Bristol Public Schools
Office of Teaching & Learning

Department	OTL- Elementary Humanities
Department Philosophy	The fundamental purpose of our organization is to ensure high levels of learning for ALL students and adults by shifting the focus on teaching to a focus on learning. To ensure all students and adults learn at high levels, we must focus on results to inform and improve professional practice through job-embedded, differentiated professional development, and to meet the needs of students' through intervention and enrichment. Helping all students and adults learn requires a collaborative and collective effort through the instructional improvement cycle. Curriculum is a coherent plan for instruction and learning, integrating content and action. When we develop our curriculum, we identify the critical knowledge, skills, behaviors, and attitudes toward learning that we believe are essential for ALL students within our community based on our vision of successful graduates, and state and national standards. We identify the most high-leverage, research-based and engaging instructional strategies and assessment practices as a guide for teaching. Feedback and grading practices should be aligned to the instruction and learning articulated within the curriculum. To ensure equity for ALL, collaborative teams implement a guaranteed and viable curriculum that is aligned to essential grade-level standards with the appropriate depth and intention with a coherent set of evidence-based instructional practices in whole class, small group, and individual contexts. Here are the 5 Core Instructional Practices that we believe all students should engage in; 1. Clear Learning Targets aligned to the grade level essential learning

	2. Purposeful and engaging learning tasks
	3. Student Discourse and Discussion Protocols
	4. Formative Assessment and Feedback
	5. Goal Setting and Growth Mindset
Grade Level & Course	3rd Grade ELA (Word Study, Reading & Writing)

P indicates standard will be a priority for the unit; S indicates a supporting standard

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
LITERATURE CCSS.ELA-LITERACY.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	S				
CCSS.ELA-LITERACY.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.	S					S
CCSS.ELA-LITERACY.RL.3.3		P				

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events					
CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.					P
CCSS.ELA-LITERACY.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.					P
CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.		S		P	
CCSS.ELA-LITERACY.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)		S			
CCSS.ELA-LITERACY.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)		S			
CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of					P

the grades 2-3 text complexity band independently and proficiently.					
INFORMATIONAL CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			P		
CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.			P		
CCSS.ELA-LITERACY.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.					S
CCSS.ELA-LITERACY.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*.			S		
CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.			S		P
CCSS.ELA-LITERACY.RI.3.6 Distinguish their own point of view from that of the author of a text.				P	S
CCSS.ELA-LITERACY.RI.3.7			S		S

Standard						
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).						
CCSS.ELA-LITERACY.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	
CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.					P	
CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.			S		S	
WRITING CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.				P		
CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.				S		
CCSS.ELA-LITERACY.W.3.1.B Provide reasons that support the opinion.				S		
CCSS.ELA-LITERACY.W.3.1.C				S		

Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.						
CCSS.ELA-LITERACY.W.3.1.D Provide a concluding statement or section.				S		
CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			P		P	
CCSS.ELA-LITERACY.W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.			S		P	
CCSS.ELA-LITERACY.W.3.2.B Develop the topic with facts, definitions, and details.			S		P	
CCSS.ELA-LITERACY.W.3.2.C Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.			S		P	
CCSS.ELA-LITERACY.W.3.2.D Provide a concluding statement or section.			S		P	
CCSS.ELA-LITERACY.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	P	P				
CCSS.ELA-LITERACY.W.3.3.A	S	P				

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.						
CCSS.ELA-LITERACY.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	S	P				
CCSS.ELA-LITERACY.W.3.3.C Use temporal words and phrases to signal event order.	P					
CCSS.ELA-LITERACY.W.3.3.D Provide a sense of closure.	P					
CCSS.ELA-LITERACY.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)					P	P
CCSS.ELA-LITERACY.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	S	S	S			P
CCSS.ELA-LITERACY.W.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.				S	S	S

CCSS.ELA-LITERACY.W.3.7 Conduct short research projects that build knowledge about a topic.					P	
CCSS.ELA-LITERACY.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.				S	P	
CCSS.ELA-LITERACY.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.	S	S	S	S	S	S
FOUNDATIONAL SKILL STANDARDS CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	S	S	S	S	S	S
CCSS.ELA-LITERACY.RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.	P	P	P	P	P	P
CCSS.ELA-LITERACY.RF.3.3.B Decode words with common Latin suffixes.	P	P	P	P	P	P
CCSS.ELA-LITERACY.RF.3.3.C Decode multisyllable words.		P	P	P	P	P
CCSS.ELA-LITERACY.RF.3.3.D Read grade-appropriate irregularly spelled words.	P	P	P	P	P	P
CCSS.ELA-LITERACY.RF.3.4	S	S	S	S	S	S

