# ENGLISH LANGUAGE ARTS

Curriculum Map
3<sup>rd</sup> Grade

Sacramento
City Unified
School District

| ELA 3rd Grade: Year-at-a-Glance | | |
|---|---|---|
| **Month** | **Units** | **ELA, ELD Standards** |
| Sept. Oct. | Unit 1<br>Launching the Year – Open Genre<br>Rituals and Routines, Reading and Language<br>Writing and Language<br>Language<br>(approx. 5 weeks) | RL.1,4,10; RI.1,4,10 W.4,5,10<br>SL.1,3,6<br>L.4<br>ELD.PI 1,3,4,5,10a,12<br>ELD.PII 5 |
| Oct. Nov. | Unit 2<br>Narrative- Realistic Fiction - Focus on Character Study<br>Reading and Language, Writing and Language,<br>Language<br>(approx. 6 weeks) | RL.1,3,4,5,6,7,10<br>W.1,2,3,4,5,6,8,10<br>SL.1,2,4,5,6; L.1,2,3,6<br>ELD.PI.1,3,5,6,8,10<br>ELD.PII.1,2,4,5 |
| END 1st Trimester.   Benchmark focus: Narrative Writing Task, Reading Literature | | |
| Dec. Jan. | Unit 3<br>Narrative- Reading and Writing Folktales or Fables<br>Reading and Language, Writing and Language, Language<br>(approx. 4 weeks)<br>(finish Folktales/Fables after holiday break) | RL.1,2,4,9,10; RI.1,2,10<br>W.3,4,5,8,10<br>SL.1,2,4,6;L.1,3,5,4,6<br>ELD.PI.1,2,4,5,6,8,9,10<br>ELD.PII.1,3 |
| Jan. Feb. | Unit 4<br>Informative/Explanatory - Reading and Writing All About Books or<br>Informational Articles or Biographies<br>Reading and Language, Writing and Language, Language<br>(approx. 7 weeks) | RI.1,2,3,4,5,8,9,10;<br>W.2a-d,4,5,7,8,10;<br>SL.1,2,6; L.1i,4,6;<br>ELD.PI.1,2,3,4,6,10a,b,12;<br>ELD.PII.1,2a,4,6,7 |
| END 2nd Trimester.   Benchmark Focus: Writing Info/Explanatory Task, Reading Informational Text | | |
| Mar. Apr. | Unit 5<br>Opinion/Argument - Reading Literature and Writing Book Reviews<br>Reading and Language, Writing and Language, Language<br>(approx. 7 weeks) | RL.1,2,3,4,5,9,10; R.I.1,2,8,10<br>W.1,4,5,6,8,10; SL.1,2,3,4,6<br>L.1h,i,3a,b,4,5a,6<br>ELD.PI.1,2,3,4,5,6,7,8,9,10,<br>11,12; ELD.PII.1,2b,7 |
| May | Unit 6<br>Poetry - Reading and Writing Poetry<br>Reading and Language, Writing and Language, Language<br>(approx. 4 weeks) | RL.1,4,5,6,10;<br>W.4,5,6,10<br>SL.1abcd,2,3,6; L.3a,4,5ac<br>ELD.PI.1,5,6,7,8,9,12<br>ELD.PII.1 |
| 3rd Benchmark (Optional) Focus: Writing Opinion Task, Reading Literature, Poetry and Opinion Text | | |
| June | Unit 7<br>Reflecting on Growth and Setting Goals as Readers, Writers, and<br>Collaborative Learners<br>Reading and Language, Writing and Language, Language<br>(approx. 2 weeks) | W.4,5,6,7,8,10<br>SL.1a-d,3,4,6; L.6;<br>ELD.PI.1,5,7,9,10,11 |

*3rd Grade, SCUSD ELA Curriculum Map*

| Unit 1 |
| :---: |
| **Launching the Year – Open Genre** |
| **(Approx. 6 weeks)** |

**Overview:**
*In this unit, students will build their capacities as independent learners and collaborative group members. Students will establish, learn, and internalize routines to create a safe and productive learning community. This unit will allow students to further explore their identity as a learner in both reading and writing by reflecting on their growth as an independent and collaborative learner.*

Over-Arching Essential Question for Unit 1: How do we create a motivating, engaging, and respectful environment that fosters the delight and empowerment that accompanies literacy development?

In this unit students will:
- Establish, learn, and internalize classroom routines and procedures
- Explore their identities as a reader, writer, and collaborative group member
- Establish the use of a writer's notebook and reading response journal
- Learn strategies to establish, internalize, and strengthen good habits as a reader, writer, and group member
- Practice Social Emotional Learning (SEL) competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making

Culminating Task: A genre of student choice writing piece that has gone through the writing process over the course of the launch

**Standards**

**ELA Common Core State Standards**

**Reading Literature**:

Key Ideas and Details

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

Craft and Structure

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

Range of Reading and Text Complexity

  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 proficiency.

**Reading Informational:**

Key Ideas and Details

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

Craft and Structure

  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*.

Range of Reading and Level of Text Complexity

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 grades 2-3 text complexity band independently and proficiently.

**Reading: Foundational Skills:** *This document does not address systematic instruction of foundational skills.*

## Writing:

Production and Distribution of Writing

3.4 – With guidance and support from adults, produce writing in which the development and organization

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

Range of Writing

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 Listening:

Comprehension and Collaboration

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.

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.

b. Follow agreed-upon rules for discussions.

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

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

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

Presentation of Knowledge and Ideas

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

*3rd Grade, SCUSD ELA Curriculum Map*

**Language:**

Vocabulary Acquisition and Use

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.

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

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*).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, comparison*).

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

*3rd Grade, SCUSD ELA Curriculum Map*

**ELD Standards**

**Part I: Interacting in Meaningful Ways**
A. Collaborative
1. ***Exchanging information and ideas***- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
3. ***Offering opinions***- Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That's a good idea, but X*), as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, etc.
4. ***Adapting language choices-*** Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.
B. Interpretative
5. ***Listening actively***- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
C. Productive
10. ***Writing-***
a. Write longer and more detailed literacy and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.
12. ***Selecting language resources***- Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.

**Part II: Learning About How English Works**
A. Structuring Cohesive Texts
5. ***Modifying to add details***- Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a range of familiar or new activities or processes (e.g., *They worked quietly all night in their room.*).

| **College Career Ready Descriptors** | **Social-Emotional Learning** |
|---|---|
| • Demonstrate independence | **SEL Competencies:** |
| • Build strong content knowledge | • Self-Management |
| • Respond to the varying demands of audience, task, purpose, and discipline | • Self-Awareness |
| • Comprehend as well as critique | • Responsible Decision Making |
| • Value evidence | • Relationship Skills |
| • Use technology and digital media strategically and capably | • Social Awareness |
| • Come to understand other perspectives and cultures | |

| Unit 1: Launching the Year – Open Genre |
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| **Rituals and Routines**<br>SL.1, 6; ELD.PI 1, 3; SEL Competencies |
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| Essential Questions | Suggested Assessments |
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| <br>• How do develop and strengthen our self-awareness?<br><br>• How do we develop and strengthen our self-management?<br><br>• How can we develop and strengthen our social-awareness?<br><br>• How can we build relationships?<br><br>• How can we become responsible decision-makers? | **Minute by Minute**: observation, questions - teachers and students, student discussion, written work, etc.<br><br>**Daily Lesson:** observation, questions – teachers and students, instructional tasks, student discussion, written work/representations, student self-reflection<br><br>**Weekly:** student discussions and work products (e.g. SEL Journals), student self-reflection<br><br>**End-of-Unit:** student work artifact, e.g. portfolio, writing project, oral presentation, use of rubric, student self-reflection (e.g. short survey) other classroom summative assessments designed by teachers |

| Sequence of Learning Outcomes<br>Students will be able to…in order to…<br>**(What…why…)** | Strategies for Teaching and Learning<br>One way to do this work is to…<br>**(How…)** |
|---|---|
| 1. Learn and internalize routines to create a safe a productive learning community. | 1. Establish, practice daily, and chart classroom routines to internalize effective behaviors (e.g., entering and exiting the learning area, accessing supplies, working independently, asking for help during independent work-blocks). |
| *Resources:* "Launching the Year" at www.scusd.edu/ela, "Reading and Writing Workshop" Chart Wall Sample | |
| 2. Develop and follow agreed-upon rules for discussion to make collaboration productive and effective. | 2. Establish, practice daily, and chart discussion protocols for partners, small group, and whole class discussions (e.g., turning and talking to learning partner, huddling as a group, passing the mic whole class). |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |
| 3. Use a variety of words/phrases to ask relevant questions, affirm others, add pertinent information, build on responses, and provide useful feedback. | 3. Introduce, practice, and chart academic language stems categorized by purpose using student friendly topics, (e.g., taking turns, listening vs. speaking, asking for clarification, agreeing/ disagreeing respectfully, building on others' ideas). |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |

| 4. Come to discussions prepared to make collaboration productive. | 4. Set and define clear expectations for "being prepared" and provide opportunities for practice (e.g., coming to work area with supplies, establishing systems for absent partnerships). |
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*Resources:* "Launching the Year" at www.scusd.edu/ela

| Additional Resources for Teaching and Learning, Reading and Language | Differentiation (e.g. Special Education, EL, GATE) |
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| | **UDL Differentiation Strategies and Resources**<br><br>**GATE Differentiation Strategies and Resources** |

| Unit 1: Launching the Year – Open Genre |
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| Reading and Language<br>RL.1, 4, 10; RI.1, 4, 10; W. 10 SL. 1, 3, 6; L. 4; ELD.PI 1, 3, 4, 5 |
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| Essential Questions | Suggested Assessments |
|---|---|
| • How do we develop and strengthen our reading skills and reading lives?<br><br>• How do we help each other develop and strengthen our reading skills and reading lives? | **Minute by Minute**: observation, questions - teachers and students, student discussion, written work, etc.<br><br>**Daily Lesson:** observation, questions – teachers and students, instructional tasks, student discussion, written work/representations, student self-reflection<br><br>**Weekly:** student discussions and work products (e.g. Reading Response Journals), student self-reflection<br><br>**End-of-Unit:** student work artifact, e.g. portfolio, writing project, oral presentation, use of rubric, student self-reflection (e.g. short survey) other classroom summative assessments designed by teachers |

| Sequence of Learning Outcomes<br>Students will be able to…in order to…<br>**(What…why…)** | Strategies for Teaching and Learning<br>One way to do this work is to…<br>**(How…)** |
|---|---|
| | Start the work by exposing your students to a plethora of genres (e.g. read multiple examples of different genres for enjoyment, building content knowledge, and exposure to the many things they can read to become life-long readers). |
| **On-going use of Six Basic Reading Comprehension Strategies:**<br>Use these strategies for reading comprehension to gain meaning:<br>• Activating prior knowledge or predicting<br>• Questioning<br>• Visualizing<br>• Monitoring, clarifying, or fix-up strategies<br>• Drawing inferences<br>• Retelling | **On-going use of Six Basic Reading Comprehension Strategies:**<br>Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use. |

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| **On-going vocabulary instruction:** Use a growing number of words and phrases and flexibly choose from: using sentence-level context clues, using known affixes and known roots as clues, consulting printed/digital resources in order to grow vocabulary knowledge and use. | Readers collect favorite new words and definitions in their writer's notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction. |
| 1. Self-reflect to establish their reading identity and set goals. | 1. Give a reading interest survey that allows student reflection and results in written reading goals. Revisit and update goals periodically. |
| *Resources:* "Launching the Year" at www.scusd.edu/ela, Sample "Reading Interest Survey" #2 Sample "Reading Interest Survey" #3 : http://www.scholastic.com/teachers/top-teaching/2012/09/three-easy-ways-help-students-build-reading-identity | |
| 2. Develop the habit of mind of reading daily to become life-long readers. | 2. Watch video or observe other classes maintaining reading stamina to gather strategy ideas. Co-create a class chart of strategies they want to try during daily reads. |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |
| 3. Build stamina to sustain independent reading. | 3. Track progress of stamina on a class bar graph and/or line graph during independent reading time and reflect on why class/students made gains or losses. |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |
| 4. Read daily with purpose and understanding to build strong reading habits and maintain stamina. | 4. Establish, chart, and review daily " Reading with Stamina Strategies" (e.g., select books of personal interest, reread to extend independent reading time, read just right books, purposefully abandon books). |
| *Resources:* "Launching the Year" at www.scusd.edu/ela, | |
| 5. Use self-assessment and self-management to learn and internalize reading habits to manage their independent reading time. | 5. Have students create a personal "Looks Like/Sounds Like/Feels Like" chart of strategies to read daily with stamina and revisit their chart daily to add/modify management strategies noted during daily personal reflection. |
| *Resources:* "Launching the Year" at www.scusd.edu/ela, "Academic Discussion" Chart | |
| 6. Self-monitor reading for unfamiliar words. | 6. Co-create a chart of strategies to figure out the meaning of unfamiliar words (e.g., context clues, root word/ prefix/ suffix, apposition, using opposites). |
| *Resources:* | |
| 7. Determine the meaning of words and phrases as they are used in a text, distinguishing literal and nonliteral language. | 7. Build and grow a co-created chart: Strategies for Distinguishing Literal and Nonliteral Language, e.g. Readers ask themselves, "Is that *literally* what happened?" |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |

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| 8. Understand that readers read for different purposes under a variety of conditions and circumstances (e.g., independent reading, reading with peers, being read to) to build good reading habits. | 8. Co-create a chart of "What We Read & Why?" (e.g., road signs for directions, bulletin boards for advertisements). |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |
| 9. Read, listen, and talk with peers/ partners about their text to build comprehension and learn from others. | 9. Co-create a chart of ways to read, listen, and talk with their peers about books (e.g., private reading a chapter before coming to discuss with partner, creating questions together to answer and collaboratively reading to answer). |
| *Resources:* "Launching the Year" at www.scusd.edu/ela, Sample "Citing Evidence Stem" Chart | |
| 10. Write in a Reading Response Journal to record responses to text. | 10. Model and share creative ways to record thinking about reading in a Reading Response Journal (e.g. comparing/contrasting characters using icons/ drawings). |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |
| 11. Make language choices that are appropriate to academic discourse around text. | 11. Chart procedure and model of how to share responses from journals with partner or small group. |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |
| **Additional Resources for Teaching and Learning, Reading and Language** | **Differentiation (e.g. Special Education, EL, GATE)** |
| CA ELA/ELD Framework<br>"Ten Ways to Become a Better Reader" Chart<br><br>"Stems for Citing Evidence" Chart,<br><br>Stems for Academic Conversation: "Acknowledging Ideas"<br><br>Stems for Academic Conversation: "Asking for Clarification"<br><br>Stems for Academic Conversation: "Expressing an Opinion"<br><br>Stems for Academic Conversation: "Paraphrasing"<br><br>Stems for Academic Conversation: "Predicting"<br><br>Stems for Academic Conversation: "Soliciting a Response" | **UDL Differentiation Strategies and Resources**<br><br>**GATE Differentiation Strategies and Resources** |

| Unit 1: Launching the Year  – Open Genre |
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| Writing and Language |
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| W.4, 5,10; SL.1, 6; ELD.PI 1, 3, 4, 5, 10a, 12; ELD.PII 5 |

| Essential Questions | Suggested Assessments |
|---|---|
| • How do we develop and strengthen our writing skills and writing lives?<br><br>• How do we help each other develop and strengthen our writing skills and writing lives? | **Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations<br><br>**Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection<br><br>**Weekly:** student discussions and work products (e.g. Writer's Notebooks), student self-reflection<br><br>**End-of-Unit:** student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers |

| Sequence of Learning Outcomes<br>Students will be able to…in order to…<br>(What…why…) | Strategies for Teaching and Learning<br>One way to do this work is to…<br>(How…) |
|---|---|
| 1. Self-reflect to establish their writing identity. | 1. Give a writing interest survey that allows student reflection. |
| *Resources:*  "Launching the Year" at www.scusd.edu/ela | |
| 2. Record a variety of meaningful entrees in a Writer's Notebook to capture writing ideas. | 2. Introduce, teach, and model a new idea/strategy for writing entries in your Writer's Notebook (e.g., first time list, I wonder, free-write, emotions chart, memories, me too stories, descriptions, sensory descriptions, ideas from books, observations). |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |
| 3. Write daily with purpose and understanding to build strong writing habits. | 3. Watch video or observe other classes maintaining writing stamina to gather strategy ideas. Co-create a chart of strategies your class wants to use to establish good writing habits. |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |
| 4. Engage in writing for increasingly longer stretches of time to sustain their work and to become prolific writers. | 4. Track progress of stamina on a bar graph during independent writing time. |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |

