



Cumberland County Schools
ELA Pacing Guide
Grade 3

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ELA Pacing Guide

Grade 3

When students enter third grade, they should be confident readers, able to sound out words, read with expression, and make meaning of what they read. During this year, students continue to make connections between literature and other subjects. They read stories inspired by the sea while learning about oceans. They might study myths from ancient Greece, learn about the branches of government in the United States, read about artist, musicians, and inventors, find common themes in trickster tales across many cultures, come to recognize the beauty of poetic language, and more. Throughout these units, students write reports, letters, stories, poems, and descriptions; they continue to work on grammar and punctuation. They participate in structured class discussions and learn how to take notes and conduct basic research. By the end of third grade, students should be ready to start writing simple essays and speeches. They are able to write on a range of topics and have background knowledge that will help them with the challenges of upper elementary school and beyond.

Cumberland County Schools

ELA Pacing Guide

Pacing Guide Expectations:

The third grade guide is divided into five themed units of study. An approximate time frame is given for each unit of study. The teacher will find a list of standards that are to be addressed throughout the year at the beginning of the pacing guide. Specific standards have been identified within each unit. **Selections from the current textbook are included.** The **Suggested Supplemental Works** are **options** provided for teaching each unit of study. Obviously, there will be resources not listed that the teacher will want to use with each unit. It is suggested that teachers download the pacing guide to their desktop, and add an additional page of resources as they complete each unit. This pacing guide is a living, breathing document that will be revised as needed.

Unit Overviews & Suggested Pacing

Unit One—Stories Worth Telling Again and Again

In this first six-week unit of third grade, students read stories that are worth telling and retelling.

Unit Two—Smart Solutions

In this second six-week unit of third grade, students read stories, poetry, and informational texts that are inspired by a love of curiosity and problem solving.

Unit Three—Creative, Inventive, and Notable People

In this third six-week unit of third grade, students read biographies about musicians, artists, and inventors of the early twentieth century.

Unit Four—One of a Kind

In this fourth six-week unit of third grade, students read about unique people and places.

Unit Five—A Feast of Words on a Planet Called Earth—and Beyond

In this fifth twelve-week unit of third grade, students read stories, poems, and informational text full of rich language, a “feast of words.”

Standards addressed throughout the year:

Use the following key for assistance in understanding the standards:

RL: Reading—Literature, RI: Reading—Informational Text, W: Writing, SL: Speaking and Listening, L: Language, and RF: Reading Foundations

Reading: Literature

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).

Reading: Informational Text

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

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

Reading: Foundational Skills

RF.3.3.c: Decode multisyllable words.

RF.3.3.d: Read grade-appropriate irregularly spelled words.

RF.3.4.a: Read grade-level text with purpose and understanding.

Writing:

W.3.1.a: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.b: Provide reasons that support the opinion.

W.3.1.c: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.1.d: Provide a concluding statement or section.

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

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

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

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

W.3.3.a: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.c: Use temporal words and phrases to signal event order.

W.3.3.d: Provide a sense of closure.

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

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

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.

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.

Speaking and Language

SL.3.1.b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1.d: Explain their own ideas and understanding in light of the discussion.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

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

Language

L.3.1.b: Form and use regular and irregular plural nouns.

L.3.1.c: Use abstract nouns (e.g., childhood).

L.3.1.d: Form and use regular and irregular plural nouns.

L.3.1.e: Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

L.3.1.f: Ensure subject-verb and pronoun-antecedent agreement.

L.3.1.g: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.2: Demonstrate command of the conventions of 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.d: Form and use possessives.

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.

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

L.3.3.a: Choose words and phrases for effect.

L.3.3.b: Recognize and observe differences between the conventions of spoken and written standard English.

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

L.3.4.b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

L.3.4.c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

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

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

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

L.3.5.c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

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).

Unit One: Stories Worth Telling Again and Again

Essential Question: Why do we hand stories down to the next generation?

Standards Specific to this Unit:

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.

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1.c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

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

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

L.3.1.a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Unit One—Stories Worth Retelling Again and Again

Essential Question: Why do we hand stories down to the next generation?

Suggested Student Objectives

- Tell stories from personal experiences and write narratives telling those stories.
- Revise and edit narratives with the help of peers and adults.
- Determine and analyze characters' traits and motivations in realistic fiction such as *The Stories Julian Tells*.
- Distinguish nouns, pronouns, and verbs from each other, understanding the role of each in a sentence.
- Perform a poem dramatically, (e.g., a Langston Hughes poem) with expression and appropriate phrasing for meaning.
- Compare and contrast the message and characters in two books with the same theme (e.g., "grandparent" books).
- Determine the trickster, the fool, the problem, and the solution in various cultures' trickster tales.
- Research one of the trickster tale's cultures, as part of responding to class-generated questions.
- Create a class book or a multimedia presentation based on the culture research.
- Discuss artists' contributions to the preservation of the Native American culture through art.

