

# Curriculum Map: Riverview Third Grade Curriculum Map

Course: English/Language Arts Grade 3

Grade(s): Third Grade

## Course Description:

Reading-Students read within a variety of genres, often comparing and contrasting multiple texts by the same author. They also determine the criteria for a good conversation and practice discussing texts with their peers. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions. They will conduct more sophisticated word studies and expand their vocabulary skills, to read longer, more complex texts - including all types of genres. Students will be able to recount the stories they read, identify story elements, determine the central message, lesson, or moral and describe how characters respond to major events and challenges. Students will be able to utilize text features of non-fiction texts and explain how they contribute to comprehension. As students read grade level text, they will be able to locate and cite text evidence to support a variety of questions across different genres. They will acquire and use grade-appropriate, general academic and domain specific vocabulary both in context and independently.

Writing- Students build their ability to write an informational piece using a simple structure: developing a topic with facts, definitions, and details. Students will deepen written communication skills to produce pieces that are informational, narrative, opinion, and descriptive. Students will utilize their awareness of purpose and audience to choose effective organizational patterns, language, and literary techniques. Students will use grade-appropriate grammar, conventions, and word choice for clarity of communication. They will also use multiple resources, including technology, to research, record, present, and embellish written work. Students will also conduct inquiry, research, and present their results.

Listening - Students will use active listening skills to derive meaning from what they hear by questioning, reflecting, summarizing, responding and evaluating for productive communication.

Speaking - Students will deepen verbal communication skills. Students will engage in collaborative, respectful discussions about topics and texts that vary appropriately according to audience and purpose. Students will use conventions appropriate when speaking. They will also use technology to record, present, and enhance written and verbal communication using various resources, including media.

## Course Student Learning Outcomes:

1. Examine how an author's purpose in the text support meaning.
2. Explain how text features contribute to and clarify a text.
3. Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
4. Compare and contrast the most important points presented by two texts on the same topic. (nonfiction)
5. Describe how reasons support specific points the author makes in a text.

6. Summarize in writing and orally, an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
7. Demonstrate a grade appropriate command of the conventions of standard English grammar usage, capitalization, punctuation, and spelling.
8. With guidance and support from adults and peers, strengthen writing as needed by revising and editing.
9. With guidance and support, use a variety of digital tools to produce and publish writing.
10. Participate in individual or shared research and writing projects. (Library)
11. Use text based evidence to answer a question.
12. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
13. Determine the central message, lesson or moral in literary texts and explain how it is conveyed in the text.
14. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
15. Determine the main idea of a text; recount the key details and explain how they support the main idea.
16. Acquire and use accurately, grade appropriate conversational, domain-specific words and phrases.
17. Determine the theme in literary text; explain how it is conveyed in text.
18. Informational: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. Opinion: Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. Narrative: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

**Course  
Essential  
Questions:**

1. How do strategic readers create meaning from informational and literary text?
2. What is this author's purpose?
3. How do readers know what to believe?
4. How does what readers read influence how they should read it?
5. How does a reader's purpose influence how text should be read?
6. How do readers know what to believe in what they read, hear, and view?
7. How does interaction with text provoke thinking and response?
8. What do good listeners do?
9. How do active listeners make meaning?
10. How do active listeners know what to believe in what they hear?
11. How do task, purpose, and audience influence how speakers craft and deliver a message?
12. How do speakers employ language and utilize resources to effectively communicate a message?
13. What does a reader look for and how can s/he find it?

14. How does a reader know a source can be trusted?
15. How does one organize and synthesize information from various sources?
16. How does one best present findings?
17. What makes clear and effective writing?
18. Why do writers write?
19. What is the purpose?
20. Who is the audience?
21. What will work best for the audience?
22. How do learners make decisions concerning formal and informal language in social and academic settings?
23. How do grammar and the conventions of language influence spoken and written communication?
24. Why learn new words?
25. What strategies and resources does the learner use to figure out unknown vocabulary?
26. How does one develop and refine vocabulary?
27. How will one develop comprehension skills to understand various types of literature?
28. How will comprehension enhance critical thinking?