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| 5. Use self-assessment and self-management toward managing their independent writing time. | 5. Co-create a "Looks Like-Sounds Like-Feels Like" chart of strategies to maintain writing stamina (e.g., choose a topic you know a lot about, tell your story before you write it). |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |
| 6. Learn and internalize strategies to manage independent writing time. | 6. Start a "Writing Habit" T-Chart and record behaviors of students who demonstrate what good writers do & why good writers do that. |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |
| 7. Understand the value of rereading for many reasons, including checking to see if their writing makes sense and to add details to entries. | 7. Model rereading a piece of writing to add details. |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |
| 8. Use spelling strategies to move through hard parts of writing independently without getting stuck. | 8. Co-create a chart of "What to Do When You Don't Know How to Spell a Word?" so writing can continue (e.g., fearless spellers, first sound/last sound, circle and go). |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |
| 9. Understand that writing is possible under a variety of conditions and circumstances to build good writing habits. | 9. Co-create a chart of how and why "Writer's Confer with the Teacher" while others keep writing. |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |
| 10. Understand a writer's work is never done to maintain stamina. | 10. Co-create a chart of "What to Do When You Think You Are Done Writing:" (e.g., start a new story from writing ideas chart, reread an old piece of writing and add to it). |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |
| 11. Select, plan a structure for writing that suites the audience, task, and purpose, and draft a piece of writing to take through the writing process to learn the procedures of each step. | 11. Introduce, model and chart procedures to be used in future units (e.g., how to selecting a piece from your writer's notebook, plan, draft). |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |
| 12. Read, listen, and talk with peers/partners about their writing to strengthen writing ideas and learn from others. | 12. Introduce, chart, and model procedure for peer responding by reading your story aloud and giving students something to listen for (e.g., a part of the story where they want you, the writer to add more details). |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |
| 13. Revise a piece of writing to learn the procedure of how to revise. | 13. Introduce, chart, and model procedure for revising by adding sensory details to your written piece. |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |

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| 14. Edit their writing so it is ready to publish. | 14. Introduce editing checklist chart and model procedure, editing one thing at a time, e.g., read the entire piece checking for only punctuation, reread it again checking for capitalization, reread again for conventions. |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |
| 15. Publish their piece to share with a bigger audience. | 15. Introduce, chart, and model the procedure of how to publish. |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |
| 16. Reflect orally and in writing to articulate their learning and develop their identities as writers. | 16. Write a "Dear Reader" letter that includes reflection and goal-setting. |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |
| 17. Celebrate and share finished pieces so others can enjoy/connect with their writing. | 17. Allow time for students to share their finished pieces (e.g., gallery walk, author's chair, group share). |
| *Resources:* "Launching the Year" at www.scusd.edu/ela | |

| Additional Resources for Teaching and Learning, Writing and Language | Differentiation (e.g. Special Education, EL, GATE) |
|---|---|
| **CA ELA/ELD Framework** | **UDL Differentiation Strategies and Resources**<br><br>**GATE Differentiation Strategies and Resources** |

| Unit 1: Launching the Year - Open Genre |
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| **Language** <br> L.2g, 3a, 4 |

| Essential Questions | Suggested Assessments |
|---|---|
| **tbd** | **Minute by Minute**: observation, questions - teachers and students, student discussions, written work <br><br> **Daily Lesson:** observation, questions – teachers and students, student discussions, peer feedback, student self-reflection <br><br> **Weekly:** student discussions, peer feedback, student self-reflection <br><br> **End-of-Unit:** oral presentation, peer feedback, use of rubric, student self-reflection (e.g. short survey) other classroom summative assessments designed by teacher |
| **Sequence of Learning Outcomes** <br> Students will be able to…in order to… <br> **(What…why…)** | **Strategies for Teaching and Learning** <br> One way to do this work is to… <br> **(How…)** |
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| tbd |  |
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| **Additional Resources for Teaching and Learning, Language** | **Differentiation (e.g. Special Education, EL, GATE)** |
| **CA ELA/ELD Framework** | **UDL Differentiation Strategies and Resources** <br><br><br> **GATE Differentiation Strategies and Resources** |

*3rd Grade, SCUSD ELA Curriculum Map*

| Unit 2 |
| :---: |
| **Narrative - Realistic Fiction – Focus on Character Study** |
| **(Approx. 6 weeks)** |

**Overview:**

*In this unit, students will build upon prior basic knowledge of literary characters and extend their thinking to include the thoughts, feelings, and motivations of characters. This unit will further explore how characters change over a course of a story and allow students to connect by reflecting on how they too, have also grown and changed in different ways.*

Over-Arching Essential Question for Unit 2: What are characters in realistic fiction?

In this unit students will:
- Closely read a variety of fictional stories and notice the influence that the characters actions, traits, and feelings have on the story
- Reflect and gain self and social awareness through a character study
- Craft their own original stories with a developed character using narrative elements
- Exhibit their learnings of characters through the development of visual presentations

Culminating Task: Students will write a realistic fiction piece resulting from a character study.

**Standards**

**ELA Common Core State Standards**

**Reading Literature**:

Key Ideas and Details

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

3.3 – Describe characters in a story and explain how their actions contribute to the sequence of events.

Craft and Structure

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

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 selections.

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

Integration of Knowledge and Ideas

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 a mood, emphasize aspects of a character or setting.)

Range of Reading and Level of Text Complexity

3.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of grades 2-3 text complexity band independently and proficiently.

**Reading: Foundational Skills:** *This document does not address systematic instruction of foundational skills.*

*3rd Grade, SCUSD ELA Curriculum Map*

**Writing:**

Text Types and Purposes

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

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

        b. Provide reasons that support the opinion.

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

        d. Provide a concluding statement or section.

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

        a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
        b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events     or show the response of characters to situations.
        c. Use temporal words and phrases to signal event order.

        d. Provide a sense of closure.

Production and Distribution of Writing

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

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

    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.

Range of Writing

    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 Listening:**

Comprehension and Collaboration

    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.

        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.

        b. Follow agreed-upon rules for discussions.

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

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

    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.

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Presentation of Knowledge and Ideas

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.

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.

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

**Language:**

Conventions of Standard English

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*).

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.

**ELD Standards**

**Part I: Interacting in Meaningful Ways**

A. Collaborative

1. ***Exchanging information and ideas***- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

3. ***Offering opinions***- Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That's a good idea, but X*), as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.

B. Interpretative

5. ***Listening actively***- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

6. ***Reading/ viewing closely***- Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

C. Productive

10. ***Writing-***

a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.

**ELD. Part II: Learning About How English Works**

A. Structuring Cohesive Texts

1. ***Understanding text structure***- Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas), to comprehending texts and writing cohesive texts.

2. ***Understanding cohesion***- b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting and transitional words or phrases (e.g., *for example, afterward, first/next/last*) to comprehending and writing texts independently.

    a. Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending and writing cohesive texts.

    b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases (e.g., *for example, afterward, first/next/last*) to comprehending texts and writing cohesive texts.

B. Expanding & Enriching Ideas

4. ***Using nouns and noun phrases***- Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, etc., independently. Expand sentences with a variety of adverbials to provide details independently.

5. ***Modifying to add details***- Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc) about a range of familiar or new activities or processes (e.g., They worked *quietly all night in their room*.).

| **College Career Ready Descriptors** | **Social-Emotional Learning** |
|---|---|
| • Demonstrate independence | **SEL Competencies:** |
| • Build strong content knowledge | • Self-Management |
| • Respond to the varying demands of audience, task, purpose, and discipline | • Self-Awareness |
| • Comprehend as well as critique | • Responsible Decision Making |
| • Value evidence | • Relationship Skills |
| • Use technology and digital media strategically and capably | • Social Awareness |
| • Come to understand other perspectives and cultures | |

| Unit 2: Narrative – Realistic Fiction – Focus on Character Study |
|---|

| Reading and Language |
|---|
| RL.1, 3, 4, 5, 6, 7, 10; W.1, 4, 10; SL.1, 2 6; L.4,6; ELD.PI 1, 3, 5, 6; ELD.PII 2 |

| Essential Questions | Suggested Assessments |
|---|---|
| • What do readers gain from studying characters in realistic fiction?<br><br>• What are the characteristics of strong characters in realistic fiction?<br><br>• How are characters in realistic fiction structured and crafted? Why? How should we relate to them as a result?<br><br>• What language features are used to develop characters in realistic fiction? Why? | **Minute by Minute**: observation, questions - teachers and students, student discussion, written work, etc.<br><br>**Daily Lesson:** observation, questions – teachers and students, instructional tasks, student discussion, written work/representations, student self-reflection<br><br>**Weekly:** student discussions and work products (e.g. Reading Response Journals), student self-reflection<br><br>**End-of-Unit:** student work artifact, e.g. portfolio, writing project, oral presentation, use of rubrics, student self-reflection (e.g. short survey) other classroom summative assessments designed by teachers |

| Sequence of Learning Outcomes<br>Students will be able to…in order to…<br>**(What…why…)** | Strategies for Teaching and Learning<br>One way to do this work is to…<br>**(How…)** |
|---|---|
| Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to genre features. | Teacher read alouds and student independent reading of multiple examples of the genre. |
| **On-going use of Six Basic Reading Comprehension Strategies:**<br>Use these strategies for reading comprehension to gain meaning:<br>    • Activating prior knowledge or predicting<br>    • Questioning<br>    • Visualizing<br>    • Monitoring, clarifying, or fix-up strategies<br>    • Drawing inferences<br>    • Retelling | **On-going use of Six Basic Reading Comprehension Strategies:**<br>Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use. |

*3rd Grade, SCUSD ELA Curriculum Map*

| | |
|---|---|
| **On-going vocabulary instruction:** Use a growing number of words and phrases and flexibly choose from: using sentence-level context clues, using common affixes and roots as clues, consulting printed/digital resources in order to grow vocabulary knowledge and use. | Readers collect favorite new words and definitions in their writer's notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction. |
| 1. Consider whether students connect or do not connect with characters in realistic fiction stories as a comprehension strategy. | 1. Use a windows and mirrors metaphor to discuss familiar characters with a partner. |
| *Resources:* Core Ready Reading Lesson 1, *Enemy Pie* JTM Appendix 1: "Core Message to Students" JTM Homework: Reading Lesson 1 "Characterization Introduction" | |
| 2. Identify major and minor characters to better track what events in the story are more and less important to focus on. | 2. Co-create a major/minor characters trait chart. |
| *Resources:* Core Ready Reading Lesson 2, *Those Shoes,* "JTM Appendix 2: "Major or Minor Character" Sheet | |
| 3. Discuss characters by focusing on their traits to aide in story comprehension. | 3. Co-create trait chart/word wall. |
| *Resources:* Core Ready Reading Lesson 3, *The Name Jar, Quiet Bunny,* JTM Homework: Reading Lesson 3 "Character Traits" | |
| 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal and nonliteral language. | 4. Add to co-created chart from the launch: Strategies for Distinguishing Literal and Nonliteral Language, e.g. Readers ask themselves, "Is that *literally* what happened?" |
| *Resources:* | |
| 5. Learn about characters in many ways to deepen understanding about the characters. | 5. Co-create a character chart . |
| *Resources:* Core Ready Reading Lesson 4, JTM Appendix 3: "Learning About Characters" Chart, JTM Appendix 12: "Milestone Performance Formative Assessment - "Learning About Characters" | |
| 6. Notice how characters feel and offer reasons to support their ideas to aide in making predictions based on the feelings. | 6. Engage in class and partner discussions about how authors show what a character is feeling. Use a sentence stem scaffold for oral responses. |
| *Resources:* Core Ready Reading Lesson 5, *Charlotte's Web,* JTM Homework: Reading Lesson 5 "Character Feelings" | |
| 7. Use illustrations to better understand characters to get to a deeper understanding of the stories. | 7. With a partner, analyze illustrations focusing on facial expressions and postures. |
| *Resources:* Core Ready Reading Lesson 6, *The Snowy Day,* JTM Appendix 4: "Illustrations Illuminate Characters" Chart, JTM Appendix 12: "Milestone Performance Formative Assessment - "Illustrations Illuminate Characters" | |

| | |
|---|---|
| 8. Identify how characters change over the course of a story through specific markers (makes a choice, changes his or her mind or feelings, faces fears, faces an external obstacle, faces an internal challenge, experiences loss) to deepen their understanding of the effect of character change on plot. | 8. Co-create a "How Characters Change" chart. |

*Resources:* Core Ready Reading Lesson 7, *Enemy Pie, The Name Jar*

| | |
|---|---|
| 9. Summarize how a character changes from the beginning to the end of the story to deepen understanding of story structure. | 9. Jointly construct and independently write a paragraph that summarizes the character's changes over time. |

*Resources:* Core Ready Reading Lesson 8, *Enemy Pie, Those Shoes, The Name Jar,* "Parts of a Paragraph Graphic Organizer" JTM Appendix 5: "Parts of a Paragraph" Graphic Organizer  JTM Appendix 12: "Milestone Performance Formative Assessment - "Parts of a Paragraph"

| | |
|---|---|
| 10. Describe choices that characters make and ask themselves, "Would I do the same thing?" to think deeply about ourselves and about others. | 10. Use a "Would I Make the Same Decision? Graphic Organizer." |

*Resources:* Core Ready Reading Lesson 9, *Those Shoes, The Name Jar,* JTM Appendix 6: "Would I Make the Same Decision?" Graphic Organizer, JTM Appendix 12: "Milestone Performance Formative Assessment - "Would I Make the Same Decision?"

| | |
|---|---|
| 11. Reflect upon and share what they have learned about connecting with characters in a text. | 11. Write a book recommendation as a way to reflect. |

