

ELA Grade 3

Grade/Subject	Grade 3/ ELA
Unit Title	The Work of Readers
Overview of Unit	In this unit, students will prepare for a year of meaningful reading. They will explore different genres, as well as practice strategies to help them increase their comprehension. Students will look at the words of fiction writing along with illustrations to determine meaning and to better understand characters and setting. They will also see how words and pictures can create the mood of a story. This unit will set the stage for reading and writing fiction stories and will show students how paying attention to their thinking while reading can increase their comprehension.
Pacing	4-5 weeks

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
3.3c	3.1			3.1	3.2
3.4	3.4			3.5	3.4
	3.7			3.6	3.5a
	3.10				

ISTE Standards

<http://www.iste.org/standards/nets-for-students.aspx>

K-U-D

KNOW <i>Facts, formulas, information, vocabulary</i>	DO <i>Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases) Hint: Use the standards!</i>
<ul style="list-style-type: none"> • genre (fables, folktales, and myths) • characteristics of a variety of genres • The importance of keeping a reading log • What a just right book is • The importance of asking and answering questions • Metacognitive strategies (questioning, 	<ul style="list-style-type: none"> • Identify different genres • Keep an accurate log of their daily reading • Choose “just right books” • Ask and answer text based questions • Support answers using key details in the text • Use metacognition to • Distinguish literal language from non-literal

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Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
3.3c	3.1			3.1	3.2
3.4	3.4			3.5	3.4
	3.7			3.6	3.5a
	3.10				

ISTE Standards

<p>wondering)</p> <ul style="list-style-type: none"> • Literal vs. non-literal language • How to determine the meaning of words and phrases in text • Illustrations • Mood of a story 	<ul style="list-style-type: none"> • Use strategies to determine the meaning of words and phrases in text • Analyze a text’s illustrations to figure out more about a character or setting • Determine the mood of a story using text and illustrations
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UNDERSTAND

Big ideas, generalizations, principles, concepts, ideas that transfer across situations

Students will understand **that...**

- readers record their reading for many reasons.
- good readers have strategies that help them understand text.
- an author uses text and illustrations to convey meaning.
- reading a variety of genres makes you a well-rounded reader.
- an author chooses his/her words carefully to enhance a story.

Vocabulary

Academic Vocabulary

Metacognition

Genre

Context clues

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Vocabulary

Literal language
Non-literal language
illustrations

Domain-Specific Vocabulary

Unit-Specific Vocabulary

Interdisciplinary Connections

Students can use metacognition when reading Science or Social Studies text.

RL 3.1 Asking and answering questions can also be used during content area lessons.

RL 3.7 Getting information from illustrations can be a good way to enhance a Social Studies lesson.

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Grade/Subject	3 / ELA
Unit Title	Unit 2/Looking Closely at Literary Text
Overview of Unit	In this unit, students will explore the structure of literary texts as well as the different elements of stories, dramas, and poetry. Students will also look at who is telling the story and explore their point of view. They will practice recounting fiction stories and will infer the central message of myths, fables, and folktales and explain how this message is conveyed through key details in the text. Students will be asked to recount a story and present it to the class as a news report.
Pacing	6- 8 weeks

Essential Questions (and Corresponding Big Ideas)

1. How does the structure of text help readers?
2. How do characters' actions affect a story?
3. Why do readers recount stories?
4. Why is it important to read closely?

Core Standards

RF	RL	SL	L	Writing Standards:
3.3	3.1	3.1	3.1	3.3 a-d
3.4a	3.2	3.1a-d	3.2	3.4
3.4b	3.3	3.4	3.3	3.5
3.4c	3.5		3.6	3.6
	3.6			These standards will be addressed in Lucy Calkin's first writing unit, "Crafting True Stories."
	3.9			
	3.10			

