



Department: English Language Arts, Grade 3  
 Course Name: Reading and Writing Units of Study  
 Course Description:

The goal of the English language arts curriculum is to provide students multiple opportunities to read, create, discuss, and analyze varied text through multiple genres. Students in the Milford Public Schools engage in a balanced literacy approach to reading and writing. Through the readers and writers workshop students participate in interactive read alouds, guided reading, independent reading and writing, bookclubs, reading conferences and writing conferences.

<b>UNIT 1</b>	
Unit Title: Launching the Year in Reading	
<b>LEARNING GOALS</b>	
<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> <li>• Students understand themselves as readers and as members of a reading community.</li> <li>• Readers deepen their thinking and understanding about reading when they have conversations with others about text.</li> </ul>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How do we build a reading community?</li> <li>• How do we learn about ourselves as readers?</li> <li>• How do we share our thinking about books?</li> </ul>
<p>Content and Skills:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Choose just-right books from the classroom library.</li> <li>• Follow the routine of a reading community.</li> <li>• Use strategies to maintain engagement in text.</li> <li>• Express ideas clearly during discussions.</li> <li>• Build on the ideas of others during discussions.</li> <li>• Support their thinking with evidence from the text.</li> </ul>	
<p>Standards Addressed:</p> <p>Connecticut Core Standards:</p> <p>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> <p>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 the grades 2-3 text complexity band independently and proficiently.</p> <p>CCSS.ELA-Literacy.L.3.1                  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	

CCSS.ELA-Literacy.SL.3.1

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

## UNIT 2

Unit Title: Understanding Narrative Structure

### LEARNING GOALS

Enduring Understanding(s):

- Understanding of the importance of characters, setting, passage of time, plot, and the author's message helps us to become more effective, insightful readers of fiction.

Essential Question(s):

- How do we use our knowledge of story structure to determine the plot and central message of a text?
- How do the knowledge of narrative elements and conversation with peers deepen our understanding of text?

Content and Skills:

- Determine the elements of narratives including characters, setting, problem, turning point, solution, plot and author's message
- Determine author's message or lesson in a text
- Use narrative elements to recount stories orally.

Standards Addressed:

Connecticut Core Standards:

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.

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.

CCSS.ELA-Literacy.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

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.

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.

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)

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 the grades 2-3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.SL.3.1

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.SL.3.1.c

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

CCSS.ELA-Literacy.SL.3.1.d

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.3.6

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

CCSS.ELA-Literacy.RF.3.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.3.4.a

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.3.4.c

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

CCSS.ELA-Literacy.L.3.1

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

## UNIT 3

Unit Title: Navigating Nonfiction

### LEARNING GOALS

Enduring Understanding(s):

- Readers learn new information by reading across texts and by using text features.
- Nonfiction features (conventions) help readers locate relevant information efficiently.

Essential Question(s):

- How do we navigate, understand, and use features (conventions) of nonfiction to gather information?
- How do readers use text features to determine what is most important?

Content and Skills:

Students will be able to:

- Identify text features (conventions) and use them to gather information and to determine what matters most.
- Ask questions before, during, and after reading to gather and clarify information.
- Begin to take notes to record big ideas and supporting evidence.
- Notice new vocabulary and apply a variety of strategies for making meaning.
- Use visual features (including photographs, diagrams, charts, tables, and maps) to gain a deeper understanding of the text.
- Gather and share information learned while reading.

Standards Addressed:

Connecticut Core Standards:

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.

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.

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*.

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.

CCSS.ELA-Literacy.RI.3.7

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.3.10

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.

CCSS.ELA-Literacy.SL.3.1

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.SL.3.1.c

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

CCSS.ELA-Literacy.SL.3.1.d

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.3.6

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

CCSS.ELA-Literacy.RF.3.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.3.4.a

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.3.4.c

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

CCSS.ELA-Literacy.L.3.1

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

CCSS.ELA-Literacy.L.3.4

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

CCSS.ELA-Literacy.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 4

Unit Title: Unlocking and Exploring Traditional Literature

### LEARNING GOALS

Enduring Understanding(s):

- Traditional literature stories including folktales and fables are stories that not only entertain but share the values and wisdom of a culture and have a strong sense of right and wrong. This helps us understand the central message, lesson, or moral explained through the story.
- Traditional literature stories were often shared through oral storytelling and were meant to be shared and often performed.