Read with sufficient accuracy and fluency to support comprehension.						
CCSS.ELA-LITERACY.RF.3.4.A Read grade-level text with purpose and understanding.	S	S	S	S	S	S
CCSS.ELA-LITERACY.RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.						P
CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.3.1.B Form and use regular and irregular plural nouns.	P					
CCSS.ELA-LITERACY.L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	P	P	P	P	P	P
CCSS.ELA-LITERACY.L.3.1.I Produce simple, compound, and complex sentences.	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.3.2.A Capitalize appropriate words in titles.	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.3.2.B Use commas in addresses.	S	S	S	S	S	S

CCSS.ELA-LITERACY.L.3.2.C Use commas and quotation marks in dialogue.	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).	P	P	P	P	P	P
CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.	P	P	P	P	P	P
CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	P	P	P	P	P	P

UNIT 1: Launching Readers' and Writers' Workshop through Narrative Text

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
RL 3.1	**Literature Standards** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	x	Content Knowledge	Setting Problem Solution Central Message Details Retelling Important Events Think Marks Unfamiliar Words Main Character Evidence
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
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.	x	Product Development	
			Learning Behavior	
		x		
W3.3	**Writing Standards** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	x	Content Knowledge	Narrative writing Sequence of events Personal narratives Transition words Beginning Middle End Narrator Character Real vs. imagined events Story mountain Topic Generate ideas
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
W3.3 A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	x	Product Development	
			Learning Behavior	
W3.3 B	Use dialogue and descriptions of actions, thoughts, and feelings to develop	x		

W3.3 C	experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order.			Action Dialogue Thought Feeling Memory Hook Introduction Descriptive language Temporal words Conclusion Closure Edit Revise
W3.3D	Provide a sense of closure.			
W3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)			
W3.10	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.			
R.F. 3.3A	**Foundational Skill Standards** Identify and know the meaning of the most common prefixes and derivational suffixes.	x	Content Knowledge	Prefix Suffix Decode Irregularly spelled words Fluency Accuracy Comprehension Self correct Reread
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
R.F 3.3 B	Decode words with common Latin suffixes.		Physical Skill	
		x	Product Development	
R.F. 3.3		x	Learning Behavior	

D R.F. 3.4 R.F 3.4 A R.F, 3.4 C	Read grade-appropriate irregularly spelled words. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
L.3.1 B L 3.1 G L 3.1 I L 3.2 L 3.2A 3.2 B	**Language Standards** Form and use regular and irregular plural nouns. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Produce simple, compound, and complex sentences. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use commas in addresses.	x x x x	Content Knowledge Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) Physical Skill Product Development Learning Behavior	Regular vs. Irregular Plural Noun Adjectives Adverbs Compound sentence Complex sentence Capitalization Punctuation Title Comma Quotation marks Dialogue Suffix Base word Word families High frequency words Spelling patterns Syllable Ending patterns Reference materials

L 3.2 C	Use commas and quotation marks in dialogue.			
L. 3.2 E	Use commas and quotation marks in dialogue.			
L 3.2 E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, and happy).			
L. 3.2	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.			
L. 3.2 G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			

UNIT ESSENTIAL QUESTIONS

How do we engage with Narrative Text during Readers' and Writers' workshop?

CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can see the story in my mind as I read to understand what I have read. I can retell using important events and details from the text.	x	Selected Response	● Reading Mentor text ● Using Race Rubric to provide text evidence to support answers to text dependent questions. ● Participation in the
	x	Constructed Response	
		Performance	
		Observation	

I can use different strategies to ask and answer questions while I read (using close reading strategies, post-it notes, thinkmarks) I can stop to figure out unfamiliar words and keep reading to help gain meaning and understanding. I can identify the setting and give details to support my answer. I can develop a written response to describe a setting with details from the text. I can identify the main character in the story and support my thinking with evidence. I can explain the problem in a story and support my thinking with evidence I can explain the solution in a story and support my thinking with evidence. I can identify the central message of a story and support my thinking with evidence. I can identify the central message of a story and support my thinking with evidence.			Fundations program.
I can tell the difference between real experiences and imagined experiences. I can generate ideas for my narrative by thinking of a person, place, or thing that is important in my life.	x	Selected Response	• Studying mentor texts • Using a student checklist to craft writing pieces • Peer editing • Celebration of writing
	x	Constructed Response	
		Performance	