<http://www.iste.org/standards/nets-for-students.aspx>

NETS.S 1.b

ELA Grade 3

K-U-D

K-U-D	
KNOW <i>Facts, formulas, information, vocabulary</i>	DO <i>Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases) Hint: Use the standards!</i>
<ul style="list-style-type: none"> • narrative text structure: sequence of events, problem/solution • parts of stories, drama, and poems • how to refer to the parts of text when answering questions • point of view • characters' traits, feelings, motivations • what central message is (lesson, moral) • recount vs retell • how to recount a story • setting • compare and contrast • close reading 	<ul style="list-style-type: none"> • identify the structure of literary text • know story elements of fiction (stories, drama, plays) • answer questions about a text orally and in writing, referring to parts of text in their response • describe characters in a story and explain how their actions contribute to the plot • determine who is telling a story and what their point of view is • compare their point of view with that of the character/narrator • Determine central message, lesson, or moral and explain how it is conveyed through key details in the text • Recount events in a fiction story • Compare and contrast settings, characters, and themes(given by teacher) of stories in a series
UNDERSTAND <i>Big ideas, generalizations, principles, concepts, ideas that transfer across situation</i>	
<p>Students will understand that...</p> <ul style="list-style-type: none"> • an organized story structure helps us understanding other story elements. • readers recount key events of a story or experience for various reasons. • students will understand that character's actions can affect the plot of the story. 	
Academic Vocabulary	
<p><i>Include content- or domain-specific vocabulary</i></p> <ul style="list-style-type: none"> • narrative • moral/lesson/central message • fable • folktale • myth • point of view • recount • story elements • compare/contrast 	

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Interdisciplinary Connections

Social Studies: geography, cultures

Science: rocks and mineral (recount after the experiment)

Music: Use song lyrics to determine central messages

ELA Grade 3

Grade/Subject	Grade 3/ELA
Unit Title	Unit 3/ The Language of Non-Fiction
Overview of Unit	In this unit, students will learn to understand and use technical language found in non-fiction text, as well as use illustrations to gain meaning. They will use this technical language to describe relationships between a series of events, ideas, concepts or steps. Students will note organizational patterns to describe connections between sentences and paragraphs in non-fiction. They will be asked to use this language and organizational patterns to write a how-to essay.
Pacing	3-4 weeks

Essential Questions

How does understanding a text’s organizational patterns help me better understand its meaning?

How do strategic readers create meaning from informational and literary text?

How do readers and writers use organizational patterns and technical language to organize information and increase understanding?

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
	3.1	3.1	3.2	3.1	3.1
		3.3		3.3	3.2
		3.7			3.6
		3.8			
		3.9			

ISTE Standards

<http://www.iste.org/standards/nets-for-students.aspx>

1.b.Creativity

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K-U-D

K-U-D	
KNOW <i>Facts, formulas, information, vocabulary</i>	DO <i>Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases) Hint: Use the standards!</i>
<ul style="list-style-type: none"> • The purpose of illustrations (maps, photographs, etc.) • Sequence • Compare/contrast • Cause/effect • Organizational patterns • Signal words for organizational patterns • How to locate important ideas • What are key details in a text • The process for writing a how-to essay 	<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text • Refer to text when responding to a question • Describe the relationship between a series of events, ideas/concepts, steps • Use information from illustrations such as maps and pictures to gain information. • Use language that pertains to time, sequence, and cause/effect • Know signal words for organizational patterns • Produce paragraphs/comic strips that demonstrate different organizational patterns • Identify the connection between sentences and paragraphs • Use graphic organizers to show different organizational patterns • Classify parts of passages according to their organizational pattern
UNDERSTAND <i>Big ideas, generalizations, principles, concepts, ideas that transfer across situations</i>	
<p>Students will understand that:</p> <ul style="list-style-type: none"> • organizational patterns affect how a story, experience or information is interpreted by the reader. • writers organize their writing through the use of technical language. • readers don't only gain information from text. 	

Vocabulary

Sequence
 Explain
 Compare
 Contrast
 Cause/effect
 Historical event
 Relationship
 Scientific idea
 Series

ELA Grade 3

Vocabulary

Steps
Technical procedure
Time
Demonstrate
illustrations
Understanding
Logical connection
Paragraph
Sentence
First/ second/ third

Interdisciplinary Connections

These standards can be reinforced using any Social Studies or Science text.