**Course Big Ideas:**

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
4. Effective speakers prepare and communicate messages to address the audience and purpose.
5. Effective research requires the use of varied resources to gain or expand knowledge.
6. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
7. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
8. An expanded vocabulary enhances one's ability to express ideas and information.
9. Enhance comprehension and critical thinking through interaction between reader and text.

**Course Academic Vocabulary:**

1. Main Idea
2. Key Details
3. Genre
4. Author's Purpose (persuade, inform, entertain)
5. Topic
6. Theme
7. Events
8. Plot
9. Character
10. Setting
11. Respond to text

12. Chronological Order
13. Text-based Evidence
14. Connections (text-text, text-self, text-world)
15. Graphic Organizers
16. Compare and contrast
17. Cause and effect
18. Problem/solution
19. Fact and opinion
20. Summarizing
21. Using reference sources
22. Synonyms and antonyms
23. Inferencing
24. Making predictions
25. Fables
26. Figurative Language

**Course Long Term** Students will be able to independently use their learning to:

**Transfer Goals:**

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions, and to evaluate accuracy in order to learn, reflect, and respond.

## **Unit: Becoming a Close Reader-Writing to Learn**

**Unit Description:**

Students focus on reading and listening to literature. They use a variety of texts to gather specific details, determine central ideas and reinforce reading fluency. Students are exposed to a variety of genres with a focus on determining main ideas and supporting details, visual aids, using context clues to determine word meanings, and fluency. They read within a variety of genres, often comparing and contrasting multiple texts on the same topic. Students will develop an understanding of setting, characterization, and the writing process.

**Unit Student Learning Outcomes:**

1. Explain how text features contribute to and clarify a text.

2. Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
3. Compare and contrast the most important points presented by two texts on the same topic. (nonfiction)
4. Describe how reasons support specific points the author makes in a text.
5. Demonstrate a grade appropriate command of the conventions of standard English grammar usage, capitalization, punctuation, and spelling.
6. With guidance and support, strengthen writing as needed by revising and editing.
7. With guidance and support, produce and publish writing.
8. Use text based evidence to answer a question.
9. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
10. Determine the central message in literary texts, and explain how it is conveyed in the text.
11. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
12. Determine the main idea of a text; recount the key details and explain how they support the main idea.
13. Acquire and use accurately, grade appropriate conversational, domain-specific words and phrases.
14. Informational: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
15. Review basic grammar skills: statements, questions, commands, exclamations, subjects, and predicates.

**Unit Essential Questions:**

1. How do strategic readers create meaning from text?
2. How does what readers read influence how they should read it?
3. How do active readers interact with text to provoke thinking and response?
4. What do good listeners do?
5. How do task, purpose, and audience influence how speakers craft and deliver a message?
6. What does a reader look for and how can s/he find it?
7. What makes clear and effective writing?
8. Why do writers write?
9. What is the purpose?
10. Who is the audience?
11. How do grammar and the conventions of language influence spoken and written communication?
12. Why learn new words?
13. What strategies and resources does the learner use to figure out unknown vocabulary?
14. How does one develop and refine vocabulary?
15. How will one develop comprehension skills to understand various types of literature?

**Unit Big Ideas:**

1. Effective readers use appropriate strategies to read fluently and construct meaning from the text.
2. Readers are moving from learning to read to reading to learn.
3. Active listeners make meaning from what they hear by questioning, reflecting, and responding.
4. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
5. An expanded vocabulary enhances one's ability to express ideas and information.
6. Enhance comprehension and critical thinking through interaction between reader and text.

**Unit Academic Vocabulary & Definitions:**

1. Main Idea
2. Key Details
3. Genre
4. Topic
5. Character
6. Setting
7. Respond to text
8. Text-based Evidence
9. Connections (text-text, text-self, text-world)
10. Graphic Organizers
11. Compare and contrast
12. Problem/solution
13. Making predictions
14. Subjects/predicates
15. Statements, questions, commands, explanations.

**Custom Field 3:**

**Misconceptions**

Students feel close reading is "racing through the passages" and retelling information.

Students point out what is similar and different between two texts on similar topics based on their background knowledge or perceptions.

**Proper Conceptions**

Students should do a "close reading of text" through analyzing text read, questioning the text itself, interpreting what is written, and justifying their reasoning behind their interpretation - using text evidence to support their response.