I can pick my topic and rehearse for story writing by telling my story using a story mountain. I can pick my topic and rehearse for story writing by telling my story using a story mountain. I can use an action, dialogue, thought, feeling, question or memory to craft an introduction and hook my reader. I can introduce the narrator and setting in my introduction I can use my story mountain to draft my personal narrative. I can use my story mountain to draft my personal narrative. I can use my story mountain to draft my personal narrative. I can use descriptive language and details to describe my actions, thoughts, and feelings in my writing. I can use descriptive language and details to describe my actions, thoughts, and feelings in my writing. I can use temporal words such as after, before, while, and during to help the reader understand the order of events in my story. I can provide a conclusion to my story that provides a sense of closure for my reader. I can work with a partner to revise and edit my writing. I can work independently to revise and edit my work. I can celebrate my writing.	Observation	

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
Syllables Spelling patterns Central message Elements of Narrative Text	Decoding skills	Use of RACE Rubric and Writing Rubric at Level 4 Increase Guided Reading Level and use of Learning Targets at a higher level Provide text with a higher lexile level so that students can practice skills and strategies with complex text	Student centered literacy stations, Book Clubs, Buddy Reading and Editing

RESOURCES

- Everybody Cooks Rice by Norah Dooley
- Come On Rain by Karen Hesse
- RACE written response rubric
- Editing and Revising Peer Checklist
- Personal Narrative Writing Teacher Rubric

UNIT 2: Understanding Characters in Realistic Fiction & Realistic Fiction Writing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
RL.3.3	**Literature Standards** Describe characters in a story	X	Content Knowledge	Evidence Infer

	(e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Feeling
				Event
				Internal and external character traits
			Physical Skill	Identify
				Illustration
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	X	Product Development	Describe
				Specific words
			Learning Behavior	Character changes throughout the story
				Point of view
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).			Problem
				Action
				Character action contribute to sequence of events
				Compare and contrast
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)	X		Theme
				Plot
R.L. 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
W.3.3.	**Writing Standards** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and	X	Content Knowledge	Real vs. imagined events
				Realistic characters
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Events
				Problems
				Solutions
			Physical Skill	Internal and external traits
				Story mountain

	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 responses of characters to situations.	X	Product Development	Action Dialogue Thought Feeling Introduction Hook Main character Setting Plot Draft Interaction between characters Transitional words Sequence Descriptive words Edit Revise
			Learning Behavior	
W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	X		
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.			
RF.3.3	**Foundational Skills Standards** Know and apply grade-level phonics and word analysis skills in decoding words.	x	Content Knowledge	Decode Word analysis Sight words High frequency words Prefix Suffix Irregularly spelled words Accuracy Fluency Prose Poetry Rate
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.	x	Physical Skill	
			Product Development	
RF.3.3.B	Decode words with common Latin suffixes.	x	Learning Behavior	

RF.3.3.D	Read grade-appropriate irregularly spelled words.			Expression Self correction Rereading
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.			
RF.3.4.A	Read grade-level text with purpose and understanding.			
RF.3.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
L.3.1.G L.3.1.I L.3.2	**Language Standards** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Produce simple, compound, and complex sentences. Demonstrate command of the conventions of standard English capitalization, punctuation, and	x x x x	Content Knowledge Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) Physical Skill Product Development Learning Behavior	Adjective Adverbs Compound sentences Complex sentences Capitalization Punctuation Titles Commas High frequency words Suffixes Base words Spelling patterns Word families

				Syllable patterns Spelling rules Reference materials
	spelling when writing.			
L.3.2.A	Capitalize appropriate words in titles.			
L.3.2.B	Use commas in addresses.			
L.3.2.C	Use commas and quotation marks in dialogue.			
L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).			
L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.			
L.3.2.G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			

UNIT ESSENTIAL QUESTIONS			
How are characters developed in realistic fiction stories?			
CCSS Standard **Objective(s): The students will be able to:**	**Summative Assessment Strategy**		**Common Learning Experiences**
I can use evidence to infer characters' feelings based on an event or detail in a text. I can identify the difference between internal and external character traits. I can use evidence to infer character traits. I can describe how the author uses illustrations to convey meaning. I can describe how the author uses specific words to convey meaning I can notice and discuss how a character changes from the beginning to the end of the story. I can describe how the character's point of view changes as events unfold in the story. I can identify the character's problem and locate evidence to support my thinking. I can notice and discuss how the character solved their problem and use evidence to support my thinking. I can explain how characters' actions contribute to the sequence of events. I can describe how a character's actions impact their relationships. I can identify a message or lesson that can be learned in a text.	x	Selected Response	● Reading Mentor text ● Using Race Rubric to provide evidence for answers ● Anchor charts ● Literary IAB ● Participation in the Fundations program
	x	Constructed Response	
		Performance	
	Observation		