Key Vocabulary

Content---Specific

Author
Character motivation
Character traits
Collective noun
Editing
The fool
Generational stories
Illustrator
Internet search
Narrative writing
Noun
Problem
Pronoun
Revising Shared
research
Solution
The trickster
Trickster tales
Verb
Verb tense

Unit One—Stories Worth Retelling Again and Again

Essential Question: Why do we hand stories down to the next generation?

Scott Foresman—Reading Street

Boom Town (Historical Fiction)

Mike’s Teaching T-Shirts (Expository Nonfiction)

The California Gold Rush: A Letter Home

Salt Lick Boom Town

Mr. Post’s Class

What About Me? (Fable)

Ben Franklin’s Little Words to Live By (Proverbs)

It’s a Fair Swap

Let’s Make a Trade!

What’s Money All About?

Alexander, Who Used to Be Rich Last Sunday (Realistic Fiction)

Tips for Saving Money (Newspaper)

Making Sense of Dollars and Cents

Let’s Save Money

Maggie McGee and Me at the Mint

If You Made a Million (Nonfiction)

Money from Long Ago (Picture Encyclopedia)

Davis Buys a Dog
Earning Money My Own Way
Mr. Grim and the Goose That Laid Golden Eggs

My Rows and Piles of Coins (Realistic Fiction)

Learning About Money (Realistic Fiction)

E-Pals

One Chili Pepper

Pizza with a Twist

Suggested Supplemental Works

Stories:

- The Stories Julian Tells* (Ann Cameron and Ann Strugnell)
- More Stories Julian Tells* (Ann Cameron and Ann Strugnell)
- The Stories Huey Tells* (Ann Cameron and Roberta Smith)
- Gloria's Way* (Ann Cameron and Lis Toft)

Grandparents' stories:

- Grandfather's Journey* (Allen Say)
- Tea with Milk* (Allen Say)
- Song and Dance Man* (Karen Ackerman and Stephen Gammell)
- Snowed in with Grandmother Silk* (Carol Fenner and Amanda Harvey)
- Annie and the Old One* (Miska Miles and Peter Parnall)
- Through Grandpa's Eyes* (Patricia MacLachlan and Deborah Kogan Ray)
- Knots on a Counting Rope* (Bill Martin Jr., John Archambault, and illustrated by Ted Rand)
- The Memory String* (Eve Bunting and Ted Rand)

Cultural trickster stories:

- Tops & Bottoms* (Janet Stevens)
- Bruh Rabbit and the Tar Baby Girl* (Virginia Hamilton and James Ransome)
- Love and Roast Chcken: A Trickster Tale from the Andes Mountains* (Barbara Knutson)
- Iktomi and the Buzzard* (Paul Goble)
- Iktomi and the Coyote* (Paul Goble)
- Iktomi and the Boulder* (Paul Goble)
- Iktomi and the Berries* (Paul Goble)
- Iktomi Loses His Eyes* (Paul Goble)

Stories (Read Aloud):

- The Apple and the Arrow* (Mary Buff and Conrad Buff)
- Sign of the Beaver* (Elizabeth George Speare)

Poems:

- "Grandpa's Stories" (Langston Hughes)
- "Aunt Sue's Stories" (Langston Hughes)
- "Mother to Son" (Langston Hughes)
- "By Myself" (Eloise Greenfield)

Poems (Read Aloud)

- "Your World" (Georgia Douglas Johnson)
- "The Telephone" (Robert Frost)
- "Nani" (Alberto Rios)
- "You Are Old, Father William" (Lewis Carroll)
- "For want of a nail, the shoe was ... lost" (Traditional)

Informational Books:

Students will do Internet research on a culture related to a favorite trickster tale:

- African American slave culture
- European culture (choose a specific country)
- Native American (Plains) culture
- Andes Mountain culture

Informational Books (Read Aloud)

- Throw Your Tooth on the Roof: Tooth Traditions Around the World* (Selby Beeler and G. Brian Karas)
- Merry-Go-Round: A Book About Nouns* (World of Language) (Ruth Heller)
- Mine, All Mine: A Book About Pronouns* (World of Language) (Ruth Heller)
- A Cache of Jewels and Other Collective Nouns* (World of Language) (Ruth Heller)
- Kites Sail High: A Book About Verbs* (World of Language) (Ruth Heller)

Art, Music, and Media:

Art

- Trajan's Column*, in Rome, Italy (completed 113 CE) (detail)

Unit Two—Smart Solutions

Essential Question: What are smart ways that problems are solved?

Standards Specific to this Unit:

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

RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

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

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

L.3.1.a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

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.

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1.a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Unit Two—Smart Solutions

Essential Question: What are smart ways that problems are solved?