Students should be able to identify basic similarities in and difference between two texts of the same topic. Students will be required to determine whether the similarities and differences between the texts are due to author's interpretation or based on factual information - drawing information from the text to support their

**STANDARDS****STATE: PA Core Standards (2014)**

- [CC.1.1.3.D](#)  
(Introduced) Know and apply grade-level phonics and word analysis skills in decoding words.
- [CC.1.1.3.E](#)  
(Introduced) Read with accuracy and fluency to support comprehension:
- [CC.1.2.3.A](#)  
(Introduced) Determine the main idea of a text; recount the key details and explain how they support the main idea.
- [CC.1.2.3.B](#)  
(Introduced) Ask and answer questions about the text and make inferences from text; refer to text to support responses.
- [CC.1.2.3.J](#)  
(Introduced) Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- [CC.1.3.3.A](#)  
(Introduced) Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.
- [CC.1.3.3.H](#)  
(Introduced) Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
- [CC.1.3.3.J](#)  
(Introduced) Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- [CC.1.4.3.D](#)  
(Introduced) Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
- [CC.1.4.3.F](#)  
(Introduced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.3.S](#)  
(Introduced) Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
- [CC.1.4.3.T](#)  
(Introduced) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- [CC.1.4.3.V](#)  
(Introduced) Conduct short research projects that build knowledge about a topic.
- [CC.1.4.3.X](#)  
(Introduced) 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.
- [CC.1.5.3.D](#)  
(Introduced) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

Lesson Topic:

## **Unit: Researching to Build Knowledge and Teaching Others (Emphasis on narrative text types and writing)**

**Unit Description:** Students use reading, writing, listening, and speaking to build and share deep knowledge about a topic. Students will be exposed to a variety of reading focus skills that will include: Author's purpose, chronological order, text features (caption, heading...) plot, main idea, and details.

Students will be exposed to a range of grammar skills that will include: synonyms and antonyms, simple and compound sentences, types of nouns, verbs and verb tense, pronouns and use of commas.

Students will engage in narrative writing. They will utilize the proper conventions of writing such as capitalization, punctuation, spelling, and organization.

### **Unit Student Learning Outcomes:**

1. Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships in chronological order.
2. Compare and contrast the most important points and key details presented in two texts on the same topic.
3. Read and comprehend literary fiction on grade level, reading independently and proficiently.
4. Narrative: Establish a situation and introduce a narrator and/or characters.
5. Narrative: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.
6. Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
7. Acquire and use accurately grade appropriate grammar.

### **Unit Essential Questions:**

1. What is the Author's purpose for writing this story?
2. How do text features enhance comprehension of informational text?
3. What event occurs before or after a given event?

4. What is the main idea of this passage? What details will support this?
5. How does the plot effect the outcome of the story?
6. What reference source would be used to identify synonyms or antonyms?

**Unit Big Ideas:**

1. Effective readers use appropriate strategies to read fluently and construct meaning from the text.
2. Active listeners make meaning from what they hear by questioning, reflecting, and responding.
3. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
4. An expanded vocabulary enhances one’s ability to express ideas and information.
5. Enhance comprehension and critical thinking through interaction between reader and text.
6. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
7. Students will explore narrative writing.

**Unit Academic Vocabulary & Definitions:**

1. Author's Purpose
2. Chronological Order
3. Text Features
4. Plot
5. Main Idea and Details
6. Text Based Evidence
7. Connections
8. Graphic Organizers
9. Synonyms and Antonyms
10. Nouns
11. Verbs
12. Pronouns
13. Commas

**Custom Field 3:**

<b>Misconceptions</b>	<b>Proper Conceptions</b>
<p>Students generally feel the knowledge they have about a topic or subject is correct and their personal experiences that are not always related to text can be very entrenched in student thinking. In addition, new experiences are interpreted through these erroneous understandings, thereby interfering with being able to correctly grasp new information.</p>	<p>Students should be able to ask and answer questions about the text and make inferences from text. This may or may not conform to students’ perceptions. Students should refer to text to support responses.</p> <p>Effective writers have multiple opportunities to practice and refine the craft of writing while understanding the</p>