I can distinguish my own point of view from that of the characters. I can compare and contrast the themes and plots of stories written by the same author about the same or similar characters.			
I can tell the difference between real experiences and imagined experiences. I can generate ideas for my writing by thinking of realistic characters, events, problems, and solutions. I can develop my character by thinking about internal traits. I can develop my character by thinking about external traits. I can include a problem and how the character tries to solve the problem. I can plan my characters and events by using a story mountain. I can use an action, dialogue, thought, feeling, question, or memory to craft an introduction and hook my reader. I can introduce the main character and the setting in my introduction. I can draft paragraphs to develop a believable story with interesting characters and a realistic plot. I can draft paragraphs to develop a believable story with interesting characters and a realistic plot. I can introduce characters by explaining who they are, what they do, and what they say or think. I can use dialogue to describe the interactions between characters.	x Selected Response x Constructed Response Performance Observation		● Studying mentor texts ● Using a student checklist to craft writing ● Literary IAB ● Peer editing ● Celebration of writing

I can use transition words to support the sequence of events in my story. I can use descriptive word choice to show rather than tell details about the character(s) and events to help the reader create a mental picture. I can provide a conclusion that connects back to the introduction. I can work with a partner to revise and edit my writing. I can work independently to revise and edit my work. I can celebrate my writing.		

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
Imagined characters Limited written responses	Decoding Race Rubric	Use of Race Rubric and Writing Rubric at level 4 Increase Guided Reading Level and use of Learning Targets at a higher level Provide text with a higher lexile level so that students can practice skills and strategies with complex text	Buddy Reading and Revising, Student Centered stations & Book Club

UNIT 3:Interpreting Informational Texts

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
RI.3.2. RI.3.1. RI.3.5. RI.3.4	**Informational Standards** Determine the main idea of a text; recount the key details and explain how they support the main idea Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. Determine the meaning of general academic and	x	Content Knowledge	Main Idea Key details Explicit Text features Sidebar Hyperlinks General academic vocabulary Domain specific vocabulary Illustrations Maps Photographs Key events informative / explanatory texts Topic Examine Convey Ideas Identify Locate Purpose Table of contents
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	

RI.3.7.	domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur)			Bold print Captions Timeline Glossary Supporting details Paragraph Context clues Determine meaning
W.3.2. W.3.2a. W.3.2b. W.3.2c. W.3.2d. W.3.5.	**Writing Standards** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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.	x x x	Content Knowledge Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) Physical Skill Product Development Learning Behavior	informative/ explanatory Examine Topic Convey Illustrations Facts Definitions Linking words Categories Concluding statement Planning Revising Editing Brainstorm Explore Potential topics Organize Collaborate Expand Sub topics Develop Paragraphs Temporal words Conclusion

W.3.10	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 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.			Summary Define Content specific vocabulary Headings Text features Edit Revise
RF.3.3 RF.3.3.A RF.3.3.B RF.3.3.D RF.3.4 RF.3.4.A	**Foundational Skills Standards** Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Read grade-appropriate irregularly spelled words. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with	x x x x	Content Knowledge Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) Physical Skill Product Development Learning Behavior		Decode Word analysis Sight words High frequency words Prefix Suffix Irregularly spelled words Accuracy Fluency Prose Poetry Rate Expression Self correction Rereading

RF.3.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
	Language Standards	x	Content Knowledge	Adjective
L.3.1.G	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Adverbs Compound sentences Complex sentences Capitalization Punctuation
			Physical Skill	Titles
L.3.1.I	Produce simple, compound, and complex sentences.	x	Product Development	Commas High frequency words
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Learning Behavior	Suffixes Base words Spelling patterns Word families Syllable patterns Spelling rules Reference materials
L.3.2.A	Capitalize appropriate words in titles.	x		
L.3.2.B	Use commas in addresses.			
L.3.2.C	Use commas and quotation marks in dialogue.			

purpose and understanding.