*Resources:* Core Ready Reading Lesson 10,  JTM Appendix 12: "Milestone Performance Formative Assessment - "Book Recommendations" JTM Homework: Reading Lesson 10 "Mirror Window Reflection"

| Additional Resources for Teaching and Learning, Reading and Language | Differentiation (e.g. Special Education, EL, GATE) |
|---|---|
| **CA ELA/ELD Framework**<br><br>**Speaking and Listening Performance Checklist** | **UDL Differentiation Strategies and Resources**<br><br>**GATE Differentiation Strategies and Resources** |

| Unit 2: Narrative – Realistic Fiction – Focus on Character Study |
|---|

| Writing and Language<br>RL.1, 5; W.3, 4, 5, 6, 10; SL.1, 4, 5, 6; L.6; ELD.PI 1, 3, 10; ELD.PII 1, 2, 4, 5 |
|---|

| Essential Questions | Suggested Assessments |
|---|---|
| • How do realistic fiction narrative writers structure and craft their characters to drive their narratives? Why?<br><br>• How do realistic fiction writers use language features? Why? | **Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations<br><br>**Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection<br><br>**Weekly:** student discussions and work products (e.g. Writer's Notebooks), student self-reflection<br><br>**End-of-Unit:** student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers |

| Sequence of Learning Outcomes<br>Students will be able to…in order to…<br>(What…why…) | Strategies for Teaching and Learning<br>One way to do this work is to…<br>(How…) |
|---|---|
| 1. Recognize that powerful stories have powerful characters that make the reader want to keep reading to find out what will happen next. | 1. Co-create an inner and outer character traits chart, creation of class characters (then students add characters and make their own stories). |
| *Resources:* Core Ready Writing Lesson 1, *Enemy Pie,* JTM Appendix 7: "Character Profile" Sheet, JTM Appendix 12: "Milestone Performance Formative Assessment - "Character Profile" ||
| 2. Understand that characters live in particular settings which help the reader make a better picture of the character in their minds to make the characters come to life. | 2. Model the decision process to decide on a setting for the story. |
| *Resources:* Core Ready Writing Lesson 2, *Enemy Pie, Those Shoes* ||
| 3. Use comparative/superlative adjectives (e.g., *She was the **fastest** runner in the class.*) to describe characters and setting. (Integrated ELD) | 3. Co-create a chart of comparative and superlative adjectives; Model adding superlative/comparative adjectives to revise character/setting descriptions |
| *Resources:* ELD.PII.4 ||
| 4. Recognize that characters have motivations to better understand how to develop the story. | 4. Use a "Somebody Wants/Why/But/So Graphic Organizer." |
| *Resources:* Core Ready Writing Lesson 3, *Enemy Pie, Those Shoes,* JTM Appendix 8: "Somebody Wants/Why/But/So Graphic Organizer" JTM Homework: Writing Lesson 3 "Character Page" JTM Homework: Writing Lesson 3 "Comic Strip Dialogue" JTM Appendix 12: Milestone Performance Formative Assessment - "Character Motivations" ||

*3rd Grade, SCUSD ELA Curriculum Map*

| | |
|---|---|
| 5. Understand characters encounter other characters that are also important to the story to help the main character come alive. | 5. Model and then co-construct possible conversations between characters. |
| *Resources:* Core Ready Writing Lesson 4, *Frog and Toad, Peach and Blue* | |
| 6. Use pronouns to refer to other parts of the text to increase cohesion (e.g., *My teacher is amazing.* **She** *always…. Mrs. Martínez….*). (Integrated ELD) | 6. Co-create a chart of pronouns and antecedents; Model revising writing to include effective use of pronouns. |
| *Resources:* ELD.PII.2 | |
| 7. Recognize characters have thoughts and feelings to help the reader get to know the character better. | 7. Co-create a characters have thoughts and feelings chart. |
| *Resources:* Core Ready Writing Lesson 5, *Those Shoes, The Name Jar* | |
| 8. Understand that characters experience many small events over the course of a story before they reach the climax, or most important event, to keep the readers engaged. | 8. Model using a "Reaching the Top Graphic Organizer." |
| *Resources:* Core Ready Writing Lesson 6, *Enemy Pie, Those Shoes,* JTM Appendix 9: "Reaching the Top Graphic Organizer" JTM Homework: Writing Lesson 6 "Plot" JTM Appendix 12: Milestone Performance Formative Assessment - "Event Planning" | |
| 9. Use prepositional phrases to provide details about their characters' actions (e.g., *They worked quietly all night* **in their room**.). (Integrated ELD) | 9. Notice use of prepositional phrases to describe characters' actions in mentor text (e.g., *Chrysanthemum*) |
| *Resources:* ELD.PII.5 | |
| 10. Use temporal words and phrases to signal the order of events. | 10. Use the inquiry process to look for temporal words and phrases in a mentor text. |
| *Resources: Enemy Pie, Those Shoes* | |
| 11. Realize characters change over time to create certain feelings in the reader. | 11. Student "Reaching the Top" graphic organizers |
| *Resources:* Core Ready Writing Lesson 7, *Enemy Pie, The Name Jar*, JTM Appendix 9: "Reaching the Top Graphic Organizer" JTM Homework: Writing Lesson 7 "Resolution" | |
| 12. Revise their stories to make the characters and events feel more real. | 12. Use "Is My Character Complete? Checklist." |
| *Resources:* Core Ready Writing Lesson 8, JTM Appendix 10: "Is My Character Complete?" Checklist, JTM Appendix 12: Milestone Performance Formative Assessment - "Content and Editing" | |
| 13. Edit for conventions of standard English to help readers better understand the story. | 13. Use an editing checklist. |
| *Resources:* Core Ready Writing Lesson 8 | |
| 14. Use a variety of tools (including digital media) to create visual presentations that combine images and text to effectively communicate an idea. | 14. Students create a visual display representing their character and orally present it. |
| *Resources:* Core Ready Writing Lesson 9, JTM Homework: Writing Lesson 9 "Print Ad" | |
| 15. Reflect on what they have learned about developing original characters to grow as a writer. | 15. Use a reflection chart. |
| *Resources:* Core Ready Writing Lesson 10, JTM Appendix 12: Milestone Performance Formative Assessment - "Reflection" | |

| Additional Resources for Teaching and Learning, Writing and Language | Differentiation (e.g. Special Education, EL, GATE) |
|---|---|
| CA ELA/ELD Framework<br><br><br><br>**Speaking and Listening Performance Checklist** | <br><br>**UDL Differentiation Strategies and Resources**<br><br><br>**GATE Differentiation Strategies and Resources** |

| Unit 2: Narrative – Realistic Fiction – Focus on Character Study | |
|---|---|
| **Language**<br>L.2g, 3a, 4a, d | |
| **Essential Questions** | **Suggested Assessments** |
| tbd | **Minute by Minute**: observation, questions - teachers and students, student discussions, written work<br><br>**Daily Lesson:** observation, questions – teachers and students, student discussions, peer feedback, student self-reflection<br><br>**Weekly:** student discussions, peer feedback, student self-reflection<br><br>**End-of-Unit:** oral presentation, peer feedback, use of rubrics, student self-reflection (e.g. short survey) other classroom summative assessments designed by teacher |
| **Sequence of Learning Outcomes**<br>Students will be able to…in order to…<br>**(What…why…)** | **Strategies for Teaching and Learning**<br>One way to do this work is to…<br>**(How…)** |
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| **Additional Resources for Teaching and Learning, Language** | **Differentiation (e.g. Special Education, EL, GATE)** |
|  | **UDL Differentiation Strategies and Resources**<br><br>**GATE Differentiation Strategies and Resources** |

*3rd Grade, SCUSD ELA Curriculum Map*

| Unit 3 |
| :---: |
| **Narrative- Reading and Writing Folktales or Fables** |
| **(Approx. 4 weeks)** |

**Overview:**

*In this unit, students will dig into folktales to explore central messages and supporting details. Through exploration of folktales, students have several opportunities to expand academic vocabulary, ask questions of one another, and build on classmates' ideas to deepen understanding of messages within folktales. Additionally, this unit provides students the opportunity to write an original folktale, which in turn, supports reading skills specific to the genre.*

Over-Arching Essential Question for Unit 3: What can we learn about a group of people by studying traditional stories from that culture?

In this unit students will:
- Recognize common elements of folktales
- Explore connections between folktales and their culture of origin
- Determine the relationship between the central message and key details by reading closely
- Practice oral storytelling
- Write and present original folktales
- Reflect on development as readers and writers

Culminating Task: Students will write an original folktale and present it orally.

**Standards**

**ELA Common Core State Standards**

**Reading Standards for Literature**:

Key Ideas and Details

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

    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.

Craft and Structure

    3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **(See grade 3 Language standards 4–6 for additional expectations.) CA**

Integration of Knowledge and Ideas

    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).

Range of Reading and Level of Text Complexity

    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.

**Reading Standards for Informational Text:**

Key Ideas and Details

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

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

Range of Reading and Level of Text Complexity

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.

**Foundational Skills & Additional Language Standards:** *This document does not address systematic instruction of foundational skills.*

**Writing Standards:**

Text Types and Purposes

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

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

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

c. Use temporal words and phrases to signal event order.

d. Provide a sense of closure.

Production and Distribution of Writing

3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

Research to Build and Present Knowledge

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.

Range of Writing

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 Listening:**

Comprehension and Collaboration

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.

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.

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).

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

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

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.

Presentation of Knowledge and Ideas

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.

3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)


**Language**

Conventions of Standard English

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

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

Knowledge of Language

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

a. Choose words and phrases for effect.*

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

Vocabulary Acquisition and Use

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.

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

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).

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

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases **in all content areas. CA**

*3rd Grade, SCUSD ELA Curriculum Map*

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

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

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).

**ELD Standards**

**Part I: Interacting in Meaningful Ways**
A. Collaborative

    **1.** *Exchanging information and ideas*- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

    **2.** *Interacting via written English* – Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.

    **4.** *Adapting language choices* – Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.

B. Interpretative

    **5.** *Listening actively*- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

    **6.** *Reading/ viewing closely*- Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

    **8.** *Analyzing language choices* – Distinguish how multiple different words with similar meanings (*pleased* versus *happy* versus *ecstatic*, *heard* versus *knew* versus *believed*) produce shades of meaning and different effects on the audience.

C. Productive

    **9. Presenting** – Plan and deliver longer presentations on a variety of topics and content areas (e.g., retelling a story, explain a science process or historical event, and the like).

    **10.** *Writing-*

    a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.

    **12**. *Selecting language resources* – Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.

**ELD. Part II: Learning About How English Works**

A. Structuring Cohesive Texts
   **1. *Understanding text structure*** - Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas), to comprehending texts and writing cohesive texts.
B. Expanding & Enriching Ideas
   **3. *Using verbs and verb phrases*** – Use a variety of verb types (e.g., doing, saying, being/ having, thinking/ feeling) and verb tenses appropriate to the text type and disciple to convey time (e.g., simple present for a science description, simple future to predict).

| **College Career Ready Descriptors** | **Social-Emotional Learning** |
|---|---|
| • Demonstrate independence | **SEL Competencies:** |
| • Build strong content knowledge | • Self-Management |
| • Respond to the varying demands of audience, task, purpose, and discipline | • Self-Awareness |
| • Comprehend as well as critique | • Responsible Decision Making |
| • Value evidence | • Relationship Skills |
| • Use technology and digital media strategically and capably | • Social Awareness |
| • Come to understand other perspectives and cultures | |

| Unit 3: Narrative- Reading and Writing Folktales or Fables |
|---|

| Reading and Language<br>RL.1, 2, 4, 9, 10; RI.1, 2, 10; W.8, 10; SL.1, 2, 4, 6; L.4, 6; ELD.PI.1, 2, 4, 5, 6, 8, 9; ELD.PII.3 |
|---|

| Essential Questions | Suggested Assessments |
|---|---|
| <br><br><br>• What do we gain from reading folktales?<br><br>• What are the elements of folktales?<br><br>• How are folktales crafted? Why? How should we read them as a result?<br><br>• How do folktales reflect the culture from which they came? | **Minute by Minute**: observation, questions - teachers and students, student discussion, written work, etc.<br><br>**Daily Lesson:** observation, questions – teachers and students, instructional tasks, student discussion, written work/representations, student self-reflection<br><br>**Weekly:** student discussions and work products (e.g. Reading Response Journals), student self-reflection<br><br>**End-of-Unit:** student work artifact, e.g. portfolio, writing project, oral presentation, use of rubrics, student self-reflection (e.g. short survey) other classroom summative assessments designed by teachers |

| Sequence of Learning Outcomes<br>Students will be able to…in order to…<br>(What…why…) | Strategies for Teaching and Learning<br>One way to do this work is to…<br>(How…) |
|---|---|
| Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to genre features. | Teacher read aloud, and student independent reading of multiple examples of the genre. |
| **On-going use of Six Basic Reading Comprehension Strategies:**<br>Use these strategies for reading comprehension to gain meaning:<br>• Activating prior knowledge or predicting<br>• Questioning<br>• Visualizing<br>• Monitoring, clarifying, or fix-up strategies<br>• Drawing inferences<br>• Retelling | **On-going use of Six Basic Reading Comprehension Strategies:**<br>Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use. |

*3rd Grade, SCUSD ELA Curriculum Map*

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|---|---|
| **On-going vocabulary instruction:** Use a growing number of words and phrases and flexibly choose from strategies: using context clues, using common affixes and roots as clues, consulting printed/digital resources in order to grow vocabulary knowledge and use. | Readers collect favorite new words and definitions in their writer's notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction. |
| 1. Understand that folktales have elements that make them different from other types of stories so they understand how to read the genre. | 1. Co-create a genre feature/noticing chart. Have students work collaboratively to add to the class noticing chart. |
| *Resources:* Core Ready Lesson 1, book baskets with folktales, *Why Mosquitos Buzz in People's Ears,* [SOS Appendix 1: "Core Message to Students"](#) | |
| 2. Understand the purpose and common elements of folktales so they understand how to read the genre. | 2. Co-create a "What Have you Learned from This Folktale?" chart before asking students to do it independently. |
| *Resources:* Core Ready Lesson 2, *Why Mosquitos Buzz in People's Ears, The Ant and the Grasshopper,* [SOS Homework: Reading Lesson 2 "Folktale Life Lesson"](#), | |
| 3. Define folktales and identify the six elements of folktales (i.e., strong characters, simple setting, problem that gets solved, cultural clues, magic and fantasy, message/explanation/ lesson) to better understand the genre. | 3. Introduce a "What is a Folktale?" chart with the 6 elements of a folktale and their definitions. Have students identify the 6 elements in sample folktales and share their findings with a partner/the class. |
| *Resources:* Core Ready Lesson 3, "What is a Folktale?" chart, sample folktales, [SOS Homework: Reading Lesson 3 "Six Elements of Folktales"](#), [SOS Appendix 15: Milestone Performance Formative Assessment - "Identifying the Key Elements of a Folktale"](#) | |
| 4. Analyze author's word choice to make inferences about characters in folktales. (Integrated ELD) | 4. Notice the author's use of vivid verbs (e.g., *persevered*) in a familiar folktale (e.g., *The Ant and the Grasshopper*). Model making inferences about the character based on these word choices and thinking about how different words with similar meanings (e.g., *continued, kept going*) would change your thinking about that character. Continue through folktale engaging students in the thinking. |
| *Resources:* ELD.PI.8, ELD.PII.3, Familiar folktale that uses vivid verbs to describe character actions (e.g., *The Ant and the Grasshopper*) | |
| 4. Identify the lesson of a folktale to understand the purpose of the story. | 4. Model using "How to Find the Lesson in a Folktale" sheet to identify the lesson in a familiar folktale before asking students to do it with sample folktales. |
| *Resources:* Core Ready Lesson 4, *Anansi the Spider, Why Mosquitos Buzz in People's Ears,* [SOS Appendix 2: "How to Find the Lesson in a Folktale"](#), [SOS Appendix 15: Milestone Performance Formative Assessment - "How to Find the Lesson in a Folktale"](#) | |