<p>Some students believe that writing is an inborn talent: Either you have it, or you do not. They believe that some people inherit a so-called writing gene, while others do not have this "gift" and will never be able to write well.</p> <p>Some students believe that narrative pieces are not supported by research.</p>	<p>process of writing.</p> <p>Narratives can be research-based through real life situations and/or characters.</p>
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## STANDARDS

### STATE: PA Core Standards (2014)

<a href="#">CC.1.1.3.D</a> (Introduced)	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<a href="#">CC.1.1.3.E</a> (Introduced)	<p>Read with accuracy and fluency to support comprehension:</p>
<a href="#">CC.1.2.3.B</a> (Introduced)	<p>Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p>
<a href="#">CC.1.2.3.E</a> (Introduced)	<p>Use text features and search tools to locate and interpret information.</p>
<a href="#">CC.1.2.3.G</a> (Introduced)	<p>Use information gained from text features to demonstrate understanding of a text.</p>
<a href="#">CC.1.2.3.I</a> (Introduced)	<p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p>
<a href="#">CC.1.3.3.A</a> (Introduced)	<p>Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p>
<a href="#">CC.1.3.3.H</a> (Introduced)	<p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>
<a href="#">CC.1.4.3.F</a> (Introduced)	<p>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>
<a href="#">CC.1.4.3.M</a> (Introduced)	<p>Write narratives to develop real or imagined experiences or events.</p>
<a href="#">CC.1.4.3.N</a> (Introduced)	<p>Establish a situation and introduce a narrator and/or characters.</p>
<a href="#">CC.1.4.3.O</a> (Introduced)	<p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>
<a href="#">CC.1.4.3.P</a> (Introduced)	<p>Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p>
<a href="#">CC.1.4.3.Q</a> (Introduced)	<p>Choose words and phrases for effect.</p>
<a href="#">CC.1.5.3.A</a> (Introduced)	<p>Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.</p>
<a href="#">CC.1.5.3.B</a> (Introduced)	<p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p>

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

## **Unit: Researching to Build Knowledge and Teaching Others (Emphasis on informational text types and writing)**

**Unit Description:** Students use reading, writing, listening, and speaking to build and share deep knowledge about a topic. Students will be exposed to a variety of reading focus skills that will include: Theme, point of view, text-based evidence, connections, graphic organizers, problem/solution, summarizing, inferencing, and figurative language.

Students will be exposed to a range of grammar skills that will include: pronoun-antecedent agreement, adjectives, conjunctions, abbreviations.

Students will engage in informational writing. They will utilize the proper conventions of writing such as capitalization, punctuation, spelling, and organization.

Students study informational texts consider how to evaluate and make comparisons. They delve into informational structure, focusing on how series of events, concepts, or steps in a procedure is connected within a text. Students then examine evidence in informational text and write their own opinion comparing the texts. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

### **Unit Student Learning Outcomes:**

1. Compare and contrast the most important points presented by two texts on the same topic.
2. Describe how reasons support specific points the author makes in a text.
3. Summarize in writing and orally, an experience with appropriate facts and relevant, descriptive details.
4. Demonstrate a grade appropriate command of the conventions of standard English grammar usage, capitalization, punctuation, and spelling.

5. With guidance and support from adults and peers, strengthen writing as needed by revising and editing.
6. Use text based evidence to answer a question.
7. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
8. Determine the central message or point of view in literary texts and explain how it is conveyed.
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
10. Determine the main idea of a text; recount the key details and explain how they support the main idea.
11. Acquire and use accurately, grade appropriate conversational, domain-specific words and phrases.
12. Determine the theme in literary text; explain how it is conveyed in text.
13. Informational writing: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
14. Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
15. Ask and answer questions about the text and make inferences from text; refer to text to support responses.

**Unit Essential Questions:**

1. What is the theme of the story?
2. Have you highlighted evidence from the story to support your answer?
3. From what point of view is the story told?
4. What connections can you make about the text?
5. What graphic organizer would you use to arrange your work before writing?
6. What types of figurative language is used in this selection?

**Unit Big Ideas:**

1. Effective readers use appropriate strategies to read fluently and construct meaning from the text.
2. Active listeners make meaning from what they hear by questioning, reflecting, and responding.
3. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

4. An expanded vocabulary enhances one's ability to express ideas and information.
5. Enhance comprehension and critical thinking through interaction between reader and text.
6. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
7. Students will explore informative writing.

