oral storytellers (Core Ready Lesson 8)</li> <li>Oral story tell in a way that sounds different from reading aloud. (Core Ready Lesson 9)</li> <li>Reflect on the essential questions (Core Ready Lesson 10)</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Create main characters common to folktales using descriptions, dialogues, and actions to begin the work toward crafting their own folktales (Core Ready Lesson 1)</li> <li>Consider the time and place their story will be set in to choose the setting for their folktale (Core Ready Lesson 2)</li> <li>Use the six key elements of folktales, (strong characters, simple setting, problem that gets solved, cultural clues, magic and fantasy; message and/or explanation, or lesson) to craft their stories (Core Ready Lesson 3)</li> <li>Draft and revise multiple times with peer input to improve their writing (Core Ready Lesson 4)</li> </ol>	<ol style="list-style-type: none"> <li>Co-create a “Folktales with a Purpose” chart and use “How to Find the Lesson in a Folktale” sheet (Core Ready Lesson 4)</li> <li>Use graphic organizer “Common Lessons in Folktales” (Core Ready Lesson 5)</li> <li>Use a T chart for student note-taking about cultural clues (Core Ready Lesson 6)</li> <li>Guide a Shared Reading (Core Ready Lesson 7)</li> <li>Use oral story-telling notes sheet (Core Ready Lesson 8)</li> <li>Use a list of tips to guide oral story-telling (Core Ready Lesson 9)</li> <li>Construct a shared response through whole class discussion (Core Ready Lesson 10)</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Use main characters questionnaires (Core Ready Lesson 1)</li> <li>Use folktale setting planner (Core Ready Lesson 2)</li> <li>Use Folktale Story Map (Core Ready Lesson 3)</li> <li>Use “Ideas for Folktale Leads” sheet (Core Ready Lesson 4)</li> </ol>	<ul style="list-style-type: none"> <li>Visuals, e.g graphic organizers, written instructions, etc.</li> <li>Movement</li> <li>Multiple means of representation and expression</li> <li>Alternate output and input options, e.g. audio and/or video text, technology</li> <li>Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc.</li> <li>Support for Executive Functioning, e.g. organization of work materials and time management, etc.</li> </ul>	
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	<p>what has been learned.</p> <ul style="list-style-type: none"> <li>• Pre-unit, on-demand</li> <li>• End-of-unit/project/culminating task</li> <li>• Interim</li> <li>• Quarterly</li> <li>• Portfolio</li> <li>• Benchmarks</li> <li>• Post-unit, on-demand</li> </ul> <p><b>Long Cycle – Summative</b></p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> <li>• CAASPP</li> <li>• CELDT</li> <li>• Portfolio</li> </ul>	<ol style="list-style-type: none"> <li>5. Incorporate actions, feelings, and dialogue to make their characters come alive (Core Ready Lesson 5)</li> <li>6. Wrap up the folktale by helping readers understand the lesson learned (Core Ready Lesson 6)</li> <li>7. Writers create an “Author’s Note” for including at the beginning or end of their folktale to explain their inspiration to their reader (Core Ready Lesson 7)</li> <li>8. Revise for meaning (Core Ready Lesson 8)</li> <li>9. Edit for the conventions of standard English so the reader can read the folktale with ease (Core Ready Lesson 8)</li> <li>10. Read finished pieces with fluency and expression to help the reader and listener understand and enjoy the story (Core Ready Lesson 9)</li> <li>11. Reflect on what they have learned about writing and sharing folktales to further their learning (Core Ready Lesson 10)</li> </ol> <p><b>Speaking and Listening:</b> Embedded, above</p>	<ol style="list-style-type: none"> <li>5. Use characters come alive Sheet (Core Ready Lesson 5)</li> <li>6. Use student copies of Folktale Story Map from Lesson 3 (Core Ready Lesson 6)</li> <li>7. Model what students need to do (Core Ready Lesson 7)</li> <li>8. Use “Finalizing Folktales Checklist” (Core Ready Lesson 8)</li> <li>9. Use “Finalizing Folktales Checklist” (Core Ready Lesson 8)</li> <li>10. Co-create ‘How to Read Like a Story-teller’ chart (Core Ready Lesson 9)</li> <li>11. Use a scaffold to frame a written reflection (Core Ready Lesson 10)</li> </ol> <p><b>Speaking and Listening:</b> Embedded, above</p>		
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**Unit #9: Reflecting on Growth as Readers and Writers and Setting Goals**  
(Approx. 2 weeks)

**ELA Common Core State Standards:****Reading Standards for Literature:**

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

**Reading Standards for Informational Text:**

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

**Writing Standards:**

3.4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

3.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

3.6 – With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

3.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening:**

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.