*3rd Grade, SCUSD ELA Curriculum Map*

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|---|---|
| 5. Understand that folktales around the world often share lessons to see the common cultural connections. | 5. Create and use graphic organizer "Common Lessons in Folktales" for students to record common lessons they find across multiple folktales. |

*Resources:* Core Ready Lesson 5, SOS Homework: Reading Lesson 5 "Folktale Note Taking", SOS Appendix 15: Milestone Performance Formative Assessment - "Connecting Common Lessons in Folktales"

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|---|---|
| 6. Study folktales for cultural clues to learn about the culture's clothing, language, traditions, and values. | 6. Model thinking about using events/illustrations from a folktale to learn about a culture and recording learning on a T chart. Have students do the same in small groups. |

*Resources:* Core Ready Lesson 6, *How Chipmunk Got His Stripes*

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|---|---|
| 7. Recognize the connections between the values of a culture and the folktales it produces to make deeper connections to the folktale. | 7. Guide a Shared Read of an informational text on the values of a particular culture connecting those values to a familiar folktale from that particular culture. Have students do the same for another culture/folktale with reading partners. |

*Resources:* Core Ready Lesson 7, SOS Appendix 12: "Informational Texts on Cultural Values", *Why Mosquitos Buzz in People's Ears*, *How Chipmunk Got His Stripes*

| | |
|---|---|
| 8. Take notes to prepare to become effective oral storytellers. | 8. Model using "Oral Storytelling Notes Sheet" to take brief notes about a folktale before having students to the same independently with a folktale of their choice. |

*Resources:* Core Ready Lesson 8, SOS Appendix 13: "Oral Storytelling Notes Sheet", Short folktale, (e.g., *The Lion and the Mouse or Aesop's Fables*), SOS Homework: Reading Lesson 8 "Oral Story Telling"

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|---|---|
| 9. Orally tell stories in a way that sounds different from reading aloud to engage the audience. | 9. Co-create a list of tips to guide oral story-telling (emphasizing making it "sound like a story") after modeling oral story-telling. Have students use list and their notes from lesson 8 to practice oral story telling with a partner/in small groups. |

*Resources:* Core Ready Lesson 9, SOS Appendix 15: Milestone Performance Formative Assessment - "Oral Storytelling Experience"

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|---|---|
| 10. Reflect on the essential questions to assess their understanding of the folktale genre. | 10. Lead class in a discussion and jointly construct a response to the question, "What is a folktale?" Have students independently reflect and respond in writing to the questions, "What is the purpose of folktales?" and "What can we learn about a culture or group of people by reading and studying traditional stories from that culture?" |

*Resources:* Core Ready Lesson 10, SOS Appendix 15: Milestone Performance Formative Assessment - "Core Questions Reflection"

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*3rd Grade, SCUSD ELA Curriculum Map*

| Additional Resources for Teaching and Learning, Reading and Language | Differentiation (e.g. Special Education, EL, GATE) |
|---|---|
| CA ELA/ELD Framework<br><br>**SOS Speaking and Listening Performance Checklist** | **UDL Differentiation Strategies and Resources**<br><br>**GATE Differentiation Strategies and Resources** |

| Unit 3: Narrative- Reading and Writing Folktales or Fables |
|---|

| Writing and Language |
|---|
| W.3, 4, 5, 10; SL.1, 4, 6; L.1a, 3, 4, 5c, 6; ELD.PI.1, 4, 5, 9, 10a, 12; ELD.PII.1, 3 |

| Essential Questions | Suggested Assessments |
|---|---|
| • How do folktale writers structure and craft folktales? Why?<br><br>• How do folktale writers apply language features? Why? | **Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations<br><br>**Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection<br><br>**Weekly:** student discussions and work products (e.g. Writer's Notebooks), student self-reflection<br><br>**End-of-Unit:** student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers |

| Sequence of Learning Outcomes<br>Students will be able to…in order to…<br>**(What…why…)** | Strategies for Teaching and Learning<br>One way to do this work is to…<br>**(How…)** |
|---|---|
| 1. Create main characters common to folktales to begin the work toward crafting their own folktales. | 1. Examine characters from a mentor text. Use "Main Character Questionnaire" to support students in planning a main character for their folktale. |
| *Resources:* Core Ready Lesson 1, SOS Appendix 3: "Main Character Questionnaire", *Why Mosquitos Buzz in People's Ears*, book with courageous characters (e.g., *Girls to the Rescue, book #1: Tales of Clever, Courageous Girls from Around the World*), SOS Appendix 15: Milestone Performance Formative Assessment - "Character Questionnaire and Sketch" || |
| 2. Consider the time and place their story will be set in to choose the setting for their folktale. | 2. Examining the development of setting in a mentor text. Use "Folktale Setting Planner" to support students in planning a setting for their folktale. |
| *Resources:* Core Ready Lesson 2, *The Moon in the Well*,<br> *How Raven Found the First Men*, SOS Appendix 7: "Folktale Setting Planner" || |

*3rd Grade, SCUSD ELA Curriculum Map*

| | |
|---|---|
| 3. Use the six key elements of folktales, (strong characters, simple setting, problem that gets solved, cultural clues, magic and fantasy; message and/or explanation, or lesson) to craft their stories. | 3. Identify elements of a mentor text on the "Folktale Story Map".  Jointly plan a class folktale using the "Folktale Story Map".  Have students plan their own. |
| *Resources:* Core Ready Lesson 3, *Jack and the Beanstalk,* SOS Appendix 8: "Folktale Story Map", SOS Homework: Writing Lesson 3 "Story Map", SOS Appendix 15: Milestone Performance Formative Assessment - "Folktale Story Map" | |
| 4. Draft several leads and get peer input to improve their writing. | 4. Examine leads from mentor texts using the "Ideas for Folktale Leads" sheet. Have students draft 3 leads of their own and star their favorite. |
| *Resources:* Core Ready Lesson 4, SOS Appendix 9: "Ideas for Folktale Leads", mentor texts | |
| 5. Incorporate actions, feelings, and dialogue to make their characters come alive. | 5. Examine the way characters are developed in mentor texts using the actions, feelings, and dialogue.  Use the "Characters Come Alive" graphic sheet to support students in developing their folktale characters. |
| *Resources:* Core Ready Lesson 5, SOS Appendix 10: "Characters Come Alive", mentor text, SOS Appendix 15: Milestone Performance Formative Assessment - "Folktale Draft Check", SOS Homework: Writing Lesson 5 "Folktale Comic Strip Dialogue" | |
| 6. Wrap up their folktale by helping readers understand the lesson learned. | 6. After providing ample time for drafting, revisit the "What Have You Learned From this Folktale" chart created in Reading Lesson 2. Have students consider if their folktale is conveying the message they want and then finish drafting or revise. |
| *Resources:* Core Ready Lesson 6, charts completed so far, completed SOS Appendix 8: "Folktale Story Map", SOS Homework: Writing Lesson 6: "Life Lesson" | |
| 6. Revise their draft for vivid verb to further develop their character. (Integrated ELD) | 6. Revisit vivid verb choices from mentor text (e.g. *The Ant and the Grasshopper*) before having students work with a partner to revise their own folktales for powerful verbs that develop their characters (e.g., convey traits, feelings, or motivations). |
| *Resources:* ELD.PI.12, ELD.PII.3, mentor text (e.g., *The Ant and the Grasshopper*) | |
| 7. Create an "Author's Note" for inclusion at the beginning or end of their folktale to explain their inspiration to their reader. | 7. Examine mentor text of an "Author's Note". Provide sentence stems to support students in writing their author's note. Share in partners or small groups. |
| *Resources:* Core Ready Lesson 7, book with an author's note (e.g., *Mightier Than the Sword: World Folktales for Strong Boys*) | |
| 8. Revise for elements of a folktale to ensure they are meeting the expectations of the genre. | 8. Have students reread their folktales and use the revising portion of the "Finalizing Folktales Checklist" and revise as necessary. |
| *Resources:* Core Ready Lesson 8, SOS Appendix 11: "Finalizing Folktales" Checklist, SOS Appendix 4: Folktale Example 1 *"The Moon in the Well"*, SOS Appendix 6: Unedited Version of Folktale Example 1 *"The Moon in the Well"* | |

| | |
|---|---|
| 9. Edit for the conventions of standard English to make sure it is clear to the reader. | 9. Have students reread their folktales and use the COPS portion of the "Finalizing Folktales Checklist" and edit as necessary. |

*Resources:* Core Ready Lesson 8, SOS Appendix 11: "Finalizing Folktales" Checklist

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|---|---|
| 10. Read finished pieces with fluency and expression to help the reader and listener understand and enjoy the story. | 10. After modeling reading a folktale aloud, co-create a "How to Read Like a Storyteller" chart focusing on pace, volume, and tone. Have students read their folktale to a partner while the partner provides feedback using the "Reading Aloud Coaching Sheet." |

*Resources:* Core Ready Lesson 9, "How to Read Like a Storyteller" chart, SOS Appendix 14: "Reading Aloud Coaching" Sheet, SOS Homework: Writing Lesson 9 "Folktale Read Aloud"

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|---|---|
| 11. Reflect on what they have learned about writing and sharing folktales to celebrate their learning. | 11. Have students review all the work they've done over the course of the unit. Make a class list of all they've learned. Provide a reflection frame to scaffold students' written responses to reflection questions. |

*Resources:* Core Ready Lesson 10

| Additional Resources for Teaching and Learning, Writing and Language | Differentiation (e.g. Special Education, EL, GATE) |
|---|---|
| **SOS Speaking and Listening Performance Checklist** | **UDL Differentiation Strategies and Resources**<br><br>**GATE Differentiation Strategies and Resources** |

*3rd Grade, SCUSD ELA Curriculum Map*

| Unit 3: Narrative- Reading and Writing Folktales or Fables | |
|---|---|
| **Language** | |
| **Essential Questions** | **Suggested Assessments** |
| **tbd** | **Minute by Minute**: observation, questions - teachers and students, student discussions, written work<br><br>**Daily Lesson:** observation, questions – teachers and students, student discussions, peer feedback, student self-reflection<br><br>**Weekly:** student discussions, peer feedback, student self-reflection<br><br>**End-of-Unit:** oral presentation, peer feedback, use of rubrics, student self-reflection (e.g. short survey) other classroom summative assessments designed by teacher |
| **Sequence of Learning Outcomes**<br>Students will be able to…in order to…<br>**(What…why…)** | **Strategies for Teaching and Learning**<br>One way to do this work is to…<br>**(How…)** |
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| **Additional Resources for Teaching and Learning, Language** | **Differentiation (e.g. Special Education, EL, GATE)** |
| **CA ELA/ELD Framework** | **UDL Differentiation Strategies and Resources**<br><br><br>**GATE Differentiation Strategies and Resources** |

*3rd Grade, SCUSD ELA Curriculum Map*

## Unit 4
## Informative/Explanatory - Reading and Writing All About Books or
## Informational Articles or Biographies
## (Approx. 7 weeks)

**Overview:**

*In this unit, students will build upon previous knowledge of nonfiction reading and writing by exploring a variety of informational text. This unit provides students the opportunity to examine the nature of research and tap into natural curiosity about the world to drive an inquiry based research process. Students are empowered to gather information, come to their own conclusions, and develop opinions based on evidence. By reading informational text, students will develop an understanding of how such texts are structured, and how main ideas are determined. Additionally, by writing informational articles based on research, students will practice using text features to convey the big idea, thus developing reading skills specific to informational text.*

Over-Arching Essential Question for Unit 4: What can I learn from reading informational text to help me write my own?

In this unit students will:
- Use text features to navigate informational texts
- Determine big ideas in informational text by reading closely
- Select topics and generate research questions
- Develop note-taking and research skills by gathering information from multiple sources
- Use research to write and present informational articles

Culminating Task: Students will conduct research to write informational articles.

## Standards

**ELA Common Core State Standards**

**Reading Standards for Informational Text:**
**Key Ideas and Details**

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

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

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.

**Craft and Structure**

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. **CA**

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

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**Integration of Knowledge and Ideas**

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).

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).

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

**Range of Reading and Level of Text Complexity**

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.

**Foundational Skills & Additional Language Standards:  This document does not address systematic instruction of foundational skills.**

**Writing Standards:**

**Text Types and Purposes**

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

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

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

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

d. Provide a concluding statement or section.

**Production and Distribution of Writing**

3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**Research to Build and Present Knowledge**

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

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.

**Range of Writing**

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.

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**Speaking and Listening**

**Comprehension and Collaboration**

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.

    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.

    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).

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

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

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.

**Presentation of Knowledge and Ideas**

3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)


**Language:**

**Conventions of Standard English**

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

    i. Produce simple, compound, and complex sentences.

**Vocabulary Acquisition and Use**

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.

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

    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).

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

    d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases **in all content areas. CA**

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).

**ELD Standards**

**Part I: Interacting in Meaningful Ways**

A. Collaborative

**1.** *Exchanging information and ideas*- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

**2.** *Interacting via written English* – Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.

**3.** *Offering opinions*- Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That's a good idea, but X*), as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.

**4**. *Adapting language choices* – Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.

B. Interpretative

**6.** *Reading/ viewing closely*- Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

C. Productive

**10.** *Writing-*

a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.

b. Paraphrase texts and recount experiences using increasingly detailed complete sentences and keywords from notes or graphic organizers.

**12**. *Selecting language resources* – Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.

**Part II: Learning About How English Works**

A. Structuring Cohesive Texts

**1.** *Understanding text structure*- Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas), to comprehending texts and writing cohesive texts.

**2.** *Understanding cohesion*- b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting and transitional words or phrases (e.g., *for example, afterward, first/next/last*) to comprehending and writing texts independently.

a. Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending and writing cohesive texts.

B. Expanding & Enriching Ideas

**4.** *Using nouns and noun phrases*- Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like.

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**6.** *Connecting ideas* – Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join idea, for example, to express cause/ effect (e.g., *The deer ran because the mountain approached them*), to make a concession (*She studied all night even though she wasn't feeling well*), or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted*).