**Unit  
Academic  
Vocabulary &  
Definitions:**

1. Theme
2. Text-based evidence
3. Point of view
4. Connections
5. Graphic organizers
6. Problem solution
7. Making inferences
8. Figurative language
9. Pronoun-antecedent agreement
10. Adjectives
11. Abbreviations
12. Conjunctions

**Custom Field  
3:**

<b>Misconceptions</b>	<b>Proper Conceptions</b>
Some students believe writing is a linear process and leave writing assignments to the last minute to turn out a writing assignments. Revisions are only made at the sentence level. Nor do they ask themselves "Is my argument clear, is it interesting?"	The writing process is complex and the process should be taught explicitly. Students need multiple opportunities to practice and revise.

**STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.1.3.D](#)  
(Introduced) Know and apply grade-level phonics and word analysis skills in decoding words.
- [CC.1.1.3.E](#)  
(Introduced) Read with accuracy and fluency to support comprehension:
- [CC.1.2.3.B](#)  
(Introduced) Ask and answer questions about the text and make inferences from text; refer to text to support responses.
- [CC.1.2.3.D](#)  
(Introduced) Explain the point of view of the author.
- [CC.1.2.3.E](#)  
(Introduced) Use text features and search tools to locate and interpret information.
- [CC.1.2.3.G](#)  
(Introduced) Use information gained from text features to demonstrate understanding of a text.
- [CC.1.2.3.I](#)  
(Introduced) Compare and contrast the most important points and key details presented in two texts on the same topic.
- [CC.1.3.3.B](#) Ask and answer questions about the text and make inferences from

<a href="#">(Introduced)</a> <a href="#">CC.1.3.3.D</a> <a href="#">(Introduced)</a> <a href="#">CC.1.3.3.E</a> <a href="#">(Introduced)</a>	text, referring to text to support responses. Explain the point of view of the author.
<a href="#">CC.1.3.3.G</a> <a href="#">(Introduced)</a>	Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections. 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).
<a href="#">CC.1.4.3.A</a> <a href="#">(Introduced)</a> <a href="#">CC.1.4.3.B</a> <a href="#">(Introduced)</a> <a href="#">CC.1.4.3.C</a> <a href="#">(Introduced)</a> <a href="#">CC.1.4.3.D</a> <a href="#">(Introduced)</a> <a href="#">CC.1.4.3.E</a> <a href="#">(Introduced)</a> <a href="#">CC.1.4.3.U</a> <a href="#">(Introduced)</a>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Identify and introduce the topic clearly. Develop the topic with facts, definitions, details, and illustrations, as appropriate. Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. Choose words and phrases for effect. With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<a href="#">CC.1.4.3.W</a> <a href="#">(Introduced)</a>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<a href="#">CC.1.5.3.A</a> <a href="#">(Introduced)</a> <a href="#">CC.1.5.3.C</a> <a href="#">(Introduced)</a> <a href="#">CC.1.5.3.D</a> <a href="#">(Introduced)</a>	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. Ask and answer questions about information from a speaker, offering appropriate detail. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

**Unit: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing comparing texts)**

**Unit Description:** Students use reading, writing, listening, and speaking to build and share deep knowledge about a topic. Students will be exposed to a variety of reading focus skills that will include: text-based evidence, connections, graphic organizers, cause/effect, summarizing, inferencing, fact/opinion and figurative language.

Students will be exposed to a range of grammar skills that will include: homophone, homographs, homonyms, multiple meaning words, contractions, structural analysis (prefix, suffix, root words), writing dialogue.

Students will engage in opinion/argumentative writing. They will utilize the proper conventions of writing such as capitalization, punctuation, spelling, and organization.

**Unit Student Learning Outcomes:**

1. Demonstrate a grade appropriate command of the conventions of standard English grammar usage, capitalization, punctuation, and spelling.
2. With guidance and support from adults and peers, strengthen writing as needed by revising and editing.
3. Use text based evidence to answer a question.
4. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
5. Identify the cause and effect relationships within a text.
6. Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
7. Ask and answer questions about the text and make inferences from text; refer to text to support responses.
8. Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence and cause and effect.
9. Write opinion texts, supporting an opinion with reasons while creating an organizational structure that includes reasons linked in logical order with a concluding statement or section.
10. Opinion Writing: Use a variety of words and sentence types to appeal to the audience. Choose words and phrases for effect.