Essential Question(s):

- What characteristics do traditional literature stories have in common? In what ways do they differ?
- What are the different types of characters in traditional stories?
- What are their problems and how do they solve them?
- What can we learn about a culture or group of people by reading and studying traditional stories from that culture?

Content and Skills:

Students will be able to:

- Learn to recognize the common characteristics of traditional literature (folktales and fables)
- Explore connections between folktales and cultures from which they originate
- Read closely to determine the relationship between central message, or lesson, and key details in a text
- Compare and contrast traditional literature stories with similar lessons
- Ask and answer questions to demonstrate understanding of a traditional text, referring explicitly to the text as the basis for answers
- Take and utilize notes to become effective oral storytellers
- Practice the skills of fluent and effective oral storytelling

Standards Addressed:

Connecticut Core Standards:

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.

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.

CCSS.ELA-Literacy.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

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.

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)

CCSS.ELA-Literacy.SL.3.1

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.SL.3.1.c

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

CCSS.ELA-Literacy.SL.3.1.d

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

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 the grades 2-3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.RF.3.3

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

CCSS.ELA-Literacy.RF.3.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.3.4.a

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.3.4.c

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

CCSS.ELA-Literacy.L.3.1

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

CCSS.ELA-Literacy.L.3.4

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3

reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.3.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

## UNIT 5

Unit Title: Biography

### LEARNING GOALS

Enduring Understanding(s):

- Readers use their knowledge of informational text features and narrative text structure to navigate through biographies to better understand someone's life story.
- Readers determine why the subject of the biography is relevant today.

Essential Question(s):

- What is a biography?
- What influences authors to write biographies?
- Why is it important that these stories are written?

Content and Skills:

Students will be able to:

- Demonstrate knowledge of the elements of a biography
- Use knowledge of the situation, a person's actions, motivations, feelings, and physical attributes to determine a person's character traits
- Extract and infer important details from the biography to demonstrate why a person is still important in today's world
- Understand why an author chose to write a particular biography
- Present learned information about the relevancy of a chosen person's life.

Standards Addressed:

Connecticut Core Standards:

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.

CCSS.ELA-Literacy.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

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.

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.

CCSS.ELA-Literacy.RL.3.6

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

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)

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 the grades 2-3 text complexity band independently and proficiently.

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.

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.

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*.

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.

CCSS.ELA-Literacy.RI.3.6

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

CCSS.ELA-Literacy.RI.3.7

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).

CCSS.ELA-Literacy.RI.3.9

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

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.

CCSS.ELA-Literacy.SL.3.1

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.SL.3.1.c

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

CCSS.ELA-Literacy.SL.3.1.d

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or

clarification.

CCSS.ELA-Literacy.RF.3.3

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

CCSS.ELA-Literacy.RF.3.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.L.3.3

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

CCSS.ELA-Literacy.L.3.4

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

CCSS.ELA-Literacy.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 6

Unit Title: Poetry

### LEARNING GOALS

Enduring Understanding(s):

- Poets get their ideas from many different places (including their own lives, from people they observe, know, and love, from nature, and from the ideas of other writers.)
- The tools poets use enhance meaning for the reader.
- Poets choose words carefully to convey a mood and a message.

Essential Question(s):

- Where do poets get their ideas from?
- What tools do poets use to craft poems?
- How can poets use mood and descriptive language to convey a message to the reader?

Content and Skills:

Students will be able to:

- Ask and answer questions about poems and poets
- Apply a variety of strategies to make meaning of new or unfamiliar words
- Identify craft techniques poets use
- Closely read poems to determine the topic, mood, and message

Standards Addressed:

Connecticut Core Standards:

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.

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.

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.