**7**. *Condensing ideas* – Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, *It's a plant. It's green and red. It's found in the tropical rain forest.*→ *It's a green and red plant that's found in the tropical rain forest*) to create precise and detailed sentences.

| College Career Ready Descriptors | Social-Emotional Learning |
|---|---|
| • Demonstrate independence<br>• Build strong content knowledge<br>• Respond to the varying demands of audience, task, purpose, and discipline<br>• Comprehend as well as critique<br>• Value evidence<br>• Use technology and digital media strategically and capably<br>• Come to understand other perspectives and cultures | **SEL Competencies:**<br>• Self-Management<br>• Self-Awareness<br>• Responsible Decision Making<br>• Relationship Skills<br>• Social Awareness |

| Unit 4:  Informative/Explanatory - Reading and Writing All About Books or Informational Articles or Biographies |
|---|
| **Reading and Language**<br>RI.1, 2, 3, 4, 5, 7, 8, 9, 10; W.7, 8; SL.1, 2, 6; L.4, 6; ELD.PI.1, 6, 12; ELD.PII.1, 2a, 7 |

| **Essential Questions** | **Suggested Assessment Cycles for Learning (see Appendix A)** |
|---|---|
| <br><br><br>• What do readers gain from reading informational text?<br>• What are the characteristics of informational texts?<br>• How are All About Books, Informational Articles, or Biographies structured and crafted? Why? How should we read them as a result?<br>• What language features are used in All About Books, Informational Articles, or Biographies? Why? | **Minute by Minute**: observation, questions - teachers and students, student discussion, written work, etc.<br><br>**Daily Lesson:** observation, questions – teachers and students, instructional tasks, student discussion, written work/representations, student self-reflection<br><br>**Weekly:** student discussions and work products (e.g. Reading Response Journals), student self-reflection<br><br>**End-of-Unit:** student work artifact, e.g. portfolio, writing project, oral presentation, use of rubrics, student self-reflection (e.g. short survey) other classroom summative assessments designed by teachers |
| **Sequence of Learning Outcomes**<br>Students will be able to…in order to…<br>**(What…why…)** | **Strategies for Teaching and Learning**<br>One way to do this work is to…<br>**(How…)** |
| Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to genre features. | Teacher read alouds and student independent reading of multiple examples of the genre. |
| **On-going use of Six Basic Reading Comprehension Strategies:**<br>Use these strategies for reading comprehension to gain meaning:<br>• Activating prior knowledge or predicting<br>• Questioning<br>• Visualizing<br>• Monitoring, clarifying, or fix-up strategies<br>• Drawing inferences<br>• Retelling | **On-going use of Six Basic Reading Comprehension Strategies:**<br>Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use. |

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| **On-going vocabulary instruction:** Use a growing number of words and phrases and flexibly choose from: using context clues, using common Greek and Latin affixes and roots as clues, consulting printed/digital resources in order to grow vocabulary knowledge and use. | Readers collect favorite new words and definitions in their writer's notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction. |
| 1. Read informational text by asking and answering questions about the text to read like a researcher. | 1. Create a "Reading Like a Researcher" list to outline the research process and use a K-W-L chart to select a topic of interest and guiding questions for further research. |
| *Resources:* Core Ready Lesson 1, RTK Appendix 2: "K-W-L Chart", *Not Your Typical Book About the Environment*, a variety of informational texts, RTK Appendix 1: "Core Message to Students", RTK Homework: Reading Lesson 1 "Introduction", RTK Appendix 19: Milestone Performance Formative Assessment - "K-W-L" | |
| 2. Unpack compound/complex sentences to extract all information provided in a sentence. (e.g., The gorilla is a big animal that lives in Africa → The gorilla is a big animal. The gorilla lives in Africa) (Integrated ELD) | 2. Model and practice identifying the participants, process, and circumstances (PPC chart) in a sentence. |
| *Resources:* ELD.PII.7 | |
| 3. Understand that synonyms refer the reader to other parts of the text (e.g., **Black widows** are venomous. The **females'** bites are more potent. The **males**...). (Integrated ELD) | 3. Model and practice tracking a chain of reference in informational text. |
| *Resources:* ELD.PII.2a | |
| 4. Identify and define various features of informational text (e.g. glossary, index, and table of contents) to help them find the answers to their questions. | 4. Co-create an "Informational Text Features" T-chart before having students work collaboratively to browse an informational book and label the informational features and their purposes. |
| *Resources:* Core Ready Lesson 2, RTK Appendix 3: Sample Nonfiction Article 1: "Polar Bears Protected by Law", RTK Appendix 4: Sample Nonfiction Article 2: "The Amazing Humpback Whales", RTK Appendix 5: "Features of Informational Text" , "Reading Like a Researcher List" (from Core Ready Reading Lesson 1) | |
| 5. Use text features to determine the main idea and supporting details of informational text. | 5. Refer to the "Informational Text Features T-Chart" T-chart and use a "Main Idea and Supporting Details" graphic organizer while working collaboratively to read an informational article to find the main idea and supporting details. |
| *Resources:* Core Ready Lesson 3, RTK Appendix 3: Sample Nonfiction Article 1: "Polar Bears Protected by Law", RTK Appendix 4: Sample Nonfiction Article 2: "The Amazing Humpback Whales", RTK Appendix 6: "Main Idea and Supporting Details" Graphic Organizer, "Informational Text Features T-Chart" (from Core Ready Reading Lesson 2), RTK Homework: Reading Lesson 3 "Summarizing Informational Text", RTK Appendix 19: Milestone Performance Formative Assessment - "Finding Main Idea and Support Details" | |

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| 6. Use the features of informational text to help determine if a piece of text will be useful in answering their questions. | 6. Use the questions crafted in Core Ready Writing Lesson 2 to help students collaboratively decide which sources are most likely to help them answer their questions, using the "Choosing Resources Decision Sheet" to guide their thinking. |
| *Resources:* Core Ready Lesson 4, "Zipper's Green Tips", "Polar Bears Listed as Threatened", RTK Appendix 7: "Choosing Resources" Decision Sheet, "Features of Informational Text Chart" (from Core Ready Reading Lesson 2) | |
| 7. Take careful notes to record the main ideas and the evidence to prove them. | 7. Using a text from their research folders, have students practice taking notes using headings, bullets, and a combination of paraphrasing and recording of accurate language. |
| *Resources:* Core Ready Lesson 5, "Zipper's Green Tips", RTK Homework: Reading Lesson 5 "Taking Notes" | |
| 8. Notice and describe cause and effect relationships in informational texts to increase comprehension of the text. | 8. Use a "Finding the Cause and Effect" graphic organizer to find the main idea, its cause and the effect. |
| *Resources:* Core Ready Lesson 6, "Finding the Cause and Effect Graphic Organizer", "Polar Bear Listed as Threatened", "Drinking Water:  Bottled or from the Tap?", RTK Appendix 19: Milestone Performance Formative Assessment - "Finding Cause and Effect" | |
| 9. Compare and contrast the important points and key details presented in two texts on the same topic to increase comprehension of the topic. | 9. Guide students to independently use a Venn Diagram to record the information found in two sources on the same topic and explain their findings to a partner. |
| *Resources:* Core Ready Lesson 7, "Drinking Water:  Bottled or from the Tap?", "Zipper's Green Tips" | |
| 10. Use a variety of vocabulary strategies to figure out the meanings of unfamiliar words in informational texts. | 10. Co-create a "Ways to Discover the Meaning of New Words" chart to explain vocabulary strategies (e.g., context clues, look for words within words, use graphic aids on the page). |
| *Resources:* Core Ready Lesson 8, RTK Appendix 4: Sample Nonfiction Article 2: "The Amazing Humpback Whales", RTK Homework: Reading Lesson 8 "Determining Word Meaning" | |
| 11. Persevere through dense and difficult informational text. | 11. Guide students to use reading and vocabulary strategies to continue reading informational texts independently.  Discuss and reflect upon the strategies used. |
| *Resources:*  a variety of informational texts | |
| 12. Use the information gained from illustrations to help them better understand a text. | 12. Use a "How to Read Pictures" chart to closely read the images and discuss how they contribute to and clarify the text. |
| *Resources:* Core Ready Lesson 9, informational article or section from a book with strong visuals | |

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| 13. Read the work of a partner and write a response to learn from one another. | 13. Have students exchange and read their published informational articles with a new partner and write a response using the "We Learn From Each Other" response sheet. |

*Resources:* Core Ready Lesson 10, [RTK Appendix 8: "We Learn From Each Other" Response Sheet](#), [RTK Homework: Reading Lesson 10 "Determining Point of View"](#), [RTK Appendix 19: Milestone Performance Formative Assessment - "Peer Assessment"](#)

| Additional Resources for Teaching and Learning, Reading and Language | Differentiation (e.g. Special Education, EL, GATE) |
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| **[Speaking and Listening Checklist](#)** | **[UDL Differentiation Strategies and Resources](#)** <br><br> **[GATE Differentiation Strategies and Resources](#)** |

*3rd Grade, SCUSD ELA Curriculum Map*

| Unit 4: Informative/Explanatory - Reading and Writing All About Books or Informational Articles or Biographies | |
|---|---|
| **Writing and Language** RI.1, 2, 5; W.2a-d, 4, 5, 7, 8, 10; SL.1, 2, 6; L.1i; ELD.PI. 1, 2, 3, 4, 6, 10a, b, 12; ELD. PII. 1, 2a, 4, 6 | |
| **Essential Questions** | **Suggested Assessments** |
| • How do informational writers research? <br><br> • How do informational writers structure and craft informational text? Why? <br><br> • How do informational writers use language features? Why? | **Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations <br><br> **Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection <br><br> **Weekly:** student discussions and work products (e.g. Writer's Notebooks), student self-reflection <br><br> **End-of-Unit:** student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers |
| **Sequence of Learning Outcomes** Students will be able to...in order to... **(What...why...)** | **Strategies for Teaching and Learning** One way to do this work is to... **(How...)** |
| 1. Follow specific steps in order to guide their research. | 1. Have students discuss what it means to be a researcher and record thinking on a chart, "What Does It Mean to Be a Researcher?" To prepare for the research process, guide students to organize materials using a research pocket folder. |
| *Resources:* Core Ready Lesson 1, RTK Appendix 9: "Research Road Map" | |
| 2. Narrow their topic by using question words. | 2. View a video clip (e.g., "Young Voices on Climate Change"), and use questions words *who, what, when, where, why,* and *how* to narrow the topic. Have each student select possible research topics and use the six question words to narrow their topic. |
| *Resources:* Core Ready Lesson 2, "Young Voices on Climate Change" from *National Geographic Kids* website, RTK Appendix 9: "Research Road Map", RTK Homework: Writing Lesson 2 "Beginning Research" | |
| 3. Understand informational articles are one way to present research. | 3. Read several informational articles and record writing techniques used by the author. Refer to an "Informational Article Techniques" graphic organizer. |
| *Resources:* Core Ready Lesson 3, "Polar Bear Listed as Threatened", "Drinking Water:  Bottled or from the Tap?", RTK Appendix 16: "Informational Article Techniques" graphic organizer | |

*3rd Grade, SCUSD ELA Curriculum Map*

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| 4. Understand research notes are organized into logical categories to write an informational article. | 4. Using sentence starters to guide partner talk, students work collaboratively to organize notes into logical categories and label them accordingly. |

*Resources:* Core Ready Lesson 4, teacher-prepared list of notes based on "Polar Bears Protected by Law," RTK Appendix 19: Milestone Performance Formative Assessment - "Categorizing Notes"

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| 5. Understand there are many types of leads that begin informational articles in order to hook the reader. | 5. Use a pre-made chart that shows common types of leads. Guide students to practice writing leads based on articles read together before having students draft leads on their own research topic. |

*Resources:* Core Ready Lesson 5, newspaper or digital projection from *Time for Kids* or *Scholastic News*, RTK Appendix 3: Sample Nonfiction Article 1: "Polar Bears Protected by Law", "Polar Bears Listed as Threatened", "Zipper's Green Tips", "Drinking Water:  Bottled or from the Tap?", RTK Appendix 10: "Extra! Extra! Headlines and Leads" graphic organizer, RTK Homework: Writing Lesson 5 "Headlines and Leads"

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| 6.  Turn notes into paragraphs to present research clearly for the reader. | 6. Guide students to create complete sentences organized into paragraphs using the "Ways to Move Notes to Sentences" Chart. |

*Resources:* Core Ready Lesson 6, RTK Appendix 10: "Extra! Extra! Headlines and Leads" graphic organizer, RTK Appendix 9: "Research Road Map", RTK Appendix 19: Milestone Performance Formative Assessment - "Creating a Paragraph"

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| 7. Combine clauses to form a compound/complex sentence (e.g., The gorilla is a big animal. The gorilla lives in Africa → The gorilla is a big animal that lives in Africa). (Integrated ELD) | 7. Co-create a chart (using sentences from PPC chart) that shows ways authors combine clauses. Model and practice combining clauses to condense ideas. |

*Resources:* ELD.PII.6

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| 8. Use synonyms to refer the reader to other parts of the text (e.g., **Black widows** are venomous. The **females'** bites are more potent. The **males**…). (Integrated ELD) | 8. Track chain of reference in their own writing and make revisions where appropriate. |

*Resources:* ELD.PI.12, ELD. PII. 2a

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| 9. Expand noun phrases with quantifiers (e.g., **all, many, some**) to add precision to the meaning of sentences (e.g., **Some** black widows…). (Integrated ELD) | 9. Model and practice ensuring that the appropriate quantifiers have been used in paragraphs. |

*Resources:* ELD.PII.4

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| 10. Understand informational articles have clinching endings to leave the reader with a responsibility to think and act differently because of newfound information. | 10. Notice and label the types of endings used in several articles before using a graphic organizer "Clincher: Informational Article" to draft possible clincher endings. |

*Resources:* Core Ready Lesson 7, RTK Appendix 9: "Research Road Map", RTK Appendix 17: "Clincher: Informational Article" graphic organizer, RTK Homework: Writing Lesson 7 "Clinchers", RTK Appendix 19: Milestone Performance Formative Assessment - "Creating an Ending"

*3rd Grade, SCUSD ELA Curriculum Map*

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| 11. Combine text and images in their informational articles to effectively inform their readers. | 11. Have students select from a variety of templates (e.g., Layout Plan 1, Layout Plan 2) to design a layout that includes visuals. |
| *Resources:* Core Ready Lesson 8, *Scholastic News* or *Time For Kids* online, RTK Appendix 11: "Layout Plan 1", RTK Appendix 12: "Layout Plan 2" | |
| 12. Revise for big ideas to ensure clarity for the reader. | 12. Guide students to examine use of "hook", headings, linking words and phrases, ending, continuity, and connection of ideas between paragraphs using a revision checklist. |
| *Resources:* Core Ready Lesson 9, RTK Appendix 13: "Research Wrap-Up" Checklist, RTK Appendix 14: "Revising and Editing Segments from 'The Amazing Humpback Whales'", RTK Appendix 15: "Humpback Article Revision and Editing Key", RTK Appendix 19: Milestone Performance Formative Assessment - "Research Wrap Up" | |
| 14. Edit for standard English conventions and spelling to ensure clarity for the reader. | 14. Guide students to use an editing checklist to correct capitalization, order and usage of words, punctuation, and spelling. |
| *Resources:* Core Ready Lesson 9, RTK Appendix 13: "Research Wrap-Up" Checklist, RTK Appendix 14: "Revising and Editing Segments from 'The Amazing Humpback Whales'", RTK Appendix 15: "Humpback Article Revision and Editing Key" | |
| 15. Reflect on their learning using essential questions as a guide. | 15. Use conversational starters to guide reflection with a partner before writing personal reflections to share with the class or electronically in a blog. |
| *Resources:* Core Ready Lesson 10 | |
| **Additional Resources for Teaching and Learning, Writing and Language** | **Differentiation (e.g. Special Education, EL, GATE)** |
| **Speaking and Listening Checklist** | **UDL Differentiation Strategies and Resources**<br><br>**GATE Differentiation Strategies and Resources** |

| Unit 4: Informative/Explanatory - Reading and Writing All About Books or Informational Articles or Biographies ||
|---|---|
| **Language** ||
| **Essential Questions** | **Suggested Assessments** |
| **tbd** | **Minute by Minute**: observation, questions - teachers and students, student discussions, written work

**Daily Lesson:** observation, questions – teachers and students, student discussions, peer feedback, student self-reflection

**Weekly:** student discussions, peer feedback, student self-reflection

**End-of-Unit:** oral presentation, peer feedback, use of rubrics, student self-reflection (e.g. short survey) other classroom summative assessments designed by teacher |
| **Sequence of Learning Outcomes**<br>Students will be able to…in order to…<br>**(What…why…)** | **Strategies for Teaching and Learning**<br>One way to do this work is to…<br>**(How…)** |
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| **Additional Resources for Teaching and Learning, Language** | **Differentiation (e.g. Special Education, EL, GATE)** |
|  | **UDL Differentiation Strategies and Resources**

**GATE Differentiation Strategies and Resources** |

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| Unit 5 |
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| **Opinion/Argument – Reading Literature and Writing Book Reviews** |
| **(Approx. 7 weeks)** |

**Overview:**

*In this unit, students will work in collaborative groups to develop a deep understanding of texts in a shared book series. Students will respond to the texts they read by comparing and contrasting themes, settings, and plots across the series. They will write extensively in their reading response journals in preparation for composing opinion pieces about their book series.*

Over-Arching Essential Question for Unit 5: How can we best develop our opinions about literature and share them with others?