**Unit Essential Questions:**

1. How do you show when someone is speaking in a sentence?
2. Can you tell the difference between homographs, homophones, and homonyms?
3. Can you find the facts and opinions in this passage?
4. What causes the problem in the story? What is the effect?

5. How does the prefix change the meaning of the word?
6. How does the suffix help you define the word?

**Unit Big Ideas:**

1. Effective readers use appropriate strategies to read fluently and construct meaning from the text.
2. Active listeners make meaning from what they hear by questioning, reflecting, and responding.
3. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
4. An expanded vocabulary enhances one’s ability to express ideas and information.
5. Enhance comprehension and critical thinking through interaction between reader and text.
6. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
7. Students will explore opinion/argumentative writing.

**Unit Academic Vocabulary & Definitions:**

1. Dialogue
2. Homophone
3. Homograph
4. Homonym
5. Cause/effect
6. Fact/opinion
7. Structural Analysis (prefix, suffix)
8. Argumentative writing
9. Contractions
10. Multiple meaning words

**Custom Field 3:**

<b>Misconceptions</b>	<b>Proper Conceptions</b>
	<p>Reading is a skill and not an indicator of intelligence.</p> <p>Reading slowly and being accurate is more desirable than reading fast and inaccurate, no matter what type of text is being read.</p>

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.3.D \(Introduced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.

[CC.1.1.3.E \(Introduced\)](#) Read with accuracy and fluency to support comprehension:

[CC.1.2.3.C \(Introduced\)](#) Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time,

[CC.1.3.3.B](#)  
(Introduced)

sequence, and cause/effect.

Ask and answer questions about the text and make inferences from text, referring to text to support responses.

[CC.1.3.3.F](#)  
(Introduced)

Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.

[CC.1.3.3.G](#)  
(Introduced)

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).

[CC.1.4.3.G](#)  
(Introduced)

Write opinion pieces on familiar topics or texts.

[CC.1.4.3.H](#)  
(Introduced)

Introduce the topic and state an opinion on the topic.

[CC.1.4.3.J](#)  
(Introduced)

Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

[CC.1.4.3.K](#)  
(Introduced)

Use a variety of words and sentence types to appeal to the audience.

[CC.1.4.3.P](#)  
(Introduced)

Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

[CC.1.4.3.Q](#)  
(Introduced)

Choose words and phrases for effect.

[CC.1.5.3.A](#)  
(Introduced)

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

[CC.1.5.3.B](#)  
(Introduced)

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

[CC.1.5.3.C](#)  
(Introduced)

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

[CC.1.5.3.D](#)  
(Introduced)

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

**Unit: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing explaining with textual reasons)**

**Unit  
Description:**

Students use reading, writing, listening, and speaking to build and share deep knowledge about a topic. Students will be exposed to a variety of reading focus skills that will include: text-based evidence, graphic organizers, cause/effect, inferencing, poetry, and figurative language.

Students will be utilizing and applying acquired grammar skills.

Students will engage in opinion/argumentative writing. Students will use textual evidence to support their opinion. They will utilize the proper conventions of writing such as capitalization, punctuation, spelling, and organization.

**Unit Student  
Learning  
Outcomes:**

1. Write opinion texts by supporting an opinion with reasons while creating an organizational structure that includes reasons linked in logical order with a concluding statement or section and using a variety of words and sentence types to appeal to the audience.
2. Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
3. Refer to parts of text when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.
4. Opinion Writing: Introduce the topic and state an opinion on the topic. Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. Use a variety of words and sentence types to appeal to the audience.
5. Students will be able to identify cause and effect relationships.
6. Explain how figurative language effects your understanding of the story.

**Unit Essential  
Questions:**

1. How can you tell this is a form of poetry?
2. Identify the rhyme scheme in this poem.
3. Can you identify the third stanza of this poem?
4. Can you clap out the rhythm of this poem?