L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).		
L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		
L.3.2.G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		

UNIT ESSENTIAL QUESTIONS			
How can we use skills and strategies to interpret Informational Text?			
CCSS Standard **Objective(s):** The students will be able to:	**Summative Assessment Strategy**		**Common Learning Experiences**
I can learn new information from using text features when reading informational text I can identify, locate and explain the purpose of the text features table of contents, heading, and map.	x	Selected Response	● Reading Mentor text ● Using Race Rubric to provide evidence for answers ● Anchor charts ● ● Participation in the Fundations
	x	Constructed Response	
		Performance	
		Observation	

I can identify, locate and explain the purpose of the text feature pictures/photographs, typeface, and captions. I can identify and explain the purpose of the text features timeline/table/charts, glossary, and index. I can locate the main idea within a paragraph. I can find supporting details for the main idea within a paragraph. I can explain the main idea of a paragraph using details from the text to support my thinking. I can locate the main idea and supporting details within a passage. I can use context clues to determine the meaning of unknown words.			program
I can brainstorm potential topic ideas by exploring what I know. I can organize information about a topic. I can collaborate with a partner to expand my thinking about my subtopics. I can develop paragraphs to convey my ideas and information clearly. I can use temporal words and phrases to connect my ideas. I can use a hook that is appropriate for my informational writing. I can introduce my topic and subtopics to my audience. I can write a conclusion that summarizes the important information in my topic and subtopics. I can find places in my writing to use and define content-specific vocabulary.	x x	Selected Response Constructed Response Performance Observation	• Studying mentor texts • Using a student checklist to craft writing • Informational IAB • Writing an informational text • Peer editing • Celebration of writing

I can use headings to guide the reader through my informational writing. I can use text features to support my writing. I can edit and revise my writing. I can celebrate and share my writing with an audience.		

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
Topic Subtopic Main Idea vs. Key Details Syllables Irregular spelling patterns	Decoding Race Rubric	Use of Race Rubric and Writing Rubric at level 4 Increase Guided Reading Level and use of Learning Targets at the Provide text with a higher lexile level so that students can practice skills and strategies with complex text	Buddy Reading and Revising, Student Centered stations & Book Club

RESOURCES

- Brands We Know Lego By Sara Green
- Informational Rubric
- Student/ Peer Editing Information Writing Checklist

UNIT 4: Considering Perspective and Supporting Opinions

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
R.L. 3.6 RI.3.6	**Reading Standards (Literary & Informational)** Distinguish their own point of view from that of the narrator or those of the characters. Distinguish their own point of view from that of the author of a text.	x	Content Knowledge	Point of view Narrator Characters Author Determine Author's purpose Persuade Inform Entertain Provide examples Provide reasons Author's point of view Narrator's point of view
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
		x	Learning Behavior	
W.3.1 W.3.8 W.3.1.A	**Writing Standards** Write opinion pieces on topics or texts, supporting a point of view with reasons. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Introduce the topic or text they are writing about, state an	x	Content Knowledge	Opinion Topics Point of view Reasons Recall Gather information Digital resources Brief notes Sources Categories Organizational structure Support opinions Provide reasons Linking words
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
		x	Learning Behavior	

				Concluding statement
	opinion, and create an organizational structure that lists reasons.			Publish writing
				Collaborate
				Generate list of opinions
W.3.1.B	Provide reasons that support the opinion.			Plan
				Compose
				Introduction
W.3.1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.			Hook
				State opinion
				Craft body of opinion piece
W.3.1.D	Provide a concluding statement or section.			Conclusion
				Elaborate
				Opinion words
W.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.			Revise
				Edit
				Improve
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.			
RF.3.3	**Foundational Skills Standards** Know and apply grade-level phonics and word analysis skills in decoding words.	x	Content Knowledge	Decode
				Word analysis
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Sight words
				High frequency words
				Prefix
RF.3.3.A	Identify and know the meaning		Physical Skill	Suffix
				Irregularly spelled words

	of the most common prefixes and derivational suffixes.	x	Product Development	Accuracy Fluency Prose Poetry Rate Expression Self correction Rereading
RF.3.3.B	Decode words with common Latin suffixes.		Learning Behavior	
RF.3.3.D	Read grade-appropriate irregularly spelled words.			
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.			
RF.3.4.A	Read grade-level text with purpose and understanding.	x		
RF.3.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
L.3.1.G	**Language Standards** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	x	Content Knowledge	Adjective Adverbs Compound sentences Complex sentences Capitalization Punctuation Titles Commas High frequency words Suffixes
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
L.3.1.I	Produce simple, compound, and complex sentences.	x	Product Development	
		x	Learning Behavior	