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)

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 the grades 2-3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.SL.3.1.c

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

CCSS.ELA-Literacy.SL.3.1.d

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.3.3

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

CCSS.ELA-Literacy.SL.3.6

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

CCSS.ELA-Literacy.RF.3.3

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

CCSS.ELA-Literacy.RF.3.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.3.4.a

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.3.4.c

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

CCSS.ELA-Literacy.L.3.1

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

CCSS.ELA-Literacy.L.3.4

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

CCSS.ELA-Literacy.L.3.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

\*Select writing units of study are adapted from the Schoolwide Writing Fundamentals Units of Study (2013).

UNIT 1 Writing	
Unit Title: How Writers Work	
LEARNING GOALS	
Enduring Understanding(s): <ul style="list-style-type: none"><li>• Writing workshop is a place for writers to explore their ideas, draft their writing, and get feedback.</li><li>• Writers are a part of a community.</li><li>• When writers participate in writers workshop, they take their writing through the writing process, moving ideas to published pieces.</li></ul>	Essential Question(s): <ul style="list-style-type: none"><li>• What are the rituals and routines of writers workshop?</li><li>• What are the purposes of each stage of writing?</li><li>• How do I know when I am ready to publish my piece?</li></ul>
Content and Skills: Students will be able to: <ul style="list-style-type: none"><li>• Learn the rituals, routines, and resources of writers workshop</li><li>• Identify the reason why writers write</li><li>• Form a community of writers who listen and to each other and share their ideas</li><li>• Learn from mentor authors and recognize there is a process to writing</li><li>• Write over short and extended periods of time</li><li>• Engage in collaborative discussions with peers</li><li>• Problem solve when writers get stuck</li><li>• Take a written piece through the writing process</li></ul>	
Standards Addressed: Connecticut Core Standards: 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. 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. CCSS.ELA-LITERACY.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 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.

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.

CCSS.ELA-LITERACY.RL.3.6

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

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)

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)

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 the grades 2-3 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.SL.3.1

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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).

CCSS.ELA-LITERACY.SL.3.1.C

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

CCSS.ELA-LITERACY.SL.3.1.D

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.3.3

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.3.5

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

CCSS.ELA-LITERACY.SL.3.6

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

CCSS.ELA-LITERACY.L.3.1

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

CCSS.ELA-LITERACY.L.3.1.A

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

CCSS.ELA-LITERACY.L.3.1.B

Form and use regular and irregular plural nouns.

CCSS.ELA-LITERACY.L.3.1.E

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

CCSS.ELA-LITERACY.L.3.1.H

Use coordinating and subordinating conjunctions.

CCSS.ELA-LITERACY.L.3.1.I

Produce simple, compound, and complex sentences.

CCSS.ELA-LITERACY.L.3.2

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

CCSS.ELA-LITERACY.L.3.2.A

Capitalize appropriate words in titles.

CCSS.ELA-LITERACY.L.3.2.C

Use commas and quotation marks in dialogue.

CCSS.ELA-LITERACY.L.3.2.D

Form and use possessives.

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*).

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.

CCSS.ELA-LITERACY.L.3.3

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

CCSS.ELA-LITERACY.L.3.4

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

CCSS.ELA-LITERACY.L.3.4.A

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

CCSS.ELA-LITERACY.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*).

CCSS.ELA-LITERACY.L.3.4.D

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

CCSS.ELA-LITERACY.L.3.5.B

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

CCSS.ELA-LITERACY.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*).

CCSS.ELA-LITERACY.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 2 Writing

Unit Title: Author Study: Patricia Polacco

LEARNING GOALS

Enduring Understanding(s):

- To be a good writer, you have to read a lot of mentor text.
- Writers use life experiences and the world around them for inspiration.
- Writers all find a unique voice in their writing.

Essential Question(s):

- How do writers generate ideas for writing?
- How can writers learn from other writers?
- How can writers use narrative techniques?
- How do writers find their voice?

Content and Skills:

Students will be able to:

- Learn from a mentor author
- Identify how the mentor author uses her life experiences, her curiosity, her interests and observations to find her ideas to write about.
- Identify writing techniques
- Find inspiration and start to draft stories

- Work with peers to collaborate and discuss writing ideas and drafts
- Write a narrative to develop real or imagined experiences
- Write using descriptive details

Standards Addressed:

Connecticut Core Standards:

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.

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.

CCSS.ELA-LITERACY.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

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.

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.