**Unit Big  
Ideas:**

1. Effective readers use appropriate strategies to read fluently and construct meaning from the text.
2. Active listeners make meaning from what they hear by questioning, reflecting, and responding.
3. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

4. An expanded vocabulary enhances one's ability to express ideas and information.
5. Enhance comprehension and critical thinking through interaction between reader and text.
6. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

**Unit  
Academic  
Vocabulary &  
Definitions:**

1. Poetry
2. Scene
3. Stanza
4. Rhyme
5. Rhythm

**Custom Field  
3:**

<b>Misconceptions</b>	<b>Proper Conceptions</b>
<p>When writing, authors always have one distinct audience or one distinct purpose. If the purpose is to entertain, then the work must be funny or have a happy ending.</p>	<p>Authors may have in mind multiple audiences, and purposes may be mixed. In this sense, "to entertain" means simply to keep you interested in what will happen next. Story telling of any kind--dramatic, action-packed, romantic, tear-jerker, you name it--all count as entertainment. So it is with the author's purpose, "to entertain."</p>

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.3.D](#)  
(Introduced)

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

[CC.1.1.3.E](#)  
(Introduced)

Read with accuracy and fluency to support comprehension:

[CC.1.2.3.C](#)  
(Introduced)

Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

[CC.1.2.3.D](#)  
(Introduced)

Explain the point of view of the author.

[CC.1.2.3.E](#)  
(Introduced)

Use text features and search tools to locate and interpret information.

[CC.1.2.3.G](#)  
(Introduced)

Use information gained from text features to demonstrate understanding of a text.

[CC.1.3.3.E](#)  
(Introduced)

Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.

[CC.1.4.3.G](#)

Write opinion pieces on familiar topics or texts.

[\(Introduced\)](#)

[CC.1.4.3.H](#)

[\(Introduced\)](#)

[CC.1.4.3.J](#)

[\(Introduced\)](#)

[CC.1.4.3.K](#)

[\(Introduced\)](#)

[CC.1.4.3.M](#)

[\(Introduced\)](#)

[CC.1.4.3.N](#)

[\(Introduced\)](#)

[CC.1.4.3.O](#)

[\(Introduced\)](#)

[CC.1.4.3.P](#)

[\(Introduced\)](#)

[CC.1.4.3.Q](#)

[\(Introduced\)](#)

[CC.1.4.3.W](#)

[\(Introduced\)](#)

[CC.1.5.3.A](#)

[\(Introduced\)](#)

[CC.1.5.3.B](#)

[\(Introduced\)](#)

[CC.1.5.3.C](#)

[\(Introduced\)](#)

Introduce the topic and state an opinion on the topic.

Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

Use a variety of words and sentence types to appeal to the audience.

Write narratives to develop real or imagined experiences or events.

Establish a situation and introduce a narrator and/or characters.

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

Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

Choose words and phrases for effect.

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

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

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

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

## **Unit: Gathering Evidence and Speaking to Others**

**Unit Description:** Students will read various informational pieces about a topic and gather evidence. They form an understanding of the issues surrounding a topic and create an engaging product that explains the effect of the informational topic by adding visual displays and other media formats. Students will have the opportunity to present their findings and speak in complete sentences in an oral report. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to

engage in discussions.

**Unit Student Learning Outcomes:**

1. Report on a topic with appropriate facts and relevant, descriptive details, speaking clearly with appropriate pacing, and clear pronunciation.
2. Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
3. Create an engaging oral presentation and visual display when appropriate to emphasize or enhance certain facts or details.
4. Speak in complete sentences when appropriate to task and situation.
5. Informational: Identify and introduce the topic. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Establish a situation and introduce a narrator and/or characters.
6. Informational: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. Opinion: Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. Narrative: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.
7. Opinion: Use a variety of words and sentence types to appeal to the audience. Informational and Narrative: Choose words and phrases for effect.
8. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
9. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Unit Essential Questions:**

1. What information in the story helped you answer this question?
2. What forms of media can be used to create and publish your work?
3. What is the proper voice level when giving an oral report?

**Unit Big Ideas:**

1. Students will be able to complete a research project using a variety of resources.
2. Students will present their work to an audience with proper pacing, volume, and eye contact.