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

dd. Follow agreed-upon rules for discussions.

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

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

3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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.

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

**Language Standards:**

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

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

## 3.3 Use knowledge of language and its conventions when writing, speaking, reading, and listening

**Foundational Skills & Additional Language Standards:** see separate document

**College and Career Descriptors:**

33. Demonstrate independence.
34. Build strong content knowledge.
35. Respond to the varying demands of audience, task, purpose, and discipline.
36. Comprehend as well as critique.
37. Value evidence
38. Use technology and digital media strategically and capably.
39. Come to understand other perspectives and cultures.

**SEL Competencies:**

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

**ELD Standards:**

**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Offer opinions and negotiate with others in conversations using a variety of learned phrases, as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect on the audience.

**Part 2: Learning About How English Works**

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Unit #9: End-of-Year Reflection					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation, e.g. EL, SpEd, GATE	Resources
<p><b>Reading, Writing, Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>• How do we use reflection as a way to further our learning?</li> <li>• How do we find evidence of our learning over time? Why do we find evidence of our learning over time?</li> <li>• How do we find evidence of our work habits? Why do we find evidence of our work habits?</li> <li>• Why do we reflect in a</li> </ul>	<p>Types of assessment practices:</p> <p><b>Short Cycle Assessments -</b> (minute-by-minute, daily, weekly) <b>Formative assessment</b> to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> <li>• <b>Observations</b> of students’ strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)</li> <li>• <b>Inventories</b>, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests</li> <li>• <b>Checklists</b>, completed by the teacher or the writer, in which targeted objectives are highlighted ( “I included a conclusion” or “I checked for</li> </ul>	<p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. Reflect on their year of reading to begin to understand how they have grown and changed as a reader.</li> <li>2. Reflect on their growth as readers to identify their personal successes and struggles</li> <li>3. Reflect on book choices (e.g., number of books read, genre, author, series) to better understand their reading identity</li> <li>4. Collaboratively reflect on class reading activities and genres studied to remember their reading journey</li> <li>5. Understand how word attack skills and conventions helped work through challenging moments during reading</li> <li>6. Understand how comprehension strategies sided in their reading this year</li> <li>7. Revisit their reading identity to note changes</li> <li>8. Understand how readers think about their reading lives in the future to make reading plans for future (e.g., summer, into next year)</li> </ol>	<p><b>Reading:</b></p> <p>Start the work with pre-unit Immersion, e.g. read multiple examples of reflective and goal-setting pieces to understand the purpose and for exposure to the genre’s language features.</p> <ol style="list-style-type: none"> <li>1. Work with a partner and discuss their 3 favorite books read during the year; focusing on what they liked and did not like using “because” to support their thinking</li> <li>2. Identify a time during the year when reading felt like a struggle and a time when they felt like strong readers; share reflections with a partner</li> <li>3. Look over reading logs to identify the kinds of books they chose to read and discuss their findings with a partner.</li> <li>4. Share with a partner their favorite reading activity and genre using “because” to support their thinking.</li> <li>5. Co- create a class list of skills and conventions.</li> <li>6. Co-create a chart listing strategies that helped become better readers</li> <li>7. Co-create a list of interview questions to ask a partner to help identify their reading identity</li> <li>8. Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on,</li> </ol>	<ul style="list-style-type: none"> <li>• Know IEPs, 504s, CELDT level and history, GATE identification, where applicable</li> <li>• Student choice</li> <li>• Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest</li> <li>• Frequent monitoring of progress and checking of understanding</li> <li>• Compacting, i.e. accelerating students past known proficiencies</li> <li>• Independent learning contracts</li> <li>• Prompts for depth and complexity</li> <li>• Tiered assignments</li> </ul>	<p><i>Suggested:</i> <b>Professional Books for further study:</b></p>