CCSS.ELA-LITERACY.RL.3.6

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

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)

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)

CCSS.ELA-LITERACY.SL.3.1

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.3.3

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.3.1

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

CCSS.ELA-LITERACY.L.3.1.A

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

CCSS.ELA-LITERACY.L.3.1.I

Produce simple, compound, and complex sentences.

CCSS.ELA-LITERACY.L.3.2

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

CCSS.ELA-LITERACY.L.3.2.A

Capitalize appropriate words in titles.

CCSS.ELA-LITERACY.L.3.2.C

Use commas and quotation marks in dialogue.

CCSS.ELA-LITERACY.L.3.2.D

Form and use possessives.

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*).

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.

CCSS.ELA-LITERACY.L.3.2.G

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

CCSS.ELA-LITERACY.L.3.3

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

CCSS.ELA-LITERACY.L.3.3.A

Choose words and phrases for effect.

CCSS.ELA-LITERACY.L.3.4

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

CCSS.ELA-LITERACY.L.3.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.3.5.B

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

## UNIT 3 Writing

Unit Title: Literary Nonfiction

### LEARNING GOALS

#### Enduring Understanding(s):

- Nonfiction writers research their topics.
- Nonfiction writers convey information and ideas clearly.

#### Essential Question(s):

- What is the purpose of nonfiction writing?
- What kind of texts do nonfiction writers create?

#### Content and Skills:

##### Students will be able to:

- Identify common nonfiction features and their purposes
- Read nonfiction texts and contemplate the author's process and types of research necessary
- Utilize various nonfiction text structures when reading and writing
- Explore different topics through reading, asking questions, and have discussions
- Select and focus a topic to develop
- Develop a topic with facts, definitions, and concrete details
- Include formatting and illustrations that organize and relate to the topic
- Introduce a topic clearly and organize information with linking words or phrases (transitions)
- Provide a conclusion
- Take writing through the writing process through planning, revising, and editing
- Use technology to research, edit, and publish text

#### Standards Addressed:

##### Connecticut Core Standards:

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.

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.

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.

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

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.

CCSS.ELA-LITERACY.RI.3.6

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

CCSS.ELA-LITERACY.RI.3.7

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).

CCSS.ELA-LITERACY.RI.3.9

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

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.

CCSS.ELA-LITERACY.SL.3.1

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

CCSS.ELA-LITERACY.SL.3.1.C

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

CCSS.ELA-LITERACY.SL.3.1.D

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.3.3

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.3.1

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

CCSS.ELA-LITERACY.L.3.1.I

Produce simple, compound, and complex sentences.

CCSS.ELA-LITERACY.L.3.2

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

CCSS.ELA-LITERACY.L.3.2.A

Capitalize appropriate words in titles.

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*).

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.

CCSS.ELA-LITERACY.L.3.2.G

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

CCSS.ELA-LITERACY.L.3.3

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

## UNIT 4 Writing

Unit Title: Writing Traditional Literature (Mini Unit)

### LEARNING GOALS

Enduring Understanding(s):

- Folktales and fables can take on many forms as the stories can be written in many different ways.
- Folktales are inspired by culture and are passed down through oral tradition.
- Folktales can have different written structures.
- Folktales teach a lesson or a moral.

Essential Question(s):

- What form of traditional literature do I want to write?
- What elements do I need to include in my writing?
- What parts of my culture do I want to use as inspiration?
- How does an author determine the moral or lesson that they want to share through their story?

Content and Skills:

Students will be able to

- Use mentor texts to inspire individual written pieces
- Create a plot that has a clear message, lesson, or moral
- Use descriptive writing techniques and write dialogue to give their stories life
- Edit and revise their writing

Standards Addressed:

Connecticut Core Standards:

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.

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.

CCSS.ELA-LITERACY.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

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.

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.

CCSS.ELA-LITERACY.RL.3.6

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

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)

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)

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 the grades 2-3 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.W.3.1.B

Provide reasons that support the opinion.

CCSS.ELA-LITERACY.W.3.1.C

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

CCSS.ELA-LITERACY.W.3.2.A

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

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.

CCSS.ELA-LITERACY.W.3.3.A

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.

