

Select a Course:	Language Arts Grade 3
Teacher:	CORE Language Arts Grade 3
Course:	Language Arts Grade 3
Year:	2016-17
Months:	- All -

August

Fiction Unit

Enduring Understandings

Change is both a choice and a natural progression in life. Change happens gradually over time or quickly. Our actions changes ourselves and others.

Essential Questions

How is change necessary for growth? How do the changes we make affect the people we become? Are all changes either good or bad?

Standards

IL.SEL.3-5.1.A.2a - Describe a range of emotions and the situations that cause them.

IL.SEL.3-5.1.A.2b - Describe and demonstrate ways to express emotions in a socially acceptable manner.

IL.SEL.3-5.1.B.2b - Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.

IL.SEL.3-5.1.C.2a - Describe the steps in setting and working toward goal achievement.

IL.SEL.3-5.2.A.2b - Describe the expressed feelings and perspectives of others.

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

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

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

RL.3.10 - 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.

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

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

Knowledge & Skills

Relate change to growth

Explain how key details support the main idea.

Understand the cause and effect relationship between action and consequences

Ask questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Describe characters in a story (e.g., their traits, motivations, or feelings)

Explain how characters' actions contribute to the sequence of events

Distinguish their

Academic Language

crimson

tropical

monopoly

acquire

delaying

origins

complex

reputation

fascinating

concentration

oath

launch

emphasized

furious

forbidding

standards

stumped

rebellion

	<p>RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.8 - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>W.3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>		<p>own point of view from that of the narrator.</p> <p>Distinguish their own point of view from that of the characters.</p> <p>Determine the main idea of a text;</p> <p>Recount the key details of a text</p> <p>Write opinion pieces on topics or texts that includes:</p> <p>Introducing the topic or text they are writing about</p> <p>Stating an opinion</p> <p>Creating an organizational structure that lists reasons.</p> <p>Providing reasons that support the opinion.</p> <p>Using linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>Providing a concluding statement or section.</p> <p>Describe the logical connection between particular sentences and paragraphs in a text</p>	<p>fad</p> <p>obey</p> <p>trademark</p> <p>controversial</p> <p>imprinted</p> <p>deposited</p> <p>imported</p> <p>consumers</p> <p>curiosity</p> <p>remarkable</p> <p>commotion</p>
	<p>How does the author show changes in the characters? How can the use of the writing process change the quality of writing? How do linking words and phrases help you</p>			

	change from one idea to the next in your writing?			
September	Author Study			
	Enduring Understandings ✕ <ul style="list-style-type: none"> Students will be able to understand that a character's actions contribute to the sequence of events Students will be able to understand that a character's traits, motivations and feelings contribute to the sequence of events 	Essential Questions ✕ <ul style="list-style-type: none"> How does knowing about an author's background help me understand their answer? How do life experiences influence an author's writing? Where do authors get their ideas for writing? How do illustrations in a book help me understand the story? How do characters change over time through the story or stories? 	Standards ✕ <p>RL.3.9 - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RF.3.4a - Read on-level text with purpose and understanding.</p> <p>RI.3.6 - Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	Knowledge & Skills ✕ <ul style="list-style-type: none"> Compare and contrast themes of stories written by the same author. Describe the relationship between an author's background and their writing. Identify and analyze where themes from an author's work are derived. Utilize illustrations in order to support their understanding of a story and it's theme. Describe and analyze a character over time and how events in a story shape a character's evolution.
		IL.SEL.3-5.2.D.2a - Describe causes and consequences of conflicts.		

IL.SEL.3-5.3.B.2a - Identify and apply the steps of systematic decision making.

IL.SEL.3-5.3.B.2b - Generate alternative solutions and evaluate their consequences for a range of academic and social situations.

🏠 Third Grade -Change Happens ELA

Enduring Understandings ✕

Essential Questions ✕

Standards ✕

Knowledge & Skills ✕

Academic Language ✕

🏠 Change is important for growth

🏠 Characters' motivations affect the sequence of events in a story

🏠 Characters' actions, feelings, and words show how they change over time

🏠 A reader's perspective can change while reading

🏠 Writers organize their writing differently depending on the purpose of their writing

🏠 How is change necessary for growth?
(OVERARCHING)

🏠 How can a story's events be impacted by characters' motivations?

🏠 How do writers show that characters change over time?

🏠 How can a reader's perspective change while reading?