In this unit students will:
- Compare literary elements of multiple texts
- Engage in collaborative conversation to develop understanding of a text series
- Support their opinions with specific textual evidence
- Collaboratively develop and present an opinion about a text series focusing on task, audience, and purpose

Culminating Task: Students will compose a book review.

**Standards:**

**ELA Common Core State Standards:**

**Reading Standards for Literature**:

Key Ideas and Details

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

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.

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.

Craft and Structure

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

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.

Integration of Knowledge and Ideas

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).

Range of Reading and Level of Text Complexity

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.

**Reading Standards for Informational Text:**

Key Ideas and Details

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

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

Integration of Knowledge and Ideas

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).

Range of Reading and Level of Text Complexity

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.

**Foundational Skills & Additional Language Standards:** *This document does not address systematic instruction of foundational skills.*

**Writing Standards:**

Text Types and Purposes

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

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

b. Provide reasons that support the opinion.

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

d. Provide a concluding statement or section.

Production and Distribution of Writing

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

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

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.

Research to Build and Present Knowledge

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.

Range of Writing

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 Listening:**

Comprehension and Collaboration

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.

   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.

   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).

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

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

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.

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

Presentation of Knowledge and Ideas

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.

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

**Language**

Conventions of Standard English

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

   h. Use coordinating and subordinating conjunctions.

   i. Produce simple, compound, and complex sentences.

Knowledge of Language

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

   a. Choose words and phrases for effect.*

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

Vocabulary Acquisition and Use

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.

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

   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*).

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

     d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases **in all content areas. CA**

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

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

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*).


**ELD Standards**

**Part I: Interacting in Meaningful Ways**
A. Collaborative
    **1. *Exchanging information and ideas*-** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
    **2. *Interacting via written English*** – Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.
    **3. *Offering opinions*-** Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That's a good idea, but X*), as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.
    **4. *Adapting language choices*** – Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.
B. Interpretative
    **5. *Listening actively*-** Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
    **6. *Reading/ viewing closely*-** Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
    **7. *Evaluating language choices*** – Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing is used to provide evidence is strong enough), with light support.
    **8. *Analyzing language choices*** – Distinguish how multiple different words with similar meanings (*pleased* versus *happy* versus *ecstatic*, *heard* versus *knew* versus *believed*) produce shades of meaning and different effects on the audience.
C. Productive
    **9. Presenting** – Plan and deliver longer presentations on a variety of topics and content areas (e.g., retelling a story, explain a science process or historical event, and the like).
    **10. *Writing*-**
      a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.
      b. Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.

**11.** *Supporting opinions* – Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.

**12**. *Selecting language resources* – Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.


**Part II: Learning About How English Works**

A. Structuring Cohesive Texts

 **1.** *Understanding text structure*- Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas), to comprehending texts and writing cohesive texts.

 **2.** *Understanding cohesion*- b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting and transitional words or phrases (e.g., *for example, afterward,  first/next/last*) to comprehending and writing texts independently.

  b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases (e.g., *for example, afterward, first/next/last*) to comprehending texts and writing cohesive texts.

B. Expanding & Enriching Ideas

 **3.** *Using verbs and verb phrases* – Use a variety of verb types (e.g., doing, saying, being/ having, thinking/ feeling) and verb tenses appropriate to the text type and disciple to convey time (e.g., simple present for a science description, simple future to predict).

 **4.** *Using nouns and noun phrases*- Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like.

 **5.**  *Modifying to add details*- Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a range of familiar or new activities or processes (e.g., They worked *quietly all night in their room*).

C. Connecting and Condensing Ideas

 **7**. *Condensing ideas* – Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, *It's a plant.  It's green and red.  It's found in the tropical rain forest.*→ *It's a green and red plant that's found in the tropical rain forest*) to create precise and detailed sentences.

| College and Career Descriptors | Social-Emotional Learning |
|---|---|
| <ul><li>Demonstrate independence</li><li>Build strong content knowledge</li><li>Respond to the varying demands of audience, task, purpose, and discipline</li><li>Comprehend as well as critique</li><li>Value evidence</li><li>Use technology and digital media strategically and capably</li><li>Come to understand other perspectives and cultures</li></ul> | **SEL Competencies:**<ul><li>Self-Management</li><li>Self-Awareness</li><li>Responsible Decision Making</li><li>Relationship Skills</li><li>Social Awareness</li></ul> |

| Unit 5: Opinion/Argument – Reading Literature and Writing Book Reviews |
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| **Reading and Language**<br>RL.1, 2, 3, 4, 5, 9, 10; RI.1, 10; W.4, 8, 10; SL.1, 2, 3, 4, 6; L.3a, 4, 5a, 6; ELD.PI.1, 2, 3, 4, 5, 6, 7, 8, 9, 11; ELD.PII. 3, 4, 5 |

| Essential Questions | Suggested Assessments |
|---|---|
| <br><br><br>• What do readers gain from collaborating around literature?<br><br>• How do readers develop opinions about an author's work?<br><br>• How is literature crafted? Why? How should we read it as a result | **Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations<br><br>**Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection<br><br>**Weekly:** student discussions and work products (e.g. Reading Response Journals), student self-reflection<br><br>**End-of-Unit:** student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers |

| Sequence of Learning Outcomes<br>Students will be able to…in order to…<br>**(What… why…)** | Strategies for Teaching and Learning<br>One way to do this work is to…<br>**(How…)** |
|---|---|
| Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to genre features. | Teacher read-aloud, and student independent reading of multiple examples of the genre. Begin reading one book to be used for teaching purposes (e.g., *Clementine*). |
| **On-going vocabulary instruction:**<br>Use a growing number of words and phrases and flexibly choose from: using context clues, using common Greek and Latin affixes and roots as clues, consulting printed/digital resources in order to grow vocabulary knowledge and use. | Readers collect favorite new words and definitions in their writer's notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction. |
| 1. Use rules and behaviors to help their collaborative groups run smoothly and be productive. | 1. Co-create a chart of rules and behaviors for collaborative groups. Choose/assign a book series for each collaborative group based on reading level. |
| *Resources*: Core Ready Reading Lesson 1, collection of book series at various reading levels, PTP Appendix 1: "Core Message to Students",  PTP Homework: Reading Lesson 1 "Polite Discussions" | |

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|---|---|
| 2. Use a series of strategies to engage in productive conversations and stay focused. | 2. Co-create a "Ways Conversations Get Stuck" chart with conversation helpers. Practice conversation skills (i.e., create, clarify, fortify, negotiate).  Students engage in reading and discussion with collaborative groups. |
| *Resources*: Core Ready Reading Lesson 2,  Zwiers' Conversation Skills Poster | |
| 3. Set clear goals for their work in collaborative groups to meet a deadline. | 3. Collaborative groups set daily reading goals using blank calendar pages.  Students continue reading and discussing the books in their series. |
| *Resources*: Core Ready Reading Lesson 3, Blank Calendar Pages | |
| 4. Focus on story elements to craft succinct summaries of their reading. | 4. Use the "Story Elements Graphic Organizer" to support students to plan and then draft summaries of their reading in their reading response journals. Students begin crafting summaries of their reading in their reading response journals daily. |
| *Resources*: Core Ready Reading Lesson 4, [PTP Appendix 9: Milestone Performance Formative Assessment - "Creating Summaries"](#) | |
| 5. Notice how the author uses language to develop the story elements (e.g., word choice to develop character, figurative language to develop setting, vivid verbs to describe actions). (Integrated ELD) | 5. Co-create an author's craft chart over several days noticing specific language choices that create an effect (e.g. Barbara Park overgeneralizes the –ed ending to make Junie B. sound like a real kindergartener. *'Cause I never rided on a bus before.*) |
| *Resources*: ELD.PI.7,8, ELD.PII.3,4,5 | |
| 6. Use a variety of clues to identify the themes of their reading. | 6. Create a "Clues We Can Use to Infer Theme" chart to guide students to use title, character actions, dialogue, character change, and what characters learn to make inferences about the theme of a book. |
| *Resources*: Core Ready Reading Lesson 5, *Clementine,* [PTP Homework: Reading Lesson 5 "Theme"](#) | |
| 7. Use explicit examples from the text as evidence to support their thinking about the theme of their books. | 7. Use a "Thinking About Theme Graphic Organizer" to support students in finding specific examples from the text that support their thinking about theme. |
| *Resources*: Core Ready Reading Lesson 6, [PTP Appendix 3: "Thinking About Theme" Graphic Organizer](#), [PTP Appendix 9: Milestone Performance Formative Assessment - "Determining Theme with Text Evidence"](#) | |
| 8. Compare the setting, plot, and theme across several books to increase their understanding of an author or series. | 8. Students use a Venn diagram to compare the setting, plot, and theme across two books from the series they've been studying. |
| *Resources*: Core Ready Reading Lesson 7, Venn diagram, *Clementine*, *Clementine and the Family Meeting,* [PTP Appendix 9: Milestone Performance Formative Assessment - "Comparing Multiple Texts in a Series"](#) | |

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|---|---|
| 9. Find out more about an author to make deeper connections to their books. | 9. Provide nonfiction texts or access to websites with information about the author's life and the books series. Students work in collaborative groups to make connections between the author's life and the books in their series. |

*Resources*: Core Ready Reading Lesson 8, nonfiction texts about authors, MacBooks

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|---|---|
| 10. Orally and with digital media, share their group's ideas with others as one way to present information. | 10. Provide a checklist for students outlining what must be included in their presentations (e.g., summary of each text, list of themes with examples from text, similarities between texts, and relevant information about author's life) and a deadline for completion. |

*Resources*: Core Ready Reading Lesson 9, MacBooks, PTP Appendix 9: Milestone Performance Formative Assessment - "Comparing Elements across Texts"

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|---|---|
| 11. Reflect on what types of books they enjoy and why as a way to guide future reading choices. | 11. Complete a "Future Reading Plans Sheet". |

*Resources*: Core Ready Reading Lesson 10, PTP Appendix 4: "Future Reading Plans" Sheet

| Additional Resources for Teaching and Learning, Reading and Language | Differentiation (e.g. Special Education, EL, GATE) |
|---|---|
| Speaking and Listening Checklist | **UDL Differentiation Strategies and Resources** **GATE Differentiation Strategies and Resources** |

*3rd Grade, SCUSD ELA Curriculum Map*

| Unit 5: Opinion/Argument – Reading Literature and Writing Book Reviews |
|---|

| Writing and Language |
|---|
| RL.1, 4, 9, 10; R.I.1, 2, 8, 10; W.1, 4, 5, 6, 10; SL.1, 6; L.1h,i,3b,6; ELD.PI.1,3, 4, 6,10, 11, 12; ELD.PII.1, 2b, 7 |

| Essential Questions | Suggested Assessments |
|---|---|
| • How do review writers structure and craft their reviews? Why?<br><br>• How do review writers use language features? Why? | **Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations<br><br>**Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection<br><br>**Weekly:** student discussions and work products (e.g. Writer's Notebooks), student self-reflection<br><br>**End-of-Unit:** student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers |

| Sequence of Learning Outcomes<br>Students will be able to…in order to…<br>**(What… why…)** | Strategies for Teaching and Learning<br>One way to do this work is to…<br>**(How…)** |
|---|---|
| 1. Understand that writers write for different purposes to begin developing understanding of opinion writing. | 1. Provide sets of texts in each category for inquiry. Co-create P.I.E. (Persuade, Inform, Entertain) chart. Narrow focus of inquiry to persuasive texts only. |
| *Resources:* Core Ready Writing Lesson 1, text sets of each purpose, a large variety of opinion texts | |
| 2. Use literary elements to express an opinion in their book reviews. | 2. Using book review mentor texts to study and then create a "Strong Opinions" T chart to record opinions about their independent reading books. |
| *Resources:* Core Ready Writing Lesson 2, PTP Appendix 5: sample book review of *Judy Moody Gets Famous*, additional sample book reviews from Spaghetti Book Club Reviews, PTP Appendix 9: Milestone Performance Formative Assessment - "Articulating Strong Opinions of a Text" | |
| 3. Revise opinion statements using the third person to make them more authoritative. (Integrated ELD) | 3. Have students remove "I think" and "We think" from opinion statements (e.g., *We think this book has a good theme: work hard, even when life is hard.* → *This book has a good theme: work hard, even when life is hard*). |
| *Resources:* ELD.PI.4, ELD.PII.7 | |

*3rd Grade, SCUSD ELA Curriculum Map*

| | |
|---|---|
| 4. Organize their writing to suit their task and purpose. | 4. Highlight the different parts of a mentor book review (introduction, mention of characters, mention of setting, opinion statement, reasons to support the opinion, conclusion/ recommendation).  Use a graphic organizer to support students in planning their book review. |
| *Resources:* Core Ready Writing Lesson 3, PTP Appendix 6: "Persuasive Book Review" Graphic Organizer, PTP Appendix 5: sample book review of *Judy Moody Gets Famous* | |
| 5. Craft strong introductions to capture their reader's attention. | 5. Use mentor book reviews to study several types of introductions (e.g., a question, an intriguing quote, an image from text, a summary).  Students craft several different introductions before choosing one for their review. |
| *Resources:* Core Ready Writing Lesson 4, PTP Appendix 5: sample book review of *Judy Moody Gets Famous*, PTP Appendix 7: sample book review of *The Knights of the Kitchen Table* | |
| 6. Use relevant text as evidence to strengthen their opinions. | 6. Use previously created persuasive book reviews graphic organizer and mentor book reviews. Refer to evidence work done in Core Ready Reading Lesson 6. Students draft book reviews. |
| *Resources:* Core Ready Writing Lesson 5, PTP Appendix 6: "Persuasive Book Review" Graphic Organizers, *Clementine*, model book reviews, PTP Appendix 9: Milestone Performance Formative Assessment - "Writing Persuasive Book Reviews" | |
| 7. Use linking words and phrases to connect their opinions, reasons, and textual evidence. (Integrated ELD) | 7. Co-create a chart of linking words and phrases based on mentor text.  Students use chart to revise drafts to include linking words and phrases. |
| *Resources*: Core Ready Writing Lesson 6, ELD.PI.10, ELD.PII.2b, PTP Appendix 5: sample book review of *Judy Moody Gets Famous*, PTP Appendix 7: sample book review of *The Knights of the Kitchen Table* | |
| 8. Condense their ideas to create clear and concise book review. (Integrated ELD) | 8. Revise a model book review to condense ideas using relative clauses (e.g., *Some suspects are the photographer because he got to the locker room after the game. The souvenir stand lady because she owns some bats that look exactly like Big D's.* → *Some suspects are the photographer,* **who got to the locker room after the game**, *and the souvenir stand lady,* **who owns some bats that look exactly like Big D's**.). Students revise drafts to condense ideas. |
| *Resources:* ELD.PI.10, ELD.PII.7, Spaghetti Book Club Reviews | |
| 9. Craft strong conclusions to leave the audience thinking. | 9. Use mentor book reviews to study several types of conclusions (e.g., a question, a rating, a recommendation).  Students craft several different conclusions before choosing one for their review. |
| *Resources:* Core Ready Writing Lesson 7, PTP Appendix 5: sample book review of *Judy Moody Gets Famous*, PTP Appendix 7: sample book review of *The Knights of the Kitchen Table* | |