CCSS.ELA-LITERACY.W.3.3.C

Use temporal words and phrases to signal event order.

CCSS.ELA-LITERACY.W.3.3.D

Provide a sense of closure.

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.

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.

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.

CCSS.ELA-LITERACY.W.3.7

Conduct short research projects that build knowledge about a topic.

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.

CCSS.ELA-LITERACY.SL.3.1

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

CCSS.ELA-LITERACY.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).

CCSS.ELA-LITERACY.SL.3.1.C

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

CCSS.ELA-LITERACY.SL.3.1.D

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

CCSS.ELA-LITERACY.L.3.1

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

CCSS.ELA-LITERACY.L.3.1.I

Produce simple, compound, and complex sentences.

CCSS.ELA-LITERACY.L.3.2

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

CCSS.ELA-LITERACY.L.3.3

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

CCSS.ELA-LITERACY.L.3.3.A

Choose words and phrases for effect.

CCSS.ELA-LITERACY.L.3.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.3.5.A

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

CCSS.ELA-LITERACY.L.3.5.B

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

CCSS.ELA-LITERACY.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*).

## UNIT 5 Writing

Unit Title: Biography

### LEARNING GOALS

Enduring Understanding(s):

- In biographies, writers write about people who are interesting or inspiring.
- Biographies have unique purposes and unique text structures.

Essential Question(s):

- Why do people read and study biographies?
- What is the purpose of writing a biography?
- What does a writer need to include in a biography?

Content and Skills:

Students will be able to:

- Discuss varied texts and topics with peers, building on each other's ideas and understanding
- Read about influential and historical subjects and their accomplishments
- Form opinions about the subjects they read about
- Support their own point of view with reasons, facts, and details
- Understand the purpose and structure of a biography
- Conduct research in varied sources on their subject to build knowledge
- Create an organized structure for their writing
- Write a conclusion or a concluding statement
- Use the writing process to plan, research, draft, revise, edit and publish a biography

Standards Addressed:

Connecticut Core Standards:

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.

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.

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.

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*.

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.

CCSS.ELA-LITERACY.RI.3.6

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

CCSS.ELA-LITERACY.RI.3.7

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).

CCSS.ELA-LITERACY.RI.3.9

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

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.

CCSS.ELA-LITERACY.W.3.1

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

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.

CCSS.ELA-LITERACY.W.3.1.B

Provide reasons that support the opinion.

CCSS.ELA-LITERACY.W.3.1.C

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.

CCSS.ELA-LITERACY.W.3.2

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

CCSS.ELA-LITERACY.W.3.2.A

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

CCSS.ELA-LITERACY.W.3.2.B

Develop the topic with facts, definitions, and details.

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.

CCSS.ELA-LITERACY.W.3.2.D

Provide a concluding statement or section.

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.

CCSS.ELA-LITERACY.W.3.3.C

Use temporal words and phrases to signal event order.

CCSS.ELA-LITERACY.W.3.3.D

Provide a sense of closure.

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.

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.

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.

CCSS.ELA-LITERACY.W.3.7

Conduct short research projects that build knowledge about a topic.

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.

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.

## UNIT 6

Unit Title: Poetry

Unit Description: This unit is intended to serve as a companion to the Grade 3 Reader’s Workshop Poetry Unit. Lessons in this unit focus on the language, tone, and the elements, rather than the various forms of poetry. Specific forms of poetry will be addressed in the Grade 4 & 5 Poetry Writing Units. In this Grade 3 Unit, students will generate ideas and author their own poems, but the emphasis will be more on the poetry writing process, and gathering feedback from peers on different drafts of poems.

### LEARNING GOALS

Enduring Understanding(s):

- Writers notice poets write about many different topics and get their ideas from many sources to reflect mood and tone.
- Writers identify metaphors and similes in poetry.
- Writers identify onomatopoeia and sensory images in poetry.
- Writers review the characteristics of poetry and add details to their draft of poetry.
- Writers confer with a peer and edit and revise poems focusing on mood tone and use literary devices to enhance their poems.

Essential Question(s):

- Why is writing poetry different than other kinds of writing?
- What writing tools do writers use to create original poetry?
- What can writers learn from other poets and peers about poetry?
- What is my job as a peer editor?
- How do peer editors give each other meaningful feedback?