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Grade/Subject	Grade 3/ELA
Unit Title	Investigating Informational Text
Overview of Unit	In this unit, students will be exploring non-fiction texts. In doing so, they will become familiar with various text features that will aid in their understanding of the text. They will demonstrate their understanding through asking and answering text dependent questions based on their reading. Students will learning to identify main ideas and be able to recount key details of informational texts. Students will create an informational learning card on an animal of their choosing, using the skills learned in this unit.
Pacing	4-5 weeks

Essential Questions

- **Why would we choose to read informational text instead of fiction?**
- **How does reading inform and shape our understanding of the world around us?**
- **How does writing about reading help readers to better understand what they have read?**

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
3.4a		3.1	3.2a-d	3.2	3.2
		3.2	3.7	3.4	
		3.4			
		3.5			
		3.7			
		3.10			

ISTE Standards

<http://www.iste.org/standards/nets-for-students.aspx>

After reading their descriptions, DELETE those that do not apply to this unit of study and indicate the substandard(s) that do apply to the unit.

1. **Creativity**
2. **Research and Information Fluency**

K-U-D

KNOW

DO

ELA Grade 3

<i>Facts, formulas, information, vocabulary</i>	<i>Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases) Hint: Use the standards!</i>
<ul style="list-style-type: none"> • main idea • key details • recount • text features • sidebars • hyperlinks • purpose of text feature • important information vs. interesting details 	<p>Students will:</p> <ul style="list-style-type: none"> • Identify the main idea • Recount key details to support the main idea • Read and interpret text features to expand understanding of a topic • Use the table of contents and index in an informational text to locate informational text to locate information related to questions/interests • Answer text specific questions • Record new learning • Ask questions about a topic before, during, and after reading. • Use content-based vocabulary in their speaking and writing

UNDERSTAND

Big ideas, generalizations, principles, concepts, ideas that transfer across situations

- Students will understand **that.....**
- the purpose of informational text is to provide information about the world around us.
- informational text is organized differently than fiction.
- readers ask questions before, during, and after reading to clarify and elaborate understanding.
- discussing text with others and writing about texts deepens comprehension and understanding.
- writing about what we read helps us to organize, recall, and understand important information.

Vocabulary

Academic Vocabulary

Determine

Phrase

Explain

Sequence

Domain-Specific Vocabulary

Unit-Specific Vocabulary

Recount

Main idea

Key details

ELA Grade 3

Vocabulary

Meaning
Recount
Text features
Search tools
Key words
Sidebars
Hyperlinks
Illustrations
Map
Photographs
Comparisons
Cause/effect

Interdisciplinary Connections

Science
Social Studies
Time for Kids

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ELA 03 UNIT 5 ORGANIZER

Grade/Subject	Grade 3/ ELA
Unit Title	Unit 5/ Your Opinion Matters
Overview of Unit	The focus of this unit is to read closely, identify and form opinions, and support opinions in written essays. Students will learn to read closely to better understand literary and informational texts. They will construct various opinions throughout the unit about different topics and provide reasons to support their opinion based on the texts that they read. Students will be able to distinguish the narrator, character, or author's point of view from their own. At the end of this unit, students will be asked to write an opinion letter/editorial expressing their point of view on a given topic using reasons from their reading to support their opinion.
Pacing	6-8 Weeks

Essential Questions

Why do readers evaluate what they read?

How do my beliefs influence my opinion?

How do writers use text-based evidence to strengthen their message?

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
3.3		3.1	3.1	3.4	3.1

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3.4		3.2	3.4	3.5	3.2
		3.6	3.5	3.6	3.4
		3.10	3.6		
			3.7		
			3.8		
			3.10		

ISTE Standards

<http://www.iste.org/standards/nets-for-students.aspx>

- Creativity (nets.s.1.b)
- Research and Information Fluency (nets.s.3.b)

K-U-D

KNOW (facts, formulas, information, vocabulary)	DO Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases)	UNDERSTAND Big ideas, generalizations, principles, concepts, ideas that transfer across situations
<ul style="list-style-type: none"> ● fact vs. opinion ● point of view 	<ul style="list-style-type: none"> ● Ask and answer questions referring 	<ul style="list-style-type: none"> ● Students will understand that others may have a different