			Base words Spelling patterns Word families Syllable patterns Spelling rules Reference materials
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.3.2.A	Capitalize appropriate words in titles.		
L.3.2.B	Use commas in addresses.		
L.3.2.C	Use commas and quotation marks in dialogue.		
L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).		
L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		
L.3.2.G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		

UNIT ESSENTIAL QUESTIONS			
How can we consider others' perspectives while supporting our opinions with reasons and evidence?			
CCSS Standard **Objective(s):** The students will be able to:	**Summative Assessment Strategy**		**Common Learning Experiences**
I can determine the author's purpose. I can explain the author's purpose to persuade. I can notice the language an author uses to persuade a reader. I can identify the different texts authors write to persuade the reader. I can explain the author's purpose to inform. I can notice the language an author uses to inform a reader. I can identify the different texts authors write to inform the reader. I can explain the author's purpose to entertain. I can notice the language/characters an author uses to entertain a reader. I can identify the different texts authors write to entertain the reader I can provide examples for the reasons an author writes a text. I can define what point of view is. I can determine the author's/narrator's point of view in an informational text (nonfiction) and provide evidence to support my thinking.	x	Selected Response	● Reading Mentor text ● Using Race Rubric to provide evidence for answers ● Anchor charts ● Determining POV ● Determining Author's purpose ● Participation in the Fundations program
	x	Constructed Response	
		Performance	
		Observation	

I can determine the author's/narrator's point of view in a literary text (fiction) and provide evidence to support my thinking. I can determine my own point of view as I read and provide evidence to support my thinking. I can determine a character's point of view and provide evidence to support my thinking. I can distinguish between my point of view and the character's point of view. I can distinguish between my point of view and the author's point of view.			
I can determine my opinion on a given topic. I can determine how an opinion essay is different from other writing. I can generate a list of my opinions about my school. I can plan an opinion piece using a graphic organizer. I can compose an introduction. (Includes a hook, clearly states my opinion, and contains at least three reasons) I can craft the body of my opinion piece using a graphic organizer. I can write a conclusion paragraph that restates my opinion and reasons. I can elaborate by adding more details to my reasons. I can include opinion words and phrases to connect my ideas.	x x	Selected Response Constructed Response Performance Observation	● Studying mentor texts ● Using a student checklist to craft writing ● Writing an an opinion piece ● Peer editing ● Celebration of writing

I can revise my opinion essay to make sure it makes sense, is clear and has enough details. I can edit my opinion essay to include correct spelling and punctuation. I can improve my writing by providing and receiving feedback with a partner. I can share my opinion essay with others.		

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
Opinion vs. Fact Persuade, Inform, Entertain Author vs. Narrator	Decoding Race Rubric	Use of Race Rubric and Writing Rubric at level 4 Increase Guided Reading Level and use of Learning Targets at a higher level Provide text with a higher lexile level so that students can practice skills and strategies with complex text	Buddy Reading and Revising, Student Centered stations & Book Club

RESOURCES

- Save Me A Seat by Sarah Weeks
- Rubric
- Student/ Peer Editing Checklist

UNIT 5: Researching to Build Knowledge to Teach Others

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
RI 3.8	**Reading Informational Standards** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	x	Content Knowledge	Logical connection Describe Comparison cause/effect Sequence Most important points Key details Text features Sidebars Hyperlinks Locate Topic Distinguish Point of view Author's point of view Relationship between concepts Historical events Scientific ideas Build background Identify Text structure Description Compare contrast Problem solution Author's opinion Notes Support
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
RI 3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.		Learning Behavior	
RI 3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	x		
RI 3.6	Distinguish their own point of view from that of the author of a text.			
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.			Heading Subheading Source
R.I. 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.			
W3.2	Writing Standards Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	x	Content Knowledge	informative/explanatory text Examine a topic Group related information Illustrations Facts Definitions Details Linking words Categories Concluding statement Short research Project Recall Gather Digital resources Topic Research report Heading Subheading Notes
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
W 3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		Physical Skill	
		x	Product Development	
			Learning Behavior	
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*,) to connect ideas within categories of information.	x		
W.3.2d	Provide a concluding statement			

				Important information
				Organize notes
				Domain specific vocabulary
W 3.7	Conduct short research projects that build knowledge about a topic.			Introduction
				Present
				Body paragraphs
				Transition words
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.			Revise
				Edit
				Determine
				Present research
W 3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.			
W 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.			
RF.3.3	**Foundational Skills Standards** Know and apply grade-level phonics and word analysis skills in decoding words.	x	Content Knowledge	Decode Word analysis Sight words
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	High frequency words Prefix
RF.3.3. A	Identify and know the meaning of the most common prefixes and derivational suffixes.		Physical Skill	Suffix Irregularly spelled words
		x	Product Development	Accuracy Fluency