Content and Skills:

Students will be able to:

- Analyze poetry
- Read mentor poetry and try some of the mentor poet’s techniques in their own writing.
- Recognize and identify elements of poetry that includes: rhythm, repetition, alliteration, onomatopoeia, descriptive words and sensory images, metaphors, similes, personification, stanza, line breaks, and white space.
- Participate in a peer editing session.
- Give and receive adaptive feedback
- Explore writing different types of poetry and create drafts of original poetry

Standards Addressed:

Connecticut Core Standards

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.

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.

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.

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

CCSS.ELA-Literacy.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.3.2.a Capitalize appropriate words in titles.

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).

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.

CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.3.3.a Choose words and phrases for effect.

CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

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

CCSS.ELA-Literacy.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

## UNIT 7 Writing

Unit Title: Research Across Texts (Interdisciplinary Unit with Science)

Unit Description: In this unit students research on natural resources that complements the science curriculum. Students engage in varied kinds of research including the use of digital text, video, and varied book sources. Students will generate questions and research to find answers, citing information as they construct a response. Research products could be a formal paper or could be an alternative product, for example a poster or presentation.

### LEARNING GOALS

Enduring Understanding(s):

- Nonfiction writers research their topics.
- Nonfiction writers convey information and ideas clearly.
- Research skills can be used in any subject area.

Essential Question(s):

- What is the purpose of nonfiction writing?
- What kind of texts do nonfiction writers create?
- How do I thoroughly research a topic?

Content and Skills:

Students will be able to:

- Identify common nonfiction features and their purposes
- Read nonfiction texts in varied forms and contemplate the author’s process and types of research necessary
- Engage with various nonfiction text structures during the research process
- Explore different topics through reading, asking questions, and having discussions
- Select and focus a topic to develop
- Develop a topic with facts, definitions, and concrete details
- Include formatting and illustrations that organize and relate to the topic
- Introduce a topic clearly and organize information with linking words or phrases (transitions)
- Provide a conclusion or concluding statement
- Take writing through the writing process through planning, revising, and editing in a workshop setting
- Use technology to research, edit, and publish text

Standards Addressed:

Connecticut Core Standards:

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.

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.

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.

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*.

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.

CCSS.ELA-LITERACY.RI.3.6

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

CCSS.ELA-LITERACY.RI.3.7

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).

CCSS.ELA-LITERACY.RI.3.9

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

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.

CCSS.ELA-LITERACY.W.3.1

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

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.

CCSS.ELA-LITERACY.W.3.1.B

Provide reasons that support the opinion.

CCSS.ELA-LITERACY.W.3.1.C

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.

CCSS.ELA-LITERACY.W.3.2

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

CCSS.ELA-LITERACY.W.3.2.A

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

CCSS.ELA-LITERACY.W.3.2.B

Develop the topic with facts, definitions, and details.

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.

CCSS.ELA-LITERACY.W.3.2.D

Provide a concluding statement or section.

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.

CCSS.ELA-LITERACY.W.3.3.C

Use temporal words and phrases to signal event order.

CCSS.ELA-LITERACY.W.3.3.D

Provide a sense of closure.

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.

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.

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.

CCSS.ELA-LITERACY.W.3.7

Conduct short research projects that build knowledge about a topic.

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.

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.

CCSS.ELA-LITERACY.L.3.1

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

CCSS.ELA-LITERACY.L.3.1.I

Produce simple, compound, and complex sentences.

CCSS.ELA-LITERACY.L.3.2

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

CCSS.ELA-LITERACY.L.3.2.A

Capitalize appropriate words in titles.

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*).

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.

CCSS.ELA-LITERACY.L.3.2.G

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

CCSS.ELA-LITERACY.L.3.3

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

CCSS.ELA-LITERACY.L.3.3.A

Choose words and phrases for effect.

CCSS.ELA-LITERACY.L.3.3.B

Recognize and observe differences between the conventions of spoken and written standard English.

CCSS.ELA-LITERACY.L.3.4.D

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

**CCSS.ELA-LITERACY.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*).