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<ul style="list-style-type: none">• Organizational structure of an opinion piece• Steps of the writing process• Opinion/reasons• Keyboarding skills• Note-taking skills• How to have a collaborative discussion	<p>explicitly to the text to support the answer</p> <ul style="list-style-type: none">• Formulate a point of view and distinguish it from the point of view of the author• Identify main idea of a text, and details that support the main idea• Use close reading strategies to gain an understanding of the text• Write an opinion, creating an organizational structure, and list relevant reasons to introduce the topic and support a point of view• Use linking words and phrases to connect opinion and reasons (e.g. because, therefore, since, for example)• Produce an opinion piece with organization that is appropriate to the task• Utilize the writing process• Navigate digital resources to take brief notes on sources (print and digital) and sort evidence into provided categories• Utilize grade level speaking, listening and language skills	<p>opinion about given topic.</p> <ul style="list-style-type: none">• Students will understand that evidence and details gathered from a text can support your argument.• Students will understand that personal beliefs influence opinions.• Students will understand that readers evaluate what they read.• Students will understand that an author can persuade a reader.• Students will understand that revising helps people clearly understand what the writer is trying to convey.• Students will understand that they can influence change through writing.
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Vocabulary

Academic Vocabulary

- Evidence
- opinion
- point of view

Domain-Specific Vocabulary

- Perspective
- Opinion
- Close Reading

Unit-Specific Vocabulary

- editorial
- ban
- point of view
- opinion

Text-Specific Vocabulary

Text-specific vocabulary is dependent upon articles chosen by the classroom teacher.

Interdisciplinary Connections

The following subject areas would have topics that would allow for students to form an opinion.

- Health
- Science
- Social Studies

ELA Grade 3

Grade/Subject	Grade 3/ELA
Unit Title	Unit 6/Poetry All Around Us
Overview of Unit	This unit is focused on reading poetry with an awareness of how a poet uses language to evoke sounds, sights, and feelings of a topic or theme. Students will collect poems to create a personal poetry anthology. They will write in response to their reading and will write their own poems using poetic devices taught. At the end of the unit students will be expected to share favorite poems in a poetry reading and write a response to a selected poem.
Pacing	2 1/2 to 3 weeks

Essential Questions

- What is poetry?
- How is poetry different from prose?
- How do images or sounds help us understand the meaning of a poem?

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
3.4	3.1		3.2	3.1	3.5
3.4a	3.4		3.2a	3.2	3.5a
3.4b	3.5		3.2b	3.5	3.5b
3.4c	3.6		3.2c		3.5c
			3.2d		

ISTE Standards

(<http://www.iste.org/standards/nets-for-students.asp>)

ELA Grade 3

K-U-D

K-U-D	
<p>KNOW <i>Facts, formulas, information, vocabulary</i></p>	<p>DO <i>Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases)</i> <i>Hint: Use the standards!</i></p>
<ul style="list-style-type: none"> • The differences and similarities between poetry and prose. • The importance of reading closely to understand a poem’s meaning. • The poetic devices of rhythm, rhyme, alliteration, and onomatopoeia that create sound imagery. • How non-literal language creates visual imagery. • The value of reading and rereading poems to understand a poem’s meaning and connect to the feelings of the poet about the topic. 	<ul style="list-style-type: none"> • Identify the structural elements of a poem (line, stanzas, spaces) • Discuss a poem, citing textual evidence to support ideas and comprehension of its meaning. • Identify elements of poetry that contribute to the sounds of language used (rhyme, rhythm, alliteration, onomatopoeia) • Recognize nonliteral, non-literal language, in a poem that creates visual imagery • Read and reread poems accurately, fluently, and with expression in a way that reflects a poet’s feelings about the topic of a poem.
UNDERSTAND	
<p><i>Big ideas, generalizations, principles, concepts, ideas that transfer across situations</i></p>	
<p>Students will understand that...</p> <ul style="list-style-type: none"> • Poetry is an expression of ideas and emotions written in a concise format or structure. • Poetry looks and sounds different from prose in many ways. • Poets use different literary devices to create meaning, imagery, and mood. • We read poetry closely to look for images and sounds in order to understand the meaning of the poem. • Poetry can be interpreted in different ways based on our knowledge or experiences. 	

Vocabulary

Academic Vocabulary

poetry
prose
non-literal language
central message

Domain-Specific Vocabulary

alliteration
onomatopoeia
rhyme

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Vocabulary

rhythm
mood

Unit-Specific Vocabulary

Interdisciplinary Connections

Music – can use song lyrics to discuss central message or use of poetic devices