



Third Grade At-a-Glance Pacing Guide 2012-13

First Nine Weeks (August 9-October 10)	Second Nine Weeks (October 11-December 20)	Third Nine Weeks (January 7-March 13)	Fourth Nine Weeks (March 14-May 24)
<p><u>Reading</u> <u>Reading Foundational*</u> ELACC3RF3a, c, d ELACC3RF4a-c</p> <p><u>Reading Literature*</u> ELACC3RL1 ELACC3RL2 ELACC3RL3 ELACC3RL4 ELACC3RL5 ELACC3RL6 ELACC3RL7 ELACC3RL9 ELACC3RL10</p> <p><u>Reading Informational</u> ELACC3RI1 ELACC3RI2 ELACC3RI3 ELACC3RI4 ELACC3RI5 ELACC3RI6 ELACC3RI7 ELACC3RI8 ELACC3RI9 ELACC3RI10</p>	<p><u>Reading</u> <u>Reading Foundational*</u> ELACC3RF3a-d ELACC3RF4a-c</p> <p><u>Reading Literature*</u> ELACC3RL1 ELACC3RL2 ELACC3RL3 ELACC3RL4 ELACC3RL5 ELACC3RL6 ELACC3RL7 ELACC3RL9 ELACC3RL10</p> <p><u>Reading Informational</u> ELACC3RI1 ELACC3RI2 ELACC3RI3 ELACC3RI4 ELACC3RI5 ELACC3RI6 ELACC3RI7 ELACC3RI8 ELACC3RI9 ELACC3RI10</p>	<p><u>Reading</u> <u>Reading Foundational*</u> ELACC3RF3a-d ELACC3RF4a-c</p> <p><u>Reading Literature*</u> ELACC3RL1 ELACC3RL2 ELACC3RL3 ELACC3RL4 ELACC3RL5 ELACC3RL6 ELACC3RL7 ELACC3RL9 ELACC3RL10</p> <p><u>Reading Informational</u> ELACC3RI1 ELACC3RI2 ELACC3RI3 ELACC3RI4 ELACC3RI5 ELACC3RI6 ELACC3RI7 ELACC3RI8 ELACC3RI9 ELACC3RI10</p>	<p><u>Reading</u> <u>Reading Foundational*</u> ELACC3RF3a-d ELACC3RF4a-c</p> <p><u>Reading Literature*</u> ELACC3RL1 ELACC3RL2 ELACC3RL3 ELACC3RL4 ELACC3RL5 ELACC3RL6 ELACC3RL7 ELACC3RL9 ELACC3RL10</p> <p><u>Reading Informational</u> ELACC3RI1 ELACC3RI2 ELACC3RI3 ELACC3RI4 ELACC3RI5 ELACC3RI6 ELACC3RI7 ELACC3RI8 ELACC3RI9 ELACC3RI10</p>