Unit #9: End-of-Year Reflection					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation, e.g. EL, SpEd, GATE	Resources
<p>community setting?</p> <ul style="list-style-type: none"> <li>What are the characteristics and language features of reflective pieces? What is the purpose of those characteristics and language features?</li> </ul>	<p>capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> <li><b>Conferences</b> in which the student and the teacher discuss a single work, a collection of works, progress, and goals</li> <li><b>Rubrics</b> constructed by the teacher and/or the students and completed by either or both</li> <li><b>Portfolios</b> which include a large collection of artifacts selected by the student in consultation with the teacher</li> </ul> <p><b>Medium Cycle - Formative</b> assessment when used to inform instruction; <b>Summative assessment</b> when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> <li>Pre-unit, on-demand</li> <li>End-of-unit/project/culminating task</li> <li>Interim</li> </ul>	<p>9. Commit to a realistic reading goal to continue their reading life</p> <p>10. Use information gathered during reflection process to create a visual of their learning</p> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>Reflect on their year of writing to begin to understand how they have grown and changed as a writer this school year</li> <li>Reflect on their growth as writers to identify their personal successes and struggles</li> <li>Reflect on past writing to better understand the progress they have made in writing</li> <li>Collaboratively reflect on class writing activities and units of study to remember their writing journey</li> <li>Understand how word attack skills and conventions helped work through challenging moments while writing</li> <li>Revisit their writing habits to note changes</li> <li>Understand how writers think about their writing lives in the future to make writing plans for future (e.g., summer, into next year)</li> <li>Commit to a realistic writing goal to continue their writing life</li> </ol>	<p>9. Add goal to interview sheet</p> <p>10. Create a collage that incorporates a written reflection with future plans and present</p> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>Work with a partner and discuss their favorite piece they published; focusing on why using “because” to support their thinking</li> <li>Identify a time during the year when writing felt like a struggle and a time when they felt like strong writer; share reflections with a partner</li> <li>Reread old pieces and think about what they can now do as writers as compared with the beginning of the year; discuss their findings with a partner</li> <li>Share with a partner their favorite writing activity and unit of study and why it meant something to them</li> <li>Co- create a class list of skills and conventions used to power through writing</li> <li>Co-create a chart listing strategies that helped become better writers with strong habits</li> <li>Co-create a list of interview questions to ask a partner to help identify their writing identity</li> <li>Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on, add goal to interview sheet</li> </ol>	<ul style="list-style-type: none"> <li>Visuals, e.g graphic organizers, written instructions, etc.</li> <li>Movement</li> <li>Multiple means of representation and expression</li> <li>Alternate output and input options, e.g. audio and/or video text, technology</li> <li>Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc.</li> <li>Support for Executive Functioning, e.g. organization of work materials and time management, etc.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Quarterly</li> <li>• Portfolio</li> <li>• Benchmarks</li> <li>• Post-unit, on-demand</li> </ul> <p><b>Long Cycle – Summative</b></p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> <li>• CAASPP</li> <li>• CELDT</li> <li>• Portfolio</li> </ul>	<p>9. Use information gathered during reflection process to create a reflective piece</p> <p><b>Speaking and Listening</b></p> <ol style="list-style-type: none"> <li>1. Reflect on their year of speaking and listening to begin to understand how they have grown and changed as a participant in academic discussion this school year</li> <li>2. Reflect on their growth and ability to articulate ideas, beliefs and thoughts to measure growth over the year</li> <li>3. Identify their personal successes and struggles within group work to reflect on their growth as a group member</li> <li>4. Understand how thinking about struggles and success regarding collaborative protocols can help set future goals to better themselves (e.g., summer, into next year)</li> <li>5. Use information gathered during reflection process to create a reflection paragraph</li> </ol>	<p>9. Create a piece that incorporates a written reflection with future plans and present.</p> <p><b>Speaking and Listening</b></p> <ol style="list-style-type: none"> <li>1. Think about the different protocols that they have engaged in over the year. Discuss with a partner why.</li> <li>2. Have students revisit looks like sounds like feels like chart to guide critical friends circle</li> <li>3. Revisit looks like sounds like feels like chart to guide critical friends circle</li> <li>4. Remember a time when you felt success and a time when you felt struggle with in a group, discuss with a friend</li> <li>5. Use reflection data gathered to write a reflection/goal paragraph</li> </ol>		