*3rd Grade, SCUSD ELA Curriculum Map*

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|---|---|
| 10. Collaboratively revise their book reviews to strengthen their work. | 10. Use revising portion of the "Finalizing Book Review Checklist." |

*Resources:* Core Ready Writing Lesson 8, PTP Appendix 8: "Finalizing Book Review" Checklist

| | |
|---|---|
| 11. Collaboratively edit their book reviews to make them easy to read. | 11. Use editing portion of the "Finalizing Book Review Checklist." |

*Resources:* Core Ready Writing Lesson 8

| | |
|---|---|
| 12. Publish their work using digital tools to share with a larger audience. | 12. Create a "Preparing Our Work for Publication" chart outlining the process for publishing with your chosen method (e.g., posting to spaghetti book club, using QR code generator). |

*Resources:* Core Ready Writing Lesson 9, digital tools for chosen publishing method, PTP Appendix 9: Milestone Performance Formative Assessment - "Writing Persuasive Book Reviews"

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|---|---|
| 13. Use what they've learned about opinion writing to craft an on-demand opinion piece. | 13. Respond to an opinion writing prompt (e.g., *What rule or routine at school do you think should be changed? Why?*). |

*Resources:* Core Ready Writing Lesson 10, PTP Appendix 9: Milestone Performance Formative Assessment - "Writing to Persuade"

| Additional Resources for Teaching and Learning, Writing and Language | Differentiation (e.g. Special Education, EL, GATE) |
|---|---|
| Speaking and Listening Performance Checklist | **UDL Differentiation Strategies and Resources**<br><br>**GATE Differentiation Strategies and Resources** |

*3rd Grade, SCUSD ELA Curriculum Map*

| Unit 5: Opinion/Argument – Reading Literature and Writing Book Reviews | |
|---|---|
| **Language** | |
| **Essential Questions** | **Suggested Assessments** |
| **tbd** | **Minute by Minute**: observation, questions - teachers and students, student discussions, written work<br><br>**Daily Lesson:** observation, questions – teachers and students, student discussions, peer feedback, student self-reflection<br><br>**Weekly:** student discussions, peer feedback, student self-reflection<br><br>**End-of-Unit:** oral presentation, peer feedback, use of rubrics, student self-reflection (e.g. short survey) other classroom summative assessments designed by teacher |
| **Sequence of Learning Outcomes**<br>Students will be able to…in order to…<br>**(What… why…)** | **Strategies for Teaching and Learning**<br>One way to do this work is to…<br>**(How…)** |
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| tbd | |
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| **Additional Resources for Teaching and Learning, and Language** | **Differentiation (e.g. Special Education, EL, GATE)** |
| | **UDL Differentiation Strategies and Resources**<br><br>**GATE Differentiation Strategies and Resources** |

*3rd Grade, SCUSD ELA Curriculum Map*

<table>
<tr><td colspan="2" align="center"><b>Unit 6</b><br><b>Poetry - Reading and Writing Poetry</b><br><b>(Approx. 3 weeks)</b></td></tr>
</table>

**Overview:**

*In this unit, students will engage with a variety of poems as they cultivate and expand their understanding and appreciation of poetry. They will read poetry for the sheer joy of it, to learn the language of heart and soul. They will write poems, learning to find inspiration sparked by nature, memories from their personal lives, and from what is happening in the world around us. They will study and explore ways to use word choice, craft, and structure. Poetry will teach them about the power of language to transform our experiences.*

*"I learned whatever I know about language and craft from writing poems." – Grace Paley*

Over-Arching Essential Question for Unit 6:
What can we learn from poetry?

In this unit students will:
- Develop and grow an understanding and appreciation for poetry
- Read closely and think deeply to consider how a poet uses craft and structure techniques to convey meaning in a poem
- Use the world and life experience to influence poetry ideas
- Purposefully craft and structure their own poems
- Recite others' and their own poems

Optional:
- Illustrate their poem(s) to add visual support
- Create and perform Spoken Word

Culminating Task: Students will compose at least one poem to share.

**Standards**

**ELA Common Core State Standards:**

**Reading Standards for Literature:**

Key Ideas and Details

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

Craft and Structure

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

    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.

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

*3rd Grade, SCUSD ELA Curriculum Map*

Range of Reading and Level of Text Complexity

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.

**Foundational Skills & Additional Language Standards:** *This document does not address systematic instruction of foundational skills.*

**Writing Standards:**

Production and Distribution of Writing

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

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

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.

Range of Writing

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 Listening:**

Comprehension and Collaboration

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.

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.

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).

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

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

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.

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

Presentation of Knowledge and Ideas

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

**Language:**

Knowledge of Language

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

        a. Choose words and phrases for effect.*

Vocabulary Acquisition and Use

    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.

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

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

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

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

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


**ELD Standards**

**Part I: Interacting in Meaningful Ways**
A. Collaborative
    **1. *Exchanging information and ideas*-** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
B. Interpretative
    **5. *Listening actively*-** Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
    **6. *Reading/ viewing closely*-** Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
    **7. *Evaluating language choices*** – Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing is used to provide evidence is strong enough), with light support.
    **8. *Analyzing language choices*** – Distinguish how multiple different words with similar meanings (*pleased* versus *happy* versus *ecstatic*, *heard* versus *knew* versus *believed*) produce shades of meaning and different effects on the audience.
C. Productive
    **9. Presenting** – Plan and deliver longer presentations on a variety of topics and content areas (e.g., retelling a story, explain a science process or historical event, and the like).
    **12. *Selecting language resources*** – Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.

**Part II: Learning About How English Works**
A. Structuring Cohesive Texts
    **1. *Understanding text structure*-** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas), to comprehending texts and writing cohesive texts.

| **College and Career Descriptors** | **Social-Emotional Learning** |
| --- | --- |
| • Demonstrate independence<br>• Build strong content knowledge<br>• Respond to the varying demands of audience, task, purpose, and discipline<br>• Comprehend as well as critique<br>• Value evidence<br>• Use technology and digital media strategically and capably<br>• Come to understand other perspectives and cultures | **SEL Competencies:**<br>• Self-Management<br>• Self-Awareness<br>• Responsible Decision Making<br>• Relationship Skills<br>• Social Awareness |

| Unit 6: Poetry - Reading and Writing Poetry |
|---|
| **Reading and Language**<br>RL.1,4,5,6,10; SL.1abcd,2,3,6; L.3a,4,5ac; ELD.PI.1, 5, 6, 7, 8, 9; ELD.PII.1 |

| Essential Questions | Suggested Assessments |
|---|---|
| • What do readers gain from reading poetry?<br><br>• What are the characteristics of poetry?<br><br>• How do poets use language features in their poems? Why?<br><br>• How are poems structured and crafted? Why? How should we read them as a result? | **Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations<br><br>**Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection<br><br>**Weekly:** student discussions and work products (e.g. Reading Response Journals), student self-reflection<br><br>**End-of-Unit:** student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers |

| Sequence of Learning Outcomes<br>Students will be able to…in order to…<br>**(What… why…)** | Strategies for Teaching and Learning<br>One way to do this work is to…<br>**(How…)** |
|---|---|
| Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to genre features. | Read-aloud multiple examples of the genre. Students independently read multiple examples of the genre. |
| **On-going vocabulary instruction:**<br>Use a growing number of words and phrases and flexibly choose from: using context clues, using common Greek and Latin affixes and roots as clues, consulting printed/digital resources in order to grow vocabulary knowledge and use. | Readers/poets collect favorite new words and definitions in their writer's notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction. |
| **On-going use of Six Basic Reading Comprehension Strategies:**<br>Use these strategies for reading comprehension to gain meaning:<br>• Activating prior knowledge or predicting<br>• Questioning<br>• Visualizing<br>• Monitoring, clarifying, or fix-up strategies<br>• Drawing inferences<br>• Retelling | **On-going use of Six Basic Reading Comprehension Strategies:**<br>Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan and others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use. |

*3rd Grade, SCUSD ELA Curriculum Map*

| | |
|---|---|
| 1. Live in the world of reading and rereading poetry in order to enjoy and connect to many, many poems before they try to write their own. | 1. Read and reread selected poems out loud:<br>• Noticing connections and elicited feelings<br>• Admiring word choice<br>• Noticing different ways poems are written (create a noticing chart)<br>• Begin to collect favorite poems for the classroom poetry wall and in student folders to be used as mentor texts<br>• Encourage students to find, bring, and share poems |
| *Resources: "What I'd like to stress above everything else is the joy of the sounds of language. I have only one rule for reading it: please read a poem out loud." – Eve Merriam* ||
| 2. Consider how poems invite the reader to see the world in a different way in order to begin to consider a poet's intentions. | 2. Work with a partner to notice how poets use language choices to invite the reader to see the world through the poet's eyes, heart, and mind. |
| *Resources*: Billy Collins' *Introduction to Poetry* ||
| 3. Understand that poems have powerful language to convey emotions. (Integrated ELD) | 3. Students read and reread mentor poems, annotating the powerful language, reflecting, and responding in their reading response journal. |
| *Resources:* ELD.PI.7 ||
| 4. Understand that poets use literal and nonliteral language to deliver meaning. (Integrated ELD) | 4. Co-create a Noticing Chart to list identified literal and nonliteral word choices; record examples and the resulting effect. |
| *Resources:* ELD.PI.8 ||
| 5. Notice nuances in word meanings to appreciate poets' word choices and to identify shades of meaning. (Integrated ELD) | 5. Students work in pairs to select precise words in a poem, and substitute the precise word with a different but similar word and then discuss the altered meaning/shades of certainty (e.g. *knew, believed, suspected, heard, wondered*). |
| *Resources*: ELD.PI.8 ||
| 6. Understand that poets use specific craft for effect. (e.g., repeating words or lines to create a rhythmic piece, onomatopoeia to create an image and sound, alliteration for rhythm.) | 6. Co-create a 3 column chart to anchor learning listing: 1) various types of poetry writer's craft 2) the purpose of the craft 3) examples of the craft |
| *Resources*: ||
| 7. Notice poems' various structures (stanzas, line breaks, white space, and punctuation) to read it more fluently. | 7. Read and reread poems out loud focusing on stanzas, line breaks and white space to guide phrasing, cadence, and prosody. |
| *Resources*: ||

| | |
|---|---|
| 8. Students will be able to recite a favorite poem to share their enjoyment with others. | 8. Students select a personally meaningful poem to recite, practice fluent reading (phrasing, cadence, prosody), then recite for an audience. |
| *Resources:* | |
| 9. Reflect on their learning to see how they have grown in their understanding and appreciation of poetry. | 9. Answer the essential questions in their reading response journals. |
| *Resources:* | |
| **Additional Resources for Teaching and Learning, Reading and Language** | **Differentiation (e.g. Special Education, EL, GATE)** |
| *Poetry Lessons to Meet the CCSS* by Georgia Heard (2013)<br><br>*Awakening the Heart: Exploring Poetry in Elementary and Middle School* by Georgia Heard (1999)<br><br>*Kid's Poems: Teaching Third & Fourth Graders to Love Writing Poetry* by Regie Routman (2000) | **UDL Differentiation Strategies and Resources**<br><br>**GATE Differentiation Strategies and Resources** |

| Unit 6: Poetry - Reading and Writing Poetry |
|---|

| Writing and Language |
|---|
| RL.5; W.4,5,6,10; SL.1,6; L.3,5; ELD.PI.5, 6, 9, 12; ELD.PII.1 |

| Essential Questions | Suggested Assessments |
|---|---|
| • Why do we write poetry?<br><br>• How do poets use language features in their poems? Why?<br><br>• How do poets structure and craft their poems? Why? | **Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations<br><br>**Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection<br><br>**Weekly:** student discussions and work products (e.g. Writer's Notebooks), student self-reflection<br><br>**End-of-Unit:** student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers |

| Sequence of Learning Outcomes<br>Students will be able to…in order to…<br>**(What… why…)** | Strategies for Teaching and Learning<br>One way to do this work is to…<br>**(How…)** |
|---|---|
| 1. Explore poems to understand where poets get their inspiration. | 1. Browse through poetry, familiar or new, jotting down where the authors might have gotten their ideas:<br>• Observing nature, objects, the world around us<br>• Special people<br>• Important moments<br>• Wonderings, worries, hopes and dreams |
| *Resources:* | |
| 2. Choose meaningful topics in order to write with intent, purpose, and focus. | 2. Use the (infinite) "doors of poetry" metaphor for choosing a topic for example:<br>• The Heart Door<br>• The Observation Door<br>• The Concerns About the World Door<br>• The Wonder Door<br>• The Memory Door |
| *Resources:* Georgia Heard's *Awakening the Heart*, chapter 3, Doors of Poetry charts at www.scusd.edu/ela Doors of Poetry explained with sample poems | |

| | |
|---|---|
| 3. Poets write a first draft(s) because a first draft gives the poet something to work with/revise. | 3. Reach for poetic language and form, but know revision will follow. |
| *Resources:* | |
| 4. Revise for precision in word choice (i.e., powerful language, literal and nonliteral language, nuances in word choices) for effect and meaning. (Integrated ELD) | 4. Work with partners or individually to refer to word banks and the Noticing Charts from reading outcomes. |
| *Resources:* ELD.PI.12a<br>*"Sometimes I've spent weeks looking for precisely the right word" – Eve Merriam* | |
| 5. Revise for specific craft for effect and meaning | 5. Work with partners or individually to read and reread poem(s) under revision, checking for sound, imagery, and rhythm. Refer to chart from reading outcome 6 and revise for:<br>• Repeating words or lines for rhythm<br>• Onomatopoeia for sound and image<br>• Alliteration for rhythm<br>• |
| *Resources:* | |
| 6. Revise their poems using various structure techniques such as stanzas, white space, line breaks, and punctuation in their poetry to convey meaning. | 6. Work with partners or individually to study mentor poems for ideas to apply to their own poems. Read and reread the poem under revision out loud to identify needed and possible structural elements. |
| *Resources:* | |
| 7. Make final edits to prepare for publishing. | 7. Work with partners or individually to check spelling and readability. |
| *Resources:* | |
| 8. Publish their poems to create a clean, finished piece to keep for themselves and/or share with others | 8. Type or hand print, with or without an illustration, post individual poems, and/or make a student and/or class anthology. |
| *Resources: places to submit/publish: Scholastic  Stone Soup  A list of more places to be published* | |
| 9. Present poems by reading out loud to celebrate and share their work | 9. Choose their favorite poem or two to read out loud to a group. |
| *Resources: "What I'd like to stress above everything else is the joy of the sounds of language. I have only one rule for reading it: please read a poem out loud." – Eve Merriam* | |
| 10. Reflect on their poetry journey to evaluate and extend their learning. | 10. Compose a Dear Reader letter to reflect on what was learned about poetry, referring back to essential questions. |
| *Resources:* | |

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| Additional Resources for Teaching and Learning, Writing and Language | Differentiation (e.g. Special Education, EL, GATE) |
|---|---|
| *Poetry Lessons to Meet the CCSS* by Georgia Heard (2013)<br><br>*Awakening the Heart: Exploring Poetry in Elementary and Middle School* by Georgia Heard (1999)<br><br>*Kid's Poems: Teaching Third & Fourth Graders to Love Writing Poetry* by Regie Routman (2000) | **UDL Differentiation Strategies and Resources**<br><br><br>**GATE Differentiation Strategies and Resources** |

| Unit 6: Poetry - Reading and Writing Poetry |
|---|
| **Language** |

| Essential Questions | Suggested Assessments |
|---|---|
| **tbd** | **Minute by Minute**: observation, questions - teachers and students, student discussions, written work<br><br>**Daily Lesson:** observation, questions – teachers and students, student discussions, peer feedback, student self-reflection<br><br>**Weekly:** student discussions, peer feedback, student self-reflection<br><br>**End-of-Unit:** oral presentation, peer feedback, use of rubrics, student self-reflection (e.g. short survey) other classroom summative assessments designed by teacher |

| Sequence of Learning Outcomes<br>Students will be able to…in order to…<br>**(What… why…)** | Strategies for Teaching and Learning<br>One way to do this work is to…<br>**(How…)** |
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| Additional Resources for Teaching and Learning, and Language | Differentiation (e.g. Special Education, EL, GATE) |
|---|---|
| | **UDL Differentiation Strategies and Resources**<br><br>**GATE Differentiation Strategies and Resources** |

*3rd Grade, SCUSD ELA Curriculum Map*

| Unit 7 |
| :---: |
| **Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners**<br>**(Approximately 2 weeks)** |

**Overview:**

*In this unit, students will explore their growth as readers, writers, and collaborative learners. This unit provides students the opportunity to continue to strengthen a growth mindset including the habits of mind that foster continuous growth based on reflective practice, self-assessment, and goal-setting. Students are empowered to gather information and come to their own conclusions about their growth. By reflecting on their progress, students will develop goals that are specific to their identified next steps and celebrate the growth they have made.*

Over-Arching Essential Question for Unit 7:  What does it look like/feel like to reflect on a year of learning and set goals?