Suggested Student Objectives

- ❑ Cite textual evidence to support an interpretation of characters' motivations.
- ❑ Write imaginary narratives using dialogue and descriptions of actions, thoughts, and feelings.
- ❑ Explain the function of adverbs and adjectives in speech, literature, and writing.
- ❑ Compare and contrast two poems written about penguins.
- ❑ Compare and contrast two informational books about the same topic (e.g., a drop of water, penguins, the ocean).
- ❑ Determine the main idea and supporting details of informational text.
- ❑ Research a favorite sea animal.
- ❑ Write a short informative piece about a favorite thing (e.g., a sea animal); apply growing understanding of what makes a strong, focused paragraph.

Key Vocabulary

Content-Specific

Adjectives
Adverbs
Author
Comma
Dialogue
Illustrator
Line
Poem
Poet
Quotation marks
Stanza
Text evidence
Text features

Unit Two—Smart Solutions

Essential Question: What are smart ways that problems are solved?

Scott Foresman—Reading Street

Penguin Chick (Expository Nonfiction)

Plants: Fitting into Their World (Photo Essay)

Antarctica: The Frozen Continent

Birds That Can't Fly

Penguins On Parade

A Day's Work (Realistic Fiction)

What Is a Weed? (E-mail)

Sarah's Choice

The Boy Who Cried Wolf

The Song Makers Go to Salem

Prudy's Problem and How She Solved It (Fantasy)

Meeting the Challenge of Collecting (Interview)

Metal Detector Detective Katy's

Last-Minute Book Report

Collecting Dreams

Tops and Bottoms (Animal Fantasy)

The Hare and the Tortoise (Fable)

Growing Vegetables

Our Garden

The Magic of Coyote

William’s House (Historical Fiction)

Log Cabins (Expository Nonfiction)

Colonial New England The

Colonial Adventure

Houses Past and Present

Suggested Supplemental Works

Literary Texts: Stories

- 365 Penguins* (Jean-Luc Fromental)
- Abbie in Stitches* (Cynthia Cotton)
- Sarah, Plain and Tall* (Patricia MacLachlan)
- The Storm* (The Lighthouse Family series) (Cynthia Rylant and Preston McDaniels)
- The Whale* (The Lighthouse Family series) (Cynthia Rylant and Preston McDaniels)
- The Raft* (Jim LaMarche)
- Amos & Boris* (William Steig)
- Canoe Days* (Gary and Ruth Wright Paulsen)
- Three Days on a River in a Red Canoe* (Vera B. Williams)
- The Chicken Problem* (Billy Aronson)

Stories (Read Aloud):

- “The River Bank” in *The Wind in the Willows* (Kenneth Grahame)
- Paddle-to-the-Sea* (Holling Clancy Holling)
- Minn of the Mississippi* (Holling Clancy Holling)

Poems:

- “Better Together” (Sheryl Shapiro—collection of thirteen poems)
- “At the Seaside” (Robert Louis Stevenson)
- “Sleepy Pearl” (Frances Gorman Risser)
- “Do Oysters Sneeze?” (Jack Prelutsky)
- “Undersea” (Marchette Chute)
- “Beach Stones” (Lilian Moore)
- “The Waves” (Gertrude M. Jones)
- “A Sand Witch for a Sandwich” (Emily Sweeney)
- “A Wave” (Gussie Osborne)

Poems (Read Aloud)

- “The Jumblies” (Edward Lear)
- “From the Shore” (Carl Sandburg)
- “Seal Lullaby” (Rudyard Kipling)
- “Song of a Shell” (Violet L. Cuslidge)
- “The Barracuda” (John Gardner)

Informational Books

- Disasters at Sea* (DK Readers) (Andrew Donkin)
- Titanic: Disaster That Rocked the World* (DK Readers) (Mark Dubowski)
- Journey of a Humpback Whale* (DK Readers) (Caryn Jenner)
- Shark Attack!* (DK Readers) (Cathy East Dubowki)

Informational Books (Read Aloud)

- A Drop of Water: A Book of Science and Wonder* (Walter Wick) (E)
- A Drop Around the World* (Barbar Shaw McKinney and Michael S. Maydak)
- John Muir: America’s Naturalist* (Images of Conservationists) (Thomas Locker)
- Rachel Carson: Preserving a Sense of Wonder* (Thomas Locker and Joseph Bruchac)
- The Lamp, the Ice, and the Boat Called Fish: Based on a True Story* (Jacqueline Briggs Martin and Beth Krommes)

Unit Three—“Creative, Inventive, and Notable People”

Essential Question: How are the words *creative* and *inventive* similar? How are they different?

Standards Specific to this Unit:

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.

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

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

SL.3.1.a: Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

L.3.1.h: Use coordinating and subordinating conjunctions.

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

Unit Three—“Creative, Inventive, and Notable People”

Essential Question: How are the words *creative* and *inventive* similar? How are they different?