**Unit Academic Vocabulary & Definitions:**

1. Citing works
2. Media
3. Oral report (eye contact, volume, pacing)

**Custom Field 3:**

<b>Misconceptions</b>	<b>Proper Conceptions</b>
Students tend to think the teacher is the only person who will be reading their	Authentic writing experiences requires students to be aware of many different

<p>writing and is the audience for whom they write to.</p> <p>Following an organizational structure is boring and uncreative.</p>	<p>audiences (teachers, classmates, the community, etc.). Writing is more exciting when it is shared.</p> <p>Following an organizational structure helps to form a writer's thoughts based on textual evidence while communicating intentions to an audience.</p>
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**STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.1.3.D \(Introduced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- [CC.1.1.3.E \(Introduced\)](#) Read with accuracy and fluency to support comprehension:
- [CC.1.2.3.E \(Introduced\)](#) Use text features and search tools to locate and interpret information.
- [CC.1.4.3.J \(Introduced\)](#) Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
- [CC.1.4.3.K \(Introduced\)](#) Use a variety of words and sentence types to appeal to the audience.
- [CC.1.5.3.D \(Introduced\)](#) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
- [CC.1.5.3.E \(Introduced\)](#) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- [CC.1.5.3.F \(Introduced\)](#) 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.

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

**Unit: Literary Analysis**

**Unit Description:** Students will participate in literary analysis while reading various narrative pieces including fables, myths, and legends. They will focus on determining the central

message, lesson, or moral in literary text and explain how it is conveyed in text. Students will have opportunities to write narratives, such as a fable, to further develop real or imagined experiences or events while demonstrating command of the conventions of standards English grammar and spelling. They will participate in Readers Theater and read aloud a narrative play, to build fluency. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

**Unit Student Learning Outcomes:**

1. Determine the central message, lesson, or moral in literary text, explaining how it is conveyed in text along with the point of view of the author.
2. Ask/answer questions while making inferences and referring to the text to support their responses.
3. Write narratives to develop real or imagined experiences or events while using dialogue and descriptions of actions, thoughts, and feelings.
4. Explain the point of view of the author.
5. Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
6. Describe characters in a story and explain how their actions contribute to the sequence of events.
7. Informational: Identify and introduce the topic. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Establish a situation and introduce a narrator and/or characters.
8. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**Unit Essential Questions:**

1. What is the author's point of view in this passage?
2. What is the difference between a myth and a fable?
3. What word can you use to describe "the good guy" in the story?
4. What word can you use to describe "the bad guy" in the story?

**Unit Big Ideas:**

The students will learn about myths, fables, fairy tales, and legends.

The learner will understand the difference between literal and non-literal text.

The learner will compare and contrast different versions of the same story.

**Unit Academic Vocabulary & Definitions:**

1. Point of view
2. Literal
3. Non-literal
4. Convey

5. Fables
6. Myths
7. Legends
8. Protagonist
9. Antagonist

**Custom Field 3:**

<b>Misconceptions</b>	<b>Proper Conceptions</b>
<p>In Readers Theater is only for small children or for those with extensive theatrical experience. Students must memorize their parts, scripts are difficult to find and adapt, and a great deal of time and preparation are required for this instructional technique.</p>	<p>Readers Theater is for any age and reading ability. Possible scripts exist in any material used in the classroom, and that these scripts may quickly be adapted by the students and performed soon afterwards. Readers Theater is not limited to those students with a high level of speaking proficiency; instead, students of all levels can participate in this activity which can involve the entire class.</p>

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.3.E](#)  
(Introduced)

Use text features and search tools to locate and interpret information.

[CC.1.3.3.A](#)  
(Introduced)

Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

[CC.1.3.3.B](#)  
(Introduced)

Ask and answer questions about the text and make inferences from text, referring to text to support responses.

[CC.1.3.3.D](#)  
(Introduced)

Explain the point of view of the author.

[CC.1.3.3.F](#)  
(Introduced)

Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.

[CC.1.4.3.M](#)  
(Introduced)

Write narratives to develop real or imagined experiences or events.

[CC.1.4.3.O](#)  
(Introduced)

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

[CC.1.4.3.R](#)  
(Introduced)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.5.3.G](#)  
(Introduced)

Demonstrate command of the conventions of standard English when speaking, based on grade 3 level and content.

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process