🏠 How do writers organize writing differently depend on their purpose?

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

L.3.5 - Demonstrate understanding of word relationships and nuances in word meanings.

L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

L.3.1i - Produce simple, compound, and complex sentences.

L.3.2f - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

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

L.3.5a - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

L.3.5b - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.

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

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

RL.3.10 - 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.

🏠 Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

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

🏠 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

🏠 Provide a concluding statement or section.

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

🏠 Evidence

🏠 Proof

🏠 Context Clues

🏠 Sequence

🏠 Perspective

🏠 Conclusion

🏠 Character

🏠 Traits

🏠 Details

🏠 Main Idea

🏠 Motivations

🏠 Quotes/Quotations

🏠 Passage/Selection

			<p>SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>W.3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>		
October	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
November	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
December	<p>Grade 3-Poetry Patterns in Poetry</p> <p>3 weeks</p>				
	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
	<p>Students will understand that poems are read for pleasure, instruction, and enlightenment.</p> <p>They will recognize the connection between the poet's life experience and their poetry.</p> <p>The students will understand the purpose of imagery and figurative language.</p>	<p>What is the significance of patterns in poetry?</p> <p>How do patterns help us understand poetry?</p> <p>How do poets use figurative language to show meaning?</p>	<p>L.3.4a - Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.5a - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.3.4a - Read on-level text with purpose and understanding.</p> <p>RF.3.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>RI.3.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.6 - Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.8 - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5 - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe</p>	<p>Students will recognize and demonstrate poetic devices such as figurative language.</p> <p>Students will create their own poems using poetic devices and figurative language.</p> <p>Students will recognize patterns in poetry.</p> <p>Students will create their own poems using patterns.</p>	<p>personification</p> <p>alliteration</p> <p>idioms</p> <p>onomatopoeia</p> <p>similes</p> <p>metaphors</p> <p>rhyme</p> <p>rhythm</p> <p>stanza</p>

how each successive part builds on earlier sections.

SL.3.4 - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

IL.SEL.3-5.2.A.2b - Describe the expressed feelings and perspectives of others.

3rd Grade - Frindle

Enduring Understandings ✕ **Essential Questions** ✕ **Standards** ✕ **Knowledge & Skills** ✕ **Academic Language** ✕

- Students will understand that traits are shown through the character's feelings, motivations, and actions.
- Students will understand that fiction texts follow a sequence of events.
- Students will understand their point of view and that of the author.

- How does the author show the traits in the characters?
- How does the author show the changes in the characters?
- How do the characters' actions impact the sequence of the story?
- How are the author's and reader's points of view the same and different?

- L.3.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.5 - Demonstrate understanding of word relationships and nuances in word meanings.
- RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.
- RF.3.4a - Read on-level text with purpose and understanding.
- RF.3.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL.3.6 - Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7 - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RL.3.9 - 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).
- SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse

- Students will be able to analyze text
- Students will be able to identify character traits
- Students will be able to compare and contrast characters
- Students will be able to summarize a portion of the text.
- Students will be able to predict what will happen next based off inferences and background knowledge.
- Students will be able to identify plot structure.
- Students will be able to identify main idea and details.
- Students will be able to sequence events.
- Students will be able to identify problem and solution.

- crimson
- tropical
- monopoly
- acquire
- delaying
- origins
- complex
- reputation
- fascinating
- concentration
- oath
- launch
- emphasized
- furious
- forbidding
- standards

		<p>partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.1d - Explain their own ideas and understanding in light of the discussion.</p> <p>W.3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>IL.SEL.3-5.1.B.2b - Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.</p> <p>IL.SEL.3-5.2.A.2a - Identify verbal, physical, and situational cues that indicate how others may feel.</p> <p>IL.SEL.3-5.2.A.2b - Describe the expressed feelings and perspectives of others.</p>	<ul style="list-style-type: none">  stumped  rebellion  fad  obey  trademark  controversial  imprinted  deposited  imported  consumers  curiosity  remarkable  commotion
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 **Narrative Writing**

Enduring Understandings 

Essential Questions 

Standards 

Knowledge & Skills 

Academic Language 

 Writers understand the structure of a personal narrative.

 Writers develop powerful leads and meaningful closings.

 Writers narrow focus.

 Writers build up stamina and write for longer periods

 What is writer?

 How do I become a better writer?

 How do I select a topic and zoom in on a small moment?

 How do I brainstorm for personal narrative writing?

 How do I hook my audience?