Suggested Student Objectives

- Define and apply words such as “creative” and “inventive” to describe artists, musicians, and inventors.
- Work with base words to create new words by adding prefixes and suffixes.
- Read biographies (e.g., of artists, musicians, and inventors) and explain the characteristics of a biography.
- Take simple research notes while reading biographies.
- Design and create five slides for a presentation on a notable person (e.g., an inventor).
- Learn about conjunctions and use them to create simple, compound, and complex sentences.
- Write an opinion piece based on the three key words in this unit (e.g., *creative*, *inventive*, and *notable*).
- Record themselves reading a poem.
- Create an accompanying illustration that captures a poem’s meaning and display it on a class Internet page.

Key Vocabulary

Content-Specific

Biographies
Complex sentence
Compound sentence
Coordinating conjunction
Note taking
Presentation
Research questions
Simple sentence
Subordinating conjunction

Unit Three—“Creative, Inventive, and Notable People”

Essential Question: How are the words *creative* and *inventive* similar? How are they different?

***The stories from the reading series do not blend well with this theme; however, to maintain coherence for those using the basal, the stories will remain with this unit.

Scott Foresman—Reading Street

The Gardener (Realistic Fiction)

Worms at Work (How-to article)

Gardening with Grandpa

Tulips for Annie’s Mother

Nicky’s Meadow

Pushing Up the Sky (Play)

Catch It and Run! (Myth)

The Elk Hunters

Pictures in the Sky

Star Tracks

Night Letters (Realistic Fiction)

Dear stars (Poetry)

Paws and Claws: Learn About Animal Tracks

The First Year

A Symphony of Whales (Fiction)

He Listens to Whales (Expository Nonfiction)

Rescuing Stranded Whales

A Day with the Dogs

Whales and Other Animal Wonders

Volcanoes: Nature's Incredible Fireworks (Expository Nonfiction)

Natural Disasters (Search engine)

Do Animals Have a Sixth Sense

Mount St. Helens

Earth Movement

Suggested Supplemental Works

Literary Texts:

Stories:

- Emma's Rug* (Allen Say)
- Rocks in His Head* (Carol Otis Hurst and James Stevenson)

Story (Read Aloud)

- The Sign Painter* (Allen Say)

Poems:

- "Paper I" (Carl Sandburg)
- "Paper II" (Carl Sandburg)
- "The Folk Who Live in Backward Town" (Mary Ann Hoberman)
- "Jimmy Jet and his TV Set" (Shel Silverstein)

Poems (Read Aloud):

- “The Pot That Juan Built” (Nancy Andrews-Goebel and David Diaz)
- “No One Saw: Ordinary Things Through the Eyes of an Artist” (Bob Raczka)

Informational Texts:**Informational Books:**

- My Name is Georgia: A Portrait* (Jeanette Winter)
- Vincent van Gogh: Sunflowers and Swirly Stars* (Brad Bucks and Joan Holub)
- The Yellow House: Vincent van Gogh and Paul Gauguin Side by Side* (Susan Goldman Rubin)
- Picasso and the Girl with a Ponytail* (Laurence Anholt)
- When Marian Sang: The True Recital of Marian Anderson* (Pam Munoz Ryan and Brian Selznick)
- Ella Fitzgerald: The Tale of a Vocal Virtuoso* (Andrea Davis Pinkney and Brian Pinkney)
- Thomas Edison: A Brilliant Inventor* (TIME for Kids Biographies) (Editors of TIME for Kids with Lisa DeMauro)
- Henry Ford: Putting the World on Wheels* (TIME for Kids Biographies) (Editors of TIME for Kids with Dina El Nabli)
- Alexander Graham Bell: Inventor of the Telephone* (TIME for Kids Biographies) (Editors of TIME for Kids with John Micklos, Jr.)
- Amelia and Eleanor Go For a Ride* (Pam Munoz Ryan and Brian Selznick)

Informational Books (Read Aloud):

- The Museum Book: A Guide to Strange and Wonderful Collections* (Jan Mark and Richard Holland)
- Ah, Music!* (Aliko)
- Paul Gauguin* (Getting to Know the World’s Greatest Artists) (Mike Venezia)
- Van Gogh* (Getting to Know the World’s Greatest Artists) (Mike Venezia)
- Here’s Looking at Me: How Artists See Themselves* (Bob Raczka)
- Inventing the Future: A Photobiography of Thomas Alva Edison* (Marfe Ferguson Delano and Jennifer Emmett)
- To Fly: The Story of the Wright Brothers* (Wendie Old and Robert Andrew Parker)
- Hidden Worlds: Looking Through a Scientist’s Microscope* (Stephen Kramer and Dennis Kunkel)
- Fantastic! Wow! And Unreal! A Book About Interjections and Conjunctions* (Ruth Heller)

Art, Music, and Media:

Art:

- Pablo Picasso, *Gertrude Stein* (1906-1906)
- Vincent van Gogh, *Self-Portrait* (1887-1888)
- Alice Neel, *Faith Ringgold* (1976)
- Andy Warhol, *Self-Portrait* (1967)
- Paul Gauguin, *Self-Portrait* (1889)

Musicians:

- World-Telegram staff photographer, *Louis Armstrong* (1953)
- Arnold Newman, *Igor Stravinsky* (1888)

Writers:

- Winold Reiss, *Portrait of Langston Hughes* (no date)
- Edoardo Gelli, *The Last Portrait of Mark Twain* (1904)
- Artist unknown, *Helen Keller with Anne Sullivan* (1888)

Unit Four—“One of a Kind”

Essential Question: What does it mean to be unique?