RF.3.3.B	Decode words with common Latin suffixes.		Learning Behavior	Prose Poetry Rate Expression Self correction Rereading
RF.3.3.D	Read grade-appropriate irregularly spelled words.			
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.			
RF.3.4.A	Read grade-level text with purpose and understanding.	x		
RF.3.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
	Language Standards	x	Content Knowledge	Adjective Adverbs Compound sentences Complex sentences Capitalization Punctuation Titles Commas High frequency words Suffixes Base words Spelling patterns Word families Syllable patterns
L.3.1.G	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
L.3.1.I	Produce simple, compound, and complex sentences.	x	Product Development	
			Learning Behavior	
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and	x		

			Spelling rules Reference materials
	spelling when writing.		
L.3.2.A	Capitalize appropriate words in titles.		
L.3.2.B	Use commas in addresses.		
L.3.2.C	Use commas and quotation marks in dialogue.		
L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).		
L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		
L.3.2.G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		

UNIT ESSENTIAL QUESTIONS

How does test structure help to determine the meaning of text ?
What information can we gather from multiple sources in order to teach others about a topic?

CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can build background knowledge about a topic. I can identify the text structure "description" in a book/article. I can identify the text structure "sequence" in a book/article. I can identify the text structure "compare and contrast" in a book/article. I can identify the text structure "problem and solution" in a book/article. I can identify the text structure "cause and effect" in a book/article. I can identify why the author used a text structure in a book/article. I can take notes on the most important information as I read and put it into my own words. I can organize my notes into boxes and bullets. I can identify domain specific vocabulary that I located in my research.	x	Selected Response	• Reading Mentor text • Using Race Rubric to provide evidence for answers • Anchor charts • Determining Text Structure • Analyzing Sources • Research IAB • Participation in the Fundations program
	x	Constructed Response	
		Performance	
		Observation	
I can identify which notes support the author's opinion. I can identify how the heading/ subheading is supported by the	x	Selected Response	• Studying mentor texts • Using a student checklist to craft Research Project
	x	Constructed Response	

information in the text. I can identify what source would support my research. I can choose a topic for my research report and develop sub-headings to organize my writing. I can take notes on the most important information as I read and put it into my own words. I can organize my notes into boxes and bullets. I can identify domain specific vocabulary that I located in my research. I can write an introduction to present my topic to the reader. I can use my research notes to write the body paragraphs of my report. I can use transition words to show how information is connected. I can revisit the information writing checklist to add to my work. I can determine how to best present my research report. I can present my research to an audience.	Performance Observation	● Research IAB ● Peer editing ● Presentation of Research

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	**PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT**	**ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY**	**OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT**
Text Structure (problem solution, sequence, cause effect, compare contrast) Sources for research	Decoding Race Rubric	Use of Race Rubric and Writing Rubric at level 4 Increase Guided Reading Level and use of Learning Targets at a higher level Provide text with a higher lexile level so that students can practice skills and strategies with complex text	Buddy Reading and Revising, Student Centered stations & Book Club Student research presentations

RESOURCES
Student Mentor Text Collection on Dinosaurs Student/Peer Editing Checklist Research Writing Rubric

UNIT 6: Reading and Writing Poetry

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
RL.3.4	**Reading Standards** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	x	Content Knowledge	Determine meaning of words Determine meaning of phrases Literal vs. nonliteral language Poems
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Chapter Stanza Scene Central message Moral
			Physical Skill	Key details Characteristics of poetry Figurative language
		x	Product Development	Identify Main idea Line breaks
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.	x	Learning Behavior	Rhythm Patterns Repetition Alliteration Literary device Onomatopoeia
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.			Fluency Imagery Personification Simile Metaphor Word choice Mood

				Theme Analyze
W.3.4	**Writing Standards** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) Supporting Standards W.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. W3.10 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.	x x x x	Content Knowledge Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) Physical Skill Product Development Learning Behavior	Development Organization Plan Revise Edit Produce Publish Collaborate List Rhythm Rhyme Repetition Alliteration Onomatopoeia Heart map Genre Personification Simile Metaphor Specific word choice Mood Message Theme