W.3.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.2a - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b - Develop the topic with facts, definitions, and details.

W.3.2c - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.2d - Provide a concluding statement or section.

W.3.3a - Establish a situation and introduce a narrator and/or characters;

 How to vary the structural pattern,length and complexity of sentences.

 How to focus writing by identifying audience, point of view, and format based on purpose.

 How to include relevant details to develop plot, characters, and setting of narrative text.

 Topic Sentence

 Lead

 Sequence

 Dialogue

 Sensory

 Editing

 Conclusion

<p>of time.</p> <ul style="list-style-type: none">  Writers write several drafts.  Writers employ a range of strategies while writing; e.g., peer conferencing, adding or deleting content, using descriptive language, writing more than one draft, thinking of audience, editing for conventions.  Writers exhibit individual style and voice to enhance the written message; e.g., in narrative text: strong verbs, figurative language, and sensory images; precision, established importance, and transitions.  Writers spell words in context using multiple strategies and resources; e.g., spelling patterns, word lists, dictionaries.  Writers proofread for capitals, punctuation, words that have been omitted, run-on sentences and conventional spelling. 	<ul style="list-style-type: none">  How do I include details that create a picture in the reader's mind?  How do I create a meaningful ending?  How do I edit and revise? 	<p>organize an event sequence that unfolds naturally.</p> <p>W.3.3b - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W.3.3c - Use temporal words and phrases to signal event order.</p> <p>W.3.3d - Provide a sense of closure.</p>	<ul style="list-style-type: none">  How to correctly spell words used often in reading and writing using a variety of strategies.  How to, with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  Use dialogue and description to develop experiences and events or show the responses of characters to situations.  Use concrete words and phrases and sensory details to convey experiences and events precisely.  Provide a conclusion that follows from the narrated experiences or events.  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS.ELA-Literacy.W.4.3) 	<ul style="list-style-type: none">  Publish  Beginning  Middle  End  Transition
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January	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>

February

March

🏠 Third Grade Myths, Fables, and Folk Tales

🏠 Enduring Understandings ✕

🏠 For thousands of years, stories have been used to explain relationships between people and our world.

🏠 Characters and their actions contribute to the sequence of events of a myth or fable.

🏠 Myths, folktales, and fables are related to each other and have similarities and differences.

🏠 Essential Questions ✕

🏠 How do we use stories to explain the relationship between ourselves and our world?

🏠 What can we learn from the messages of the stories to enhance our own relationships?

🏠 What is the relationship between traditional literature and the cultures that create them?

🏠 How do the actions of characters contribute to the events of a myth or fable?

🏠 What do myths or fables from across the world have in common?

Standards ✕

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

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

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

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

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

W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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

IL.SEL.3-5.2.B.2a - Identify differences among and contributions of various social and cultural groups.

IL.SEL.3-5.2.C.2a - Describe approaches for making and keeping friends.

🏠 Knowledge & Skills ✕

🏠 Students will be able to use text evidence to support a moral they have chosen for a fable.

🏠 Students will be able to identify the sequence of events in a moral or a myth.

🏠 Students will be able to identify a character's traits in a myth, fable, or folktale.

🏠 Academic Language ✕

🏠 God/Goddess

🏠 Moral

🏠 Traditional Literature- a story originating in popular culture, typically passed on by word of mouth. Fable- a short story, typically with animals as characters, conveying a moral.

Example: Tortoise and the Hare by Aesop

🏠 Myth- a traditional story, especially one concerning the early history of a people or explaining some natural or social phenomenon, and typically involving supernatural beings or events.
Example: Pandora's Box

🏠 Legend- a nonhistorical or unverifiable story handed down by tradition from earlier times and popularly accepted as historical.
Example: Johnny Appleseed

🏠 Tall Tale- a story with unbelievable elements, related as if it were true and factual
Example: Paul Bunyan

						 Mortal  Immortal
April	Enduring Understandings ✕	Essential Questions ✕	Standards	✕	Knowledge & Skills ✕	Academic Language ✕
May	Enduring Understandings ✕	Essential Questions ✕	Standards	✕	Knowledge & Skills ✕	Academic Language ✕
June	Enduring Understandings ✕	Essential Questions ✕	Standards	✕	Knowledge & Skills ✕	Academic Language ✕
July	Enduring Understandings ✕	Essential Questions ✕	Standards	✕	Knowledge & Skills ✕	Academic Language ✕