Standards Specific to this Unit:

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

RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, [and] first/second/third in a sequence).

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

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

RF.3.4.b: Read on-level prose and poetry orally with accuracy, [at the] appropriate rate, and [with] expression on successive readings.

W.3.7: Conduct short research projects that build knowledge about a topic.

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

L.3.4.d: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Unit Four—“One of a Kind”

Essential Question: What does it mean to be unique?

Suggested Student Objectives

- ❑ Ask and answer questions of a speaker (e.g., a visitor invited to discuss immigration).
- ❑ Sequence the events in an informational text (e.g., *Coming to America: The Story of Immigration*).
- ❑ Define key words in the Preamble to the U.S. Constitution.
- ❑ Create an acrostic poem for a key word in the Preamble demonstrating study of the definition.
- ❑ Orally recite the Preamble.
- ❑ Study the illustrations in *We the Kids: The Preamble to the Constitution* (David Catrow) and explain the role of the illustrator in illuminating the meaning of a text.
- ❑ Compare and contrast two similar books on the same topic (e.g., animals).

Key Vocabulary

Content-Specific

Bio-poem
Chronological order
Cumulative choral reading
Dictionary
Sequence
Synonyms

Unit Four—“One of a Kind”

Essential Question: What does it mean to be unique?

Scott Foresman—Reading Street

Wings (Fantasy)

Beauty and the Beast (Fairy tale)

The Lesson of Icarus

Brave Settlers in a Strange Land

Special Talents

Hottest, Coldest, Highest, Deepest (Expository Nonfiction)

Great and Small (Picture encyclopedia)

Measuring the Weather

Getting the Lay of the Land

Fastest, Longest, Biggest, Lightest

Rocks in His Head (Biography)

Everybody Needs a Rock (Poetry)

The Rock Kit

Fun with Science!

A Gem of a Tale!

America’s Champion Swimmer: Gertrude Ederle (Biography)

Women Athletes (Online directories)

The English Channel

Women Who Made a Difference

A Time of Change: Women in the Early Twentieth Century

Fly, Eagle, Fly! (Folk Tale)

Purple Coyote (Fantasy)

Buck's Way

The Lost Dog

Smart Dog

Suggested Supplemental Works

Literary Texts:

Stories:

- Flat Stanley's: The African Safari Discovery* (Josh Greenhut)
- Albertine's Got Talent!* (Shena Power)
- The Art of Miss Chew* (Patricia Polacco)
- Being Wendy* (Fran Drescher)
- Dragon Dreams* (Laura Joy Rennert)
- Frankie Stein* (Lola M. Schaefer)
- Child of the Silent Night* (Edith Fisher Hunter)
- Annie Sullivan and the Trials of Helen Keller* (Joseph Lambert)

Informational Texts:

Informational Books

- The ABCs of Endangered Animals* (Bobbie Kalman)
- Almost Gone: The World's Rarest Animals* (Steve Jenkins)
- Animals at Risk* (Meredith Costain)
- Australian Rare & Endangered Wildlife* (Mason Crest Editors)
- Black Rhino* (Rod Theodorou)
- Crocodile's Tears* (Alex Beard)

Unit Five—“A Feast of Words on a Planet Called Earth—and Beyond”

Essential Question: What makes a word or phrase the “right” word or phrase?

Standards Specific to this Unit:

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

RI.3.10: 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.

RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3.b: Decode words with common Latin suffixes.

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

RF.3.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.3.4: Determine the meaning of the new word formed when a known affix is added to a known word.

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

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.

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.

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

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

Unit Five—“A Feast of Words on a Planet Called Earth—and Beyond”

Essential Question: What makes a word or phrase the “right” word or phrase?

Suggested Student Objectives

- Independently read stories, poems, and informational text.
- Use dictionaries and thesauruses, both in print and online, to look up words and to consider varied shades of meaning.
- Decode and analyze words with Latin suffixes.
- Collect words from poems, both from read-aloud selections and from independent reading.
- Comprehend poems by seeing how each stanza or line builds on its predecessor for meaning (e.g., “Eating While Reading,” Gary Soto).
- Listening to a read-aloud novel such as *The Search for Delicious* (Natalie Babbitt), note how each chapter builds on earlier sections, requiring careful reading/listening for comprehension.
- Write an opinion piece based on one’s own thinking (e.g., about food legislation); apply growing understanding of strong, focused paragraphs.
- Dramatically read a poem (or recite it from memory).
- Learn the meaning of idioms both within stories and in books about idioms.
- Research and write a report about a planet, using the key questions (who, where, when, why, what, and how) to guide research.