First Nine Weeks (August 9-October 10)	Second Nine Weeks (October 11-December 20)	Third Nine Weeks (January 7-March 13)	Fourth Nine Weeks (March 14-May 24)
<u>Writing*</u> ELACC3W1a-d ELACC3W3a, d ELACC3W4 ELACC3W5 ELACC3W10	<u>Writing*</u> ELACC3W1a-d ELACC3W2a-d ELACC3W3a-d ELACC3W4 ELACC3W5 ELACC3W6 ELACC3W7 ELACC3W8 ELACC3W10	<u>Writing*</u> ELACC3W2a-d ELACC3W3a-d ELACC3W4 ELACC3W5 ELACC3W6 ELACC3W7 ELACC3W8 ELACC3W10	<u>Writing*</u> ELACC3W1a-d ELACC3W2a-d ELACC3W3a-d ELACC3W4 ELACC3W5 ELACC3W6 ELACC3W7 ELACC3W8 ELACC3W10
<u>Language</u> ELACC3L1a-f ELACC3L2a-c, e-g ELACC3L3a, b ELACC3L4a-d ELACC3L5b, c ELACC3L6	<u>Language</u> ELACC3L1a-j ELACC3L2a-c, e, g ELACC3L3a, b ELACC3L4a-d ELACC3L5a-c ELACC3L6	<u>Language</u> ELACC3L1a-j ELACC3L2a-e, g ELACC3L3a, b ELACC3L4a-d ELACC3L5a-c ELACC3L6	<u>Language</u> ELACC3L1a-j ELACC3L2a-g ELACC3L3a, b ELACC3L4a-d ELACC3L5a-c ELACC3L6
<u>Speaking & Listening</u> ELACC3SL1a-d ELACC3SL2 ELACC3SL3 ELACC3SL4 ELACC3SL6	<u>Speaking & Listening</u> ELACC3SL1a-d ELACC3SL2 ELACC3SL3 ELACC3SL4 ELACC3SL5 ELACC3SL6	<u>Speaking & Listening</u> ELACC3SL1a-d ELACC3SL2 ELACC3SL3 ELACC3SL4 ELACC3SL5 ELACC3SL6	<u>Speaking & Listening</u> ELACC3SL1a-d ELACC3SL2 ELACC3SL3 ELACC3SL4 ELACC3SL5 ELACC3SL6

*Reading Foundational Standards 1 & 2 only taught in grades K-1, Writing Standards 4 & 10 begin in grade 3, Writing Standard 9 begins in grade 4, and there is no Reading Literature Standard 8 at any grade level.

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	3 rd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC3L1 Demonstrate <u>command of the conventions of standard English grammar and usage when writing and speaking.</u> (a-j)		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Demonstrate	Command of Conventions of Standard English Grammar Usage Nouns, pronouns, verbs, adjectives, adverbs Plural nouns Abstract nouns Verb Tense Subject-Verb Agreement Pronoun-Antecedent Agreement Superlative adjectives and adverbs Coordinating and subordinating conjunctions Simple, compound and complex sentences Cursive Handwriting	2 Application
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
Effective speakers and writers demonstrate the conventions of standard English grammar and usage to communicate ideas clearly.	Why do writers and speakers use the conventions of Standard English grammar and usage?	

ELACC3L1 - Further Explanation

ELACC3L1a-e

Skills/Concepts for Students:

- Identify and use nouns – abstract, common, collective, plural, and possessive.
- Identify and define abstract nouns in text presented in a variety of formats
- Distinguish between abstract and common nouns
- Demonstrate how to use abstract nouns in oral and written language
- Identify and use correct verb tense (past, present, and future) when speaking and writing

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L(see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Create a class posters with facts about parts of speech and their functions
- Provide students with opportunities to identify and explain the functions of parts of speech in text
- Provide teacher created samples of writings for students to examine for the correct use of parts of speech, regular and irregular plural nouns, abstract nouns, and verb tense

Sample Task for Integration:

Encourage students to identify and use various parts of speech including abstract nouns in their conversations and when writing. Students may also locate and explain various parts of speech in the text that they are reading. Students may underline and explain the function of that particular part of speech. During shared reading have students identify parts of speech that they find in the text. Students may examine writing of others for correct use of parts of speech, regular and irregular plural nouns, abstract nouns, and verb tense.

Vocabulary for Teaching and Learning:

Parts of speech	Nouns	Pronouns	Verbs	Adjectives
Adverbs	Sentences	Conventions	Grammar	Functions
Abstract nouns	Form	Use	Regular verbs	Irregular verbs
Verb tense				

ELACC3L1f-h

Skills/Concepts for Students:

- Correctly identify subject/verb agreement
- Use standard subject-verb and pronoun-antecedent agreement
- Demonstrate correct usage of comparative and superlative forms of adjectives and adverbs
- Identify and use the eight basic parts of speech and demonstrates that words can be different parts of speech within a sentence
- Identify and use conjunctions correctly – coordinating, and subordinating
- Recognize the difference between coordinating and subordinating conjunctions

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L(see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide students with opportunities to identify subject and verbs in sentences read in text

- Provide additional instruction in grammatical concepts for students who are struggling with these concepts
- Model how to analyze writings for the correct subject-verb and pronoun-antecedent agreement
- Point out examples within texts under consideration of grammatical concepts focused on in your grade 3 standards
- Provide samples of writing models for students to examine for correct use of grammatical concepts being studied

Sample Task for Integration:

Create class posters/charts with grammatical concepts for grade 3 with examples of grade-level concepts such as subject-verb agreement, comparative and superlative adjectives, etc. Students will look for examples of these concepts in texts that they are reading. As examples are found within the text students discuss them with guidance from the teacher.