	Foundational Skills Standards	x	Content Knowledge	Decode
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Word analysis Sight words High frequency words Prefix
RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.		Physical Skill	Suffix Irregularly spelled words Accuracy Fluency
		x	Product Development	
RF.3.3.B	Decode words with common Latin suffixes.		Learning Behavior	Prose Poetry Rate Expression Self correction Rereading
RF.3.3.D	Read grade-appropriate irregularly spelled words.			
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.			
RF.3.4.A	Read grade-level text with purpose and understanding.			
RF.3.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	x		
RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
R.F 3.4 B				

	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
	Language Standards	x	Content Knowledge	Adjective
L.3.1.G	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Adverbs
Compound sentences
Complex sentences
Capitalization
Punctuation
L.3.1.I			Physical Skill	Titles
	Produce simple, compound, and complex sentences.	x	Product Development	Commas
High frequency words
			Learning Behavior	Suffixes
Base words
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			Spelling patterns
Word families
Syllable patterns
Spelling rules
Reference materials
L.3.2.A	Capitalize appropriate words in titles.			
L.3.2.B	Use commas in addresses.	x		
L.3.2.C	Use commas and quotation marks in dialogue.			
L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).			

L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		
L.3.2.G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		

UNIT ESSENTIAL QUESTIONS		
What are characteristics of poetry and how can we use them to enhance our poetry writing?		

CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can explore a variety of poems to notice and wonder about different characteristics and figurative language of a poem. I can identify how stanzas build on one another to develop the main idea of a poem. I can identify how the poet uses line breaks and stanzas to contribute to the rhythm of a poem. I can identify how different patterns contribute to the rhyme of a poem. I can identify how the poet uses repetition to contribute to the rhythm of a poem.	x	Selected Response	• Exploring mentor poems to study the purpose, structure and characteristics of poetry • generating notebook entries of poems as seed ideas • drafting and studying poetic craft • re-reading and revising poetry using a toolbox of strategies related to the meaning and rhythm of poetry • preparing to publish poetry through further revision and editing
	x	Constructed Response	
	x	Performance	
		Observation	

I can identify how the poet uses alliteration to contribute to the rhythm of a poem. I can identify the literary device onomatopoeia of a poem and determine its meaning. Sound Words I can re-read poems to develop a sense of fluency and further develop the enjoyment of reading poems. I can identify how a poet uses imagery by including the literary device personification. I can identify the literary device personification of a poem and determine its meaning. I can identify how a poet uses imagery by including the literary device simile. I can identify how a poet uses imagery by including the literary device metaphor. I can notice how word choice of a poet helps the reader arrive at the mood of a poem. I can notice how word choice of a poet helps the reader arrive at the theme or message of a poem. I can analyze a poem by incorporating what I've learned about poetry. I can celebrate by sharing my favorite poem that I read in this unit and explain why it will stay close to my heart.		

I can generate a list of things that I care about. I can incorporate stanzas into my poetry to develop the main idea. I can incorporate rhythm in my poetry writing. I can incorporate rhyme into my poetry writing. I can incorporate repetition in my poetry writing. I can incorporate alliteration in my poetry writing. I can incorporate onomatopoeia in my poetry writing. I can use my heart map to apply what I know about the genre of poetry to craft my own pieces of poetry. I can incorporate personification in my poetry writing. I can develop similes using my heart map. I can incorporate similes in my poetry writing. I can develop metaphors using my heart map. I can incorporate metaphors in my poetry writing. I can use my heart map to apply what I know about the genre of poetry to craft my own pieces of poetry. I can use specific word choices in my poetry to help the reader determine the mood of my poem. I can use specific words and phrases to develop a poem that has a clear message or theme.	x	Selected Response	● Exploring mentor poems to study the purpose, structure and characteristics of poetry ● Generating notebook entries of poems as seed ideas ● Drafting and studying poetic craft ● Re-reading and revising poetry using a toolbox of strategies related to the meaning and rhythm of poetry ● Preparing to publish poetry through further revision and editing
	x	Constructed Response	
	x	Performance	
		Observation	

I can use my checklist to reread my poetry collection to ensure that I included all elements of poetry. I can organize my poems to compile a personal poetry book. I can celebrate my personal poetry work with others.		

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	**PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT**	**ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY**	**OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT**
Poetry characteristics Use of all elements in a poem	Main idea Key details Theme Message	Use of additional figurative language and literary devices Increase Guided Reading Level and use of Learning Targets at a higher level Provide text with a higher lexile level so that students can practice skills and strategies with complex text	Peer feedback of poetry Publishing and producing of authentic student created poetry Crafting, selecting and performing a poem to the class
RESOURCES			

- Tortoise and the Hare traditional text
- Tortoise and the Hare Poem 2
- Poetry Writing Checklist