Key Vocabulary

Content-Specific

Idiom Latin
suffixes
Thesaurus
Word roots
Fantasy
Mythology
Narrative Poem
Summary

Unit Five—“A Feast of Words on a Planet Called Earth—and Beyond”

Essential Question: What makes a word or phrase the “right” word or phrase?

Suggested Student Objectives Cont.

- Independently read books in the grade 2 through 3 stretch text range with fluency and comprehension.
- Summarize and illustrate the chapters of a book (e.g., *My Father's Dragon*).
- Create an audio recording of a dramatic reading of a chapter in a challenging chapter book.
- Create a multimedia presentation (e.g., a set of slides) of the recording and the illustrations for the book summaries.
- Write an opinion piece describing the “most interesting” mythical character.
- Retell myths with key details, noting the message of each.
- Quote from the text to support the main idea of a nonfiction book.
- Read a variety of informational books on ancient Greece and ancient Rome.
- Research a current Olympic sport, comparing and contrasting it to a sport in the days of ancient Greece.
- Write a short fantasy narrative.

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- Independently read books in the grade 2 through 3 stretch text range with fluency and comprehension.
- Summarize and illustrate the chapters of a book (e.g., *My Father's Dragon*).
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Unit Five—“A Feast of Words on a Planet Called Earth—and Beyond”

Essential Question: What makes a word or phrase the “right” word or phrase?

Suggested Student Objectives

- Ask and answer questions of a speaker (e.g., a visitor invited to discuss immigration).
- Sequence the events in an informational text (e.g., *Coming to America: The Story of Immigration*).
- Define key words in the Preamble to the U.S. Constitution.
- Create an acrostic poem for a key word in the Preamble demonstrating study of the definition.
- Orally recite the Preamble.
- Study the illustrations in *We the Kids: The Preamble to the Constitution* (David Catrow) and explain the role of the illustrator in illuminating the meaning of a text.
- Compare and contrast two similar books on the same topic (e.g., animals).

Suggested Student Objectives

- Independently read stories, poems, and informational text.
- Use dictionaries and thesauruses, both in print and online, to look up words and to consider varied shades of meaning.
- Decode and analyze words with Latin suffixes.
- Collect words from poems, both from read---aloud selections and from independent reading.
- Comprehend poems by seeing how each stanza or line builds on its predecessor for meaning (e.g., “Eating While Reading,” Gary Soto).
- Listening to a read---aloud novel such as *The Search for Delicious* (Natalie Babbitt), note how each chapter builds on earlier sections, requiring careful reading/listening for comprehension.
- Write an opinion piece based on one’s own thinking (e.g., about food legislation); apply growing understanding of strong, focused paragraphs.
- Dramatically read a poem (or recite it from memory).
- Learn the meaning of idioms both within stories and in books about idioms.
- Research and write a report about a planet, using the key questions (who, where, when, why, what, and how) to guide research.

Unit Five —“A Feast of Words on a Planet Called Earth—and Beyond”

Essential Question: What makes a word or phrase the “right” word or phrase?

Scott Foresman—Reading Street

Suki’s Kimono (Realistic Fiction)

Clothes: Bringing Cultures Together (Expository Nonfiction)

East Meets West: Japan and America

Dressed for School Success

The Japanese Language

How My Family Lives in America (Narrative Nonfiction)

Communities Celebrate Cultures (Textbook/Social Studies)

The American Dream: Coming to the United States

What’s in a Name?

Living Abroad

Good-Bye, 382 Shin Dang Dong (Realistic Fiction)

It’s a Small World (Song)

A Child’s Life in Korea

Joanie’s House Becomes a Home

It’s a World of Time Zones

Jalapeno Bagels (Realistic Fiction)

Foods of Mexico—A Delicious Blend (Expository nonfiction)

The World of Bread!

Kapuapua’s Magic Shell

Mixing, Kneading, and Baking: The Baker’s Art

Me and Uncle Romie (Realistic Fiction)

Country to City (Online reference sources)

A Walk Around the City

Bobby’s New Apartment

Let’s Go Have Fun

The Story of the Statue of Liberty (Narrative Nonfiction)

A Nation of Immigrants (Textbook/Social Studies)

The Statue of Liberty: From Paris to New York City

Signs, Songs, and Symbols of America

French Roots in North America

Happy Birthday Mr. Kang (Realistic Fiction)

Back to the Wild: A Talk with a Wildlife Worker (Interview)

The Sights and Sounds of New York City’s Chinatown

Caring for Your Pet Bird

China’s Gifts to the World

Talking Walls: Art for the People (Photo Essay)

Nathaniel's Rap (Poetry)

A Different Drawing

A Whole World in One City

The Huge Paintings of Thomas Hart Benton

Two Bad Ants (Animal Fantasy)

Hiking Safety Tips (Evaluating Sources)

Leo and the School of Fish

Goldilocks and the Three Bears

A Fantastic Trip

Elena's Serenade (Fantasy)