Vocabulary for Teaching and Learning:

Subject-verb	Pronoun-antecedent	Agreement	Comparative adj.	Superlative adj.
Comparative adv.	Superlative adv.	Modified	Coordinating conj.	Subordinating conj.
Conventions				

ELACC3L1i, j

Skills/Concepts for Students:

- Write simple, compound and complex sentences
- Identify and use increasingly complex sentence structure when writing or speaking
- Vary sentence structure by complexity (simple, compound, and complex,) in their writings
- Write legibly in cursive leaving spaces between words in a sentence

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L(see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide students with examples several prewritten sentences for them to identify the types of sentences (simple, compound or complex)
- Model how to strengthen writing by revising to use various sentence types
- Allow students to identify various sentence types in text that they are reading
- Model writing legibly in cursive for students and require them to write legible in cursive

Sample Task for Integration:

Review grammatical concepts taught in ELACC3L1a-h requiring students to correctly use these concepts as they construct simple, compound and complex sentences in their writings. Provide students with several examples of simple, compound, and complex sentences. Students will work with a partner to identify the sentence type. Students can also go on a hunt for sentence types as they read for example students may read a paragraph from a text and then identify the types of sentences they found in the paragraph.

Vocabulary for Teaching and Learning:

Sentences	Simple	Compound	Complex	Cursive Writing
Declarative	Interrogative	Imperative	Exclamatory	Function

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	3 rd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC3L2 Demonstrate <u>command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> (a-g)		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Demonstrate Use Form Consult	Conventions of Standard English Capitalization Punctuation Spelling	2 Application
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>An effective writer demonstrates a command of the conventions of standard English to communicate their ideas clearly.</p> <p>Correct capitalization, punctuation and spelling are essential for good writing in order for the writing to be understood.</p>		<p>Why is it necessary to use the conventions of standard English when writing?</p> <p>How is writing affected when conventions of standard English are not used?</p>

**ELACC3LA2
Further Explanation**

ELACC3L2a-c

Skills/Concepts for Students:

- Use appropriate capitalization for words in titles
- Identify and use commas correctly in address
- Correctly place commas and quotation marks in dialogue

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L(see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Write several titles on the board or a chart explain to students what words should be capitalized in each title (i.e., first and last word, nouns, pronouns, verbs, adverbs, and adjectives)
- Demonstrate where to place commas in addresses
- Use comic strips to teach the use of quotation marks in dialogue
- Use written text such as Reader’s Theaters to introduce students to the use of quotation marks in dialogue
- Encourage students to look for quotation marks in text to determine what a character says

Sample Task for Integration:

Provide students with a writing sample that has errors in the placement of commas in address, capitalization in titles, and commas and quotation marks in dialogue. Work with students to examine the writing sample providing them with guidance as needed as they attempt to identify and correct the errors.

Vocabulary for Teaching and Learning:

Capitalization	Titles	Commas	Addresses	Punctuation
Dialogue				

ELACC3L2d-g

Skills/Concepts for Students:

- Identify and use nouns (singular, plural, possessive) correctly
- Use common rules of spelling for grade-level high-frequency words
- Use common rules of spelling when adding suffixes to base words
- Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L(see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Engage students in activities requiring them to correctly spell grade appropriate high-frequency words
- Provide students with writing samples that contain incorrectly spelled high-frequency words
- Have students keep a high-frequency word journal

Sample Task for Integration:

Place students in teams and have them brainstorm on the clock to identify words from a given root, prefix, or suffix, providing prizes or incentives for the team that can think of the most words (for example, the prefix “bio”: biology, biosphere, biography). Use these brainstormed words to examine the meaning of the word parts and how it helps to define the word or at least identify the general concept in many cases. The generated word list can also be used to identify patterns in spellings of related word families.

