

# ELA 3rd-Q1

Content Area: **3rd Grade**  
Course(s): **Reading, Writing**  
Time Period: **Marking Period 1**  
Length: **1 Marking Period**  
Status: **Not Published**

## Student Learning Standards

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LA.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
LA.W.3.1.A	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
LA.W.3.1.B	Provide reasons that support the opinion.
LA.W.3.1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.8	(Not applicable to literature)
LA.RL.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
LA.W.3.7	Conduct short research projects that build knowledge about a topic.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection,

metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **21st Century Standards**

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CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

## **Standards for Mathematical Practice (Math only)**

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## **Technology Standards**

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TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.

## **Companion Standards**

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SOC.K-4.1.1.2	Explain how the present is connected to the past.
3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
3-5-ETS1-1.1.1	Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.
SOC.K-4.1.3.1	Distinguish fact from fiction.
SOC.K-4.1.1.1	Place key historical events and people in historical eras using timelines.

## **Unit Focus**

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*(DOE UNIT 3)*

*WONDERS UNITS 1-2*

## **Essential Questions**

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What can stories teach you?

What can traditions teach you about cultures?

How do people from different cultures contribute to a community?

How can problem solving lead to new ideas?

How do landmarks help us understand our country's story?

Why is working together a good way to solve a problem?

Why do people immigrate to new places?

## **Critical Knowledge and Skills**

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*Closely read a text to demonstrate understand*

*Make personal connections, make connections to other texts, and/or make global connections when relevant*

*Refer to specific text to support answers and to craft questions*

*Explicitly locate evidence in the text to support answers and craft questions of factual nature*

*answer and ask both factual questions and inferential questions that require reasoning from the reader*

*Closely read stories including fables, folktales, m, myths from diverse cultures, noting key details*

*Determine central messages of theme*

*Identify details to support the main idea*

*Analyze how the details of the text help to support and reveal central idea*

*Demonstrate the ability to determine the meaning of words and phrases as they are used in text*

*Decode words with common Latin suffixes*

*Reread as necessary*

*Write opinion pieces on topics or text supporting a point of view with reasons*

*Introduce the topic or text they are writing about, state an opinion and create an organization structure that lists reasons*

*Produce numerous pieces of writing over various time frames*

*Develop skills in research*

*Reflection on and revise writing*

*Self correction when writing to produce a clearer message*

*Develop a topic related to content area they are writing about to reflect task, audience and purpose*

*Engage in conversations about grade-appropriate topics and texts*

*Participation in a variety of rich, structured conversations*

*Define and identify nouns, pronouns, verbs, adjectives and adverbs in sentences*

*Examine the purpose of them above*

*Differentiate between regular and irregular plural nouns*

*Use abstract nouns when speaking*

*Identify words in titles to be capitalized*

*Identify spelling patterns when writing words*

*Determine purpose and use of reference materials*

*Use both print and digital glossaries and dictionaries to define and clarify words*

## **Differentiated Instruction**

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- ELL:
  - Work toward longer passages as skills in English increase
  - Use visuals
  - Introduce key vocabulary before lesson
  - Teacher models reading aloud daily
  - Provide peer tutoring
  - Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

### Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

### Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Additional Resources:**

Computers with internet access and projection capabilities, whiteboards, audio materials (CDs, CD players), print materials, manipulatives journals, sticky notes, graphic organizers, chart paper, chimes, leveled math activities, magnetic numbers, Wikki Stix, white boards, stamps, response boards, vocabulary cards, teaching posters

**District/School Formative Assessment**

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individual whiteboards

presentations

running records

teacher conferences

writer's notebook

questioning

literature responses

questioning

daily 5

teacher observations

writing assignments

**District/School Summative Assessment**

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district reading leveling

anecdotal records

topic assessments

topic quiz

## **Suggested Open Educational Resources**

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<http://readingandwritingproject.org>

[www.jenniferserravallo.com/blog](http://www.jenniferserravallo.com/blog)

<http://www.wegivebooks.org/books>

[http://www.nwp.org/cs/public/print/resource\\_topic/teaching\\_reading](http://www.nwp.org/cs/public/print/resource_topic/teaching_reading)

<http://www.sightwords.com>

[www.lindahoyt.com/tips.html](http://www.lindahoyt.com/tips.html)

<http://www.readwritethink.org>

<http://readingandwritingproject.org>

<http://www.schrockguide.net>

<http://twowritingteachers.wordpress.com>

[www.lindahoyt.com/tips.html](http://www.lindahoyt.com/tips.html)

<http://www.readwritethink.org>

[http://www.nwp.org/cs/public/print/resource\\_topic/teaching\\_writing](http://www.nwp.org/cs/public/print/resource_topic/teaching_writing)

<http://readingandwritingproject.org>

<http://readingandwritingproject.org>

[www.lindahoyt.com/tips.html](http://www.lindahoyt.com/tips.html)

<http://www.seymoursimon.com/index.php/blog>

## **Resources**

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Trade Books

Teachers Pay Teachers

Wonders Reading Series

Wonder Works

Internet