Leading People to Freedom (Expository Nonfiction)

Glass Blowing

Traditional Crafts of Mexico Jackie Robinson

Suggested Supplemental Works

Literary Texts:

Stories:

- Amellia Bedelia* (Peggy Parish and Fritz Siebel)
- Thank You, Amelia Bedelia* (Peggy Parish and Barbara Siebel Thomas)
- Amelia Bedelia, Rocket Scientist* (Herman Parish and Lynn Sweat)
- Dog Breath! The Horrible Trouble with Hally Tosis* (Dav Pilkey)
- My Momma Likes to Say* (Denise Brennan-Nelson and Jane Monroe Donovan)
- Even More Parts: Idioms from Head to Toe* (Tedd Arnold)
- "Adventures of Isabel" (Ogden Nash)
- "A Dragon's Lament" (Jack Prelutsky)
- "The Dragons are Singing Tonight" (Jack Prelutsky)
- "Life Doesn't Frighten Me At All" (Maya Angelou)

Stories (Read Aloud):

- The Search for Delicious* (Natalie Babbitt)
- Frindle* (Andrew Clements and Brain Selznick)
- Greek Myths for Young Children* (Heather Amery and Linda Edwards)
- D'Aulaires' Book of Greek Myths* (Ingri d'Aulaire and Edgar Parin d'Aulaire)
- The Gods and Goddesses of Olympus* (Aliki)
- Favorite Greek Myths* (Mary Pope Osborne and Troy Howell)
- Classic Myths to Read Aloud: The Great Stories of Greek and Roman Mythology* (William F. Russell)
- The Orchard Book of Roman Myths* (Geraldine McCaughrean and Emma Chichester)
- My Father's Dragon* (Ruth Stiles Gannett and Ruth Chrisman Gannett)
- The One-Eyed Giant* (Mary Pope Osborne)
- Could Be Worse!* (James Stevenson)

Books About Idioms:

- In a Pickle and Other Funny Idioms* (Marvin Terban and Giulio Maestro)
- Mad as a Wet Hen! And Other Funny Idioms* (Marvin Terban and Giulio Maestro)
- Punching the Clock: Funny Action Idioms* (Marvin Terban and Thomas Huffman)
- Raining Cats and Dogs: A Collection of Irresistible Idioms and Illustrations to Tickle the Funny Bones of Young People* (Will Moses)
- There's a Frog in My Throat: 440 Animal Sayings a Little Bird Told Me* (Loreen Leedy and Pat Street)
- Why the Banana Split: Adventures in Idioms* (Rick Walton and Jimmy Holder)
- Ve Lo Que Dices/See What You Say: Modismos en Espanol e Igles/Spanish and English Idioms* (Nancy Maria Grande Tabor)
- Birds of a Feather: A Book of Idioms* (Vanita Oelschlager and Robin Hegan)

Poems:

- "Eating While Reading" (Gary Soto)
- Candy Corn: Poems* (James Stevenson)
- Popcorn: Poems* (James Stevenson)
- Sweet Corn: Poems* (James Stevenson)
- "Catch a Little Rhyme" (Eve Merriam)
- "Barefoot Days" (Rachel Field)
- "The City" (Langston Hughes)
- "Skyscrapers" (Rachel Field)

Poems (Read Aloud):

- "I Wandered Lonely as a Cloud" (William Wordsworth)
- "The Grass" (Emily Dickinson)
- "Spring Grass" (Carl Sandburg)
- "The Grass on the Mountain" (Paiute American Indian, transcribed by Mary Austin)
- "The Tale of Custard the Dragon" (Ogden Nash)

Informational Texts:**Informational Books:**

- ❑ *Medieval Feast* (Aliki)
- ❑ *The Planets* (Gail Gibbons)
- ❑ *Moonshot: The Flight of Apollo II* (Brian Floca)
- ❑ *Planets!* (TIME for Kids) (Editors of TIME for Kids with Lisa Jo Rudy)
- ❑ *The Solar System* (George Bogt)
- ❑ *Our Solar System* (Revised Edition) (Seymour Simon)
- ❑ *Mercury* (News Nonfiction Readers) (Christine Taylor-Butler)
- ❑ *Venus* (News Nonfiction Readers) (Melanie Chrismer)
- ❑ *Mars: The Red Planet* (All Aboard Science Reader) (Patricia Brennan Demuth)
- ❑ *Mars* (News Nonfiction Readers) (Melanie Chrismer)
- ❑ *Jupiter* (News Nonfiction Readers) (Christine Taylor-Butler)
- ❑ *Saturn* (True Books) (Elaine Landau)
- ❑ *Uranus* (News Nonfiction Readers) (Christine Taylor-Butler)
- ❑ *Uranus* (True Books) (Elaine Landau)
- ❑ *Neptune* (News Nonfiction Readers) (Melanie Chrismer)
- ❑ *Discover the Planets* (Kids Can Read) (Cynthia Pratt Nicolson and Bill Slavin)
- ❑ *Pluto: From Planet to Dwarf* (True Books) (Elaine Landau)
- ❑ *Mercury* (A True Book: Space) (Larry Dane Brimner)
- ❑ *Venus* (A True Book: Space) (Larry Dane Brimner)
- ❑ *Mars* (A True Book: Space) (Larry Dane Brimner)
- ❑ *Jupiter* (A True Book: Space) (Larry Dane Brimner)
- ❑ *Saturn* (A True Book: Space) (Larry Dane Brimner)
- ❑ *Uranus* (A True Book: Space) (Larry Dane Brimner)
- ❑ *Neptune* (A True Book: Space) (Larry Dane Brimner)
- ❑ *Earth* (A True Book: Space) (Larry Dane Brimner)
- ❑ *Boy, Were We Wrong About Dinosaurs!* (Kathleen V. Kudlinski and S. D. Schindler)
- ❑ *If I Were a Kid in Ancient Greece* (Ken Sheldon, ed.)
- ❑ *Ancient Greece and the Olympics: A Nonfiction Companion to Hour of the Olympics* (Magic Tree House Research Guide 10) (Mary Pope Osborne, Natalie Pope Boyce, and Sal Murdocca)
- ❑ *Rome: In Spectacular Cross Section* (Andrew Solway and Stephen Biesty)