Vocabulary for Teaching and Learning:

Possessives	Conventional Spelling	High-frequency Words	Suffixes	Base Words
Spelling Patterns	Generalizations	Reference Materials	Dictionaries	

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	3 rd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC3L5 With guidance and support from adults, demonstrate <u>understanding of word relationships and nuances in word meanings</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Demonstrate	Understanding of word relationships and nuances Word meanings (literal and non-literal)	3 Application
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
There are often nuances in word meanings. Readers understand word meaning using antonyms, synonyms, homophones, idioms, and figurative language.		How does a reader show understanding of word relationships? How does understanding relationships between words improve a reader's comprehension?

ELACC3L5 Further Explanation														
<p>Skills/Concepts for Students: With guidance and support</p> <ul style="list-style-type: none"> • Identify playful uses of language • Identify the meaning of common idioms and figurative phrases and incorporate them into oral and written language • Make real-life connections between words and their use by accessing prior knowledge • Identify relationships between and among words, such as synonyms, antonyms, homophones <p>Strategies for Teachers:</p> <ul style="list-style-type: none"> • Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L(see above) • Provide differentiated small group instruction as needed • Provide additional opportunities for students to master these skills and concepts through the use of literacy centers • Guide students in understanding that language is used to describe our world and that word choices are essential for communication • providing modeling and instruction in independent word-learning strategies • Lead students in exploring multiple meaning words and idioms from content reading • Keep a class word wall of new words • Encourage students to keep a word journal of words to be used when writing <p>Sample Task for Integration: Use a variety of literary and informational texts in a variety of reading situations (read alouds, shared reading, and independent reading) to help students understanding word relationships and nuances in word meanings. For example the book <i>Splash! Poems of our Watery World</i> by Constance Levy may be used. The book contains 34 poems that celebrate water’s mystical, metamorphic properties in nature and our daily lives. With guidance and support from the teacher students can read poems and highlight new words and phrases that they find interesting. The words may be placed on a class chart for discussions. Students may work together to determine the meanings of the words and phrases in the text distinguishing literal and non-literal meanings. Students may also identify and real-life connections between the words and their use. Encourage students to write poems using some of the words. Words may also be added to the students’ word journals.</p> <p>Vocabulary for Teaching and Learning:</p> <table border="0"> <tr> <td>Literal</td> <td>Non-literal</td> <td>Meaning</td> <td>Words</td> <td>Phrases</td> </tr> <tr> <td>Context</td> <td>Connections</td> <td>Shades of meaning</td> <td>Word relationships</td> <td>Nuances</td> </tr> </table>					Literal	Non-literal	Meaning	Words	Phrases	Context	Connections	Shades of meaning	Word relationships	Nuances
Literal	Non-literal	Meaning	Words	Phrases										
Context	Connections	Shades of meaning	Word relationships	Nuances										
Next step, create assessments and engaging learning experiences														

Content Area	ELA	
Grade/Course	3 rd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC3RF4 Read with sufficient <u>accuracy</u> and <u>fluency</u> to support <u>comprehension</u> . (a-c)		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Read Support	Accuracy (with self corrections/ rereading) Fluency Comprehension	1 Knowledge Comprehension
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
A reader reads with expression while self-correcting at an appropriate rate.		What does it mean to read with accuracy? What does it mean to read with fluency?