In this unit students will:
- Reflect on what they have learned this year and how they have grown as a reader, writer, and collaborative group member.
- Reflect on their identities as a reader, writer, and a collaborative group member.
- Reflect on skills and strategies used to internalize and strengthen good habits as a reader, writer, and collaborative group member.
- Reflect on the use of Social-Emotional Learning (SEL) competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Culminating Task:  Students will write a personal reflective piece.  Students will present their journey of learning.

**Standards**

**Foundational Skills & Additional Language Standards:**  *This document does not address systematic instruction of foundational skills.*

**Writing Standards:**

Production and Distribution of Writing

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

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

> 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.

Research to Build and Present Knowledge

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

> 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.

> 3.9. (Begins in grade 4)

Range of Writing

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 Listening:**

Comprehension and Collaboration

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.

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.

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).

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

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

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

Presentation of Knowledge and Ideas

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.

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

**Language:**

Vocabulary Acquisition and Use

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*).

**ELD Standards**

**Part I: Interacting in Meaningful Ways**
A. Collaborative
**1. *Exchanging information and ideas*-** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
B. Interpretive
**5. *Listening actively*-** Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
**7. *Evaluating language choices*** – Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing is used to provide evidence is strong enough), with light support.

C. Productive

**9. Presenting** – Plan and deliver longer presentations on a variety of topics and content areas (e.g., retelling a story, explain a science process or historical event, and the like).

**10. *Writing-***

a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.

b. Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.

**11. *Supporting opinions*** – Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.

| **College and Career Descriptors** | **Social-Emotional Learning** |
|---|---|
| • Demonstrate independence<br>• Build strong content knowledge<br>• Respond to the varying demands of audience, task, purpose, and discipline<br>• Comprehend as well as critique<br>• Value evidence<br>• Use technology and digital media strategically and capably<br>• Come to understand other perspectives and cultures | **SEL Competencies:**<br>• Self-Management<br>• Self-Awareness<br>• Responsible Decision Making<br>• Relationship Skills<br>• Social Awareness |

| Unit 7: Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners | |
|---|---|
| **Reading and Language**<br>SL.1a-d, 3, 4, 6; L.6; ELD.PI 1, 5, 7, 9, 11 | |
| **Essential Questions** | **Suggested Assessments** |
| <ul><li>How have we grown as readers?</li><li>How have we developed and strengthened our skills in order to work independently and collaboratively?</li><li>How do we use reflective practices to set goals for future learning?</li></ul> | **Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations<br><br>**Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection<br><br>**Weekly:** student discussions and work products (*e.g. Reading Response Journals*), student self-reflection<br><br>**End-of-Unit:** student work artifacts (*e.g. portfolio, writing project, oral presentation*), use of rubrics student self-reflection (*e.g. short survey*), other classroom summative assessments designed by teachers |
| **Sequence of Learning Outcomes**<br>Students will be able to…in order to…<br>**(What…   why…)** | **Strategies for Teaching and Learning**<br>One way to do this work is to…<br>**(How…)** |
| Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to the genre's language features. | Teacher read alouds and student independent reading of multiple examples of the genre. |
| **On-going use of Six Basic Reading Comprehension Strategies:**<br>    Use these strategies for reading comprehension to gain meaning:<br>• Activating prior knowledge or predicting<br>• Questioning<br>• Visualizing<br>• Monitoring, clarifying, or fix-up strategies<br>• Drawing inferences<br>• Retelling | **On-going use of Six Basic Reading Comprehension Strategies:**<br>    Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use. |
| **On-going vocabulary instruction:**<br>Use a growing number of words and phrases and identify new meanings for familiar words and use the most frequently occurring inflections and affixes for clues in order to grow vocabulary knowledge and use. | Readers collect favorite new words and definitions on a co-created word bank chart to later use in their own writing. Readers grow a personal thesaurus.  Teachers provide specific vocabulary instruction. |

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| 1. Collaboratively reflect on class reading activities and genres studied to remember their reading journey to begin to understand how they have grown and changed as a reader. | 1. Share evidence of growth and change by:<br>• Referring back to Noticing Charts and Dear Reader Letters from each genre study.<br>• Referring back to Essential Questions responses in their reflection pieces from the end of each prior unit.<br>• Reviewing Reading Response Journal entries with a focus on skills used to understand a text and make meaning. |
| *Resources:* Previous units' Essential Questions for reading, Noticing Charts for all genres studied, Dear Reader Letters for all genres studied, and student Reading Response Journals. ||
| 2. Reflect on personal successes and struggles to begin to prepare to establish personal reading goals. | 2. Share evidence of growth and change by:<br>• Identifying a time during the year when they felt strong as a readers and when they struggled as a reader.<br>• Reviewing teacher-student conferring notes that outline skills and strategies practiced and skills and strategies mastered.<br>• Co-creating a class list of skills and strategies used through the year and discuss which were the most effective and why.<br>• Identifying successes and struggles while working collaboratively with a partner or partners. |
| *Resources:* ||
| 3. Understand that readers think about their reading identity in order to make reading plans for the future (e.g., summer, into next year). | 3. Share evidence of growth and change by:<br>• Retaking the reading interest survey from the launch and comparing to the responses to the beginning of the year.<br>• Asking and answering reflective questions with a partner recording answers for use as evidence for written reflection.<br>• Identifying favorite reading experiences with specific details to support their thinking.<br>• Looking over reading logs to identify the types of books they chose to read with details to support their thinking. |
| *Resources:* [http://www.scholastic.com/teachers/top-teaching/2012/09/three-easy-ways-help-students-build-reading-identity](http://www.scholastic.com/teachers/top-teaching/2012/09/three-easy-ways-help-students-build-reading-identity)<br>[Reading Interest Survey](#) ||

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| 4. Identify skills they now have for independent and collaborative learning as readers compared to the start of the school year in order to reflect on growth. | 4. Co-create a "We used to, now we…" chart referring back to the bar graph for independent reading time and reflect on the growth over time that happened in collaborative book discussions, whole class and small group. |
| *Resources:* Reading stamina bar graphs/charts from earlier in the year. | |
| 5. Understand that readers commit to realistic reading goals to continue their reading life. | 5. Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on. Create a goal that includes a timeframe of completion and steps to meet goal. |
| *Resources:* | |
| 6. Understand that readers use information gathered about their reading identity to create a presentation to celebrate their learning. | 6. Create a visual representation (video, collage, etc.) of what they have learned and how they have grown as a reader. |
| *Resources:* | |
| **Additional Resources for Teaching and Learning, Reading and Language** | **Differentiation (e.g. Special Education, EL, GATE)** |
| CA ELA/ELD Framework | **UDL Differentiation Strategies and Resources**<br><br>**GATE Differentiation Strategies and Resources** |

| Unit 7 |
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| **Unit 7** |
| **Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners** |

| Writing and Language |
| :---: |
| **Writing and Language** |
| W.4, 5, 6, 7, 8, 10; SL.1a-d, 3, 4, 6; L.6; ELD.PI 1, 5, 7, 9, 10, 11 |

| Essential Questions | Suggested Assessments |
| :--- | :--- |
| <br><br>- How have we grown as writers?<br><br>- How have we developed and strengthened our skills in order to work independently and collaboratively?<br><br>- How do we use reflective practices to set goals for future learning? | **Minute by Minute**: observation, questions – teachers and students, student discussions, written work/representations<br><br>**Daily Lesson:** observation, questions – teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection<br><br>**Weekly:** student discussions and work products (*e.g. Writer's Notebooks*), student self-reflection<br><br>**End-of-Unit:** student work artifacts (*e.g. portfolio, writing project, oral presentation*), use of rubrics student self-reflection (*e.g. short survey*), other classroom summative assessments designed by teachers |

| Sequence of Learning Outcomes<br>Students will be able to…in order to…<br>**(What… why…)** | Strategies for Teaching and Learning<br>One way to do this work is to…<br>**(How…)** |
| :--- | :--- |
| 1. Collaboratively reflect on class writing activities and genres studied to remember their writing journey to begin to understand how they have grown and changed as a writer. | 1. Share evidence of growth and change by:<br>  - Referring back to Noticing Charts and Dear Reader Letters from each genre studied.<br>  - Rereading old pieces and focusing on what they can do now do as writers compared to the beginning of the year.<br>  - Reviewing teacher-conferring notes and examining how language choices and organization impact meaning for the reader. |
| *Resources:* | |
| 2. Reflect on personal successes and struggles to begin to prepare to establish personal writing goals. | 2. Share evidence of growth and change by:<br>  - Identifying a time during the year when they felt strong as a writer and when they struggled as a writer.<br>  - Reviewing teacher-conferring notes that outline skills and strategies practiced and skills and strategies mastered. |

| | • Co-creating a class list of skills and strategies learned through the writing process and discuss which were the most effective and why.<br>• Identifying successes and struggles while working collaboratively with a partner or partners. |
|---|---|
| *Resources:* | |
| 3. Understand that writers think about their writing in order to make writing plans for the future (e.g., summer, into next year). | 3. Share evidence of growth and change by:<br>• Retaking the writing interest survey from the launch and comparing the responses to the beginning of the year.<br>• Asking and answering reflective questions with a partner recording answers for use as evidence for written reflection.<br>• Identifying favorite reading experience with specific details to support their thinking.<br>• Looking over Writing Portfolios and/or Writer's Notebooks to identify the types of writing written well with details to support their thinking.<br>• Discussing their favorite published piece with details to support their thinking. |
| *Resources:* Writing Interest Survey | |
| 4. Identify skills they now have for independent and collaborative learning as writers compared to the start of the school year in order to reflect on growth. | 4. Co-create a "We used to, now we…" chart reflecting on growth during independent writing time and during collaborative writing time. |
| *Resources:* Classroom charts and students' writing from the course of the year showing expectations/goals for independent and collaborative learning. | |
| 5. Understand that writers commit to realistic writing goals to continue their writing lives. | 5. Discuss with a partner what they feel the most proud of in writing this year and what they will continue to work on. Create a goal that includes a timeframe for completion and steps to meet goal. |
| *Resources:* | |
| 6. Understand that writers use information gathered about their writing identity to create a reflective piece to celebrate their learning. | 6. Create a reflective piece that incorporates what they have learned and how they have grown as a writer. Share the reflective piece with an audience. |
| *Resources:* | |

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| Additional Resources for Teaching and Learning, Writing and Language | Differentiation (e.g. Special Education, EL, GATE) |
|---|---|
| CA ELA/ELD Framework | **UDL Differentiation Strategies and Resources**<br><br>**GATE Differentiation Strategies and Resources** |

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| Unit 7: Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners | |
|---|---|
| **Language** | |
| **Essential Questions** | **Suggested Assessments** |
| **tbd** | **Minute by Minute**: observation, questions - teachers and students, student discussions, written work/representations<br><br>**Daily Lesson:** observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection<br><br>**Weekly:** student discussions and work products (*e.g. Reading Response Journals*), student self-reflection<br><br>**End-of-Unit:** student work artifacts (*e.g. portfolio, writing project, oral presentation*), use of rubrics, student self-reflection (*e.g. short survey*), other classroom summative assessments designed by teachers |
| **Sequence of Learning Outcomes**<br>Students will be able to…in order to…<br>**(What… why…)** | **Strategies for Teaching and Learning**<br>One way to do this work is to…<br>**(How…)** |
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| **Additional Resources for Teaching and Learning, Language** | **Differentiation (e.g. Special Education, EL, GATE)** |
| CA ELA/ELD Framework | **UDL Differentiation Strategies and Resources**<br><br>**GATE Differentiation Strategies and Resources** |

*3rd Grade, SCUSD ELA Curriculum Map*

*3rd Grade, SCUSD ELA Curriculum Map*

## Universal Design for Learning – UDL

| Resources: | Differentiation Strategies: |
|---|---|
| • *The Differentiated Classroom: Responding to the Needs of All Learners* by Tomlinson, Carol Ann<br>• *Teaching Kids with Learning Difficulties in Today's Classroom* by Winebrenner, Susan<br><br>• www.cast.org (Universal Design for Learning, video links and articles)<br>• www.udlcenter.org (Universal Design for Learning, video links and articles)<br>• http://erniemendes.com/ (Dr. Ernie Mendes author of Engage 4 Learning and Empty the Cup -Engagement enhancements for the classroom)<br>• www.pbisworld.com (Tier 1-3 behavior interventions, with links to more behavior resources)<br>• www.ADDitudemag.com (tips and strategies for educators and parents of children with ADD/ADHD)<br><br>• http://www.davidsongifted.org/db/Articles_id_10782.aspx (article about **processing speed of learners)**<br><br>• http://www.ricklavoie.com/gateindex.html (Information and inspiration for parents and teachers of children with learning disabilities. See F.A.T. City video for eye opening perspective on learning disabilities.)<br><br>• http://www.autism-society.org/ (Information and resources regarding autism)<br><br>• http://ldaamerica.org/types-of-learning-disabilities/ (information and resources regarding learning disabilities) | • Know and understand content of IEP or 504<br>• Pair verbal with visual with academic instruction and directions/expectations<br>• Provide independent reading material at their independent reading level<br>• Strategic heterogeneous and homogeneous groupings, flexible grouping by ability and/or interest<br>• Near point or individual copies of anchor charts and whole class visuals<br>• Visuals to support vocab comprehension<br>• Graphic organizers and story maps<br>• Sentence frames and templates for academic conversations/discourse<br>• Scaffold writing per student ability (eg: sentence frames, sentence starters, dictation)<br>• Examples of completed work<br>• Model and demonstrate expected skills<br>• Alternate output and input options (eg: audio or video of text, technology )<br>• Use "Grey Matter" (unit pages preceding the lessons) material suggestions in Pam Allyn<br>• Strategically introduce core words and phrases as they occur in the Pam Allyn materials, not all at once |