Informational Books (Read Aloud):

- What the World Eats* (Faith D’Aluisio and Peter Menzel)
- It’s Disgusting and We Ate It! True Food Facts from Around the World and Throughout History* (James Solheim and Eric Brace)
- 11 Planets: A New View of the Solar System* (David A. Aguilar)
- When Is a Planet Not a Planet? The Story of Pluto* (Elaine Scott)
- Next Stop Neptune: Experiencing the Solar System* (Alvin Jenkins, illus. by Steve Jenkins)

Informational Books (Read Aloud):**Greece**

- Ancient Greece* (DK Eyewitness Books) (Anne Pearson)
- I Wonder Why Geeks Built Temples and Other Questions About Ancient Greece* (Fiona MacDonald)
- If I Were a Kid in Ancient Greece: Children of the Ancient World* (Ken Sheldon, ed.)

Rome

- If I Were a Kid in Ancient Rome: Children of the Ancient World* (Ken Sheldon, ed.)
- Tools of the Ancient Romans: A Kid’s Guide to the History & Science of Life in Ancient Rome* (Rachel Dickinson)
- Science in Ancient Rome* (Jacqueline L. Harris)
- Ancient Rome* (DK Eyewitness Books) (Simon James)

Art:

- Jackson Pollock, *One: Number 31, 1950* (1950)
- Jackson Pollock, *Number 1, 1950 (Lavender Mist)* (1950)
- Morris Louis, *Number 182* (1961)
- Sam Gilliam, *Red Petals* (1967)
- Helen Frankenthaler, *Canyon* (1965)

3rd Grade Exemplar Texts

Stories:

- The Stories Julian Tells* (Ann Cameron) (LG, BL 3.4, Quiz #5245)
- Sarah, Plain and Tall* (Patricia MacLaughlin) (MG, BL 3.4, Quiz #137)
- Tops and Bottoms* (Cynthia Rylant) (LG, BL 3.2, Quiz #11397)
- The Lighthouse Family: The Storm* (Cynthia Rylant) (4.4, LG, Quiz #65671)
- The One-Eyed Giant (Book One of the Tales from the Odyssey)* (Mary Pope Osborne) (MG, BL 4.8, Quiz #63445)

Poetry:

- “Grandpa’s Stories” (Langston Hughes)
- “Eating While Reading” (Gary Soto)

Read Aloud Stories:

- The Search for Delicious* (Natalie Babbitt) (MG, BL 5.4, Quiz #5042)
- The Sign Painter* (Allen Say) (LG, BL 3.3, Quiz #45335)

Read Aloud Poetry:

- “The Jumblies” (Edward Lear)

Informational Texts:

- A Medieval Feast* (Ailiki) (LG, BL 4.6, Quiz #21395)
- So You Want To Be President?* (Judith St. George) (MG, BL 4.8, Quiz #39885)
- Boy, Were We Wrong About Dinosaurs* (Kathleen V. Kudlinski) (LG, BL 5.0, Quiz #87415)
- Moonshot: The Flight of Apollo 11* (Brain Floca) (LG, BL 4.8, Quiz #129861)

Informational Text (Read Aloud):

- A Drop of Water: A Book of Science and Wonder* (Walter Wick) (MG, BL 5.8, Quiz #25258)
- Ah, Music!* (Ailiki) (LG, BL 5.6, Quiz #70052)
- The Museum Book: A Guide to Strange and Wonderful Collections* (Jan Mark) (MG, BL 6.3, Quiz #136651)
- What the World Eats* (Faith D'Aluisio)
- 14 Cows for America* (Carmen Deedy) (LG, BL 4.1, Quiz #133355)