ELACC3RF4 Further Explanation																			
<p>Skills/Concepts for Students:</p> <ul style="list-style-type: none"> • Read familiar text with expression. • Use self-correction when subsequent reading indicates an earlier misreading within grade-level text • Read third-grade text and an appropriate rate <p>Strategies for Teachers:</p> <ul style="list-style-type: none"> • Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF4 (see above) • Provide differentiated small group instruction as needed • Provide additional opportunities for students to master these skills and concepts through the use of literacy centers <p>Sample Task for Integration:</p> <p>Provide groups of students with a variety of text (poems, and dramas) appropriate to their independent reading level and related to a third grade topic. Students will work together in groups to practice reading their text with accuracy, appropriate rate and expression. Encourage students to use context to confirm or self-correct word recognition when reading the text. Once the students are familiar with the text they may read them to the class as a choral reading or reader’s theater.</p> <p>Vocabulary for Teaching and Learning:</p> <table border="0"> <tr> <td>Purpose</td> <td>Understanding</td> <td>Fluency</td> <td>Accuracy</td> <td>Prose</td> </tr> <tr> <td>Poetry</td> <td>Rate</td> <td>Expression</td> <td>Successive readings</td> <td>Context</td> </tr> <tr> <td>Confirm</td> <td>Self-correction</td> <td>Rereading</td> <td>Prosody</td> <td></td> </tr> </table>					Purpose	Understanding	Fluency	Accuracy	Prose	Poetry	Rate	Expression	Successive readings	Context	Confirm	Self-correction	Rereading	Prosody	
Purpose	Understanding	Fluency	Accuracy	Prose															
Poetry	Rate	Expression	Successive readings	Context															
Confirm	Self-correction	Rereading	Prosody																
Next step, create assessments and engaging learning experiences																			

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	3rd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Ask and answer Demonstrate Refer	Questions Understanding Text	1, 2 Application Comprehension
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Asking questions before, during, and after reading improves understanding by drawing on background knowledge, aiding and clarifying predictions, and referring to essential informational elements.</p> <p>Readers refer back to the text to explicitly cite evidence in order to support their understanding.</p>		<p>Why is it important to question while reading?</p> <p>How does referring to the text support understanding of what was read?</p>

ELACC3RI1
Further Explanation

Skills/Concepts for Students:

- Read attentively for understanding
- Use textual evidence to support what the text says explicitly
- Make predictions from text content
- Generate questions to improve comprehension
- Identify and infer cause-and-effect relationships and draw conclusions

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI1 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Model using an informational text to ask and answer questions
- Model how to refer to the text explicitly
- Provide opportunities for students to engage in conversations to retell details in the text
- Model how to make predictions about a text
- Model and guide students to describe what is directly stated in the text
- Encourage and demonstrate for students how to make connections from the text
- Guide students to respond orally and in written form when answering questions

Sample Task for Integration:

Students will read material independently and generate questions about informational topics under consideration by the class. The students will work in a group to answer the questions created. Students will discuss the answers and use the texts as a reference for the answers.

Vocabulary for Teaching and Learning:

Ask questions

Answer questions

Explicitly

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	3 rd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC3RI2 Determine the <u>main idea of a text</u> ; recount the <u>key details</u> and explain <u>how they support the main idea</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Determine Recount Explain	Main idea Key details Text	1, 2, 3 Comprehension
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Readers make inferences and read carefully in order to find the main idea and supporting details of a piece of informational text.		How does a reader determine the main idea of a piece of informational text? How does a reader explain how key details support the main idea?

ELACC3RI2 Further Explanation									
<p>Skills/Concepts for Students:</p> <ul style="list-style-type: none"> • Read attentively for understanding • Make inferences about the information read • Identify main ideas, supporting ideas, and supporting details <p>Strategies for Teachers:</p> <ul style="list-style-type: none"> • Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI2 (see above) • Provide differentiated small group instruction as needed • Provide additional opportunities for students to master these skills and concepts through the use of literacy centers • Lead students in understanding how to connect details • Engage students in using various informational texts to identify the main idea, and the supporting key details • Engage students in discussions about how the main ideas and key details define what the text is about <p>Sample Task for Integration: The students will read various informational books about Eleanor Roosevelt and her contributions to the United Nations and human rights. The students will use their text books and possibly books like Eleanor by Barbara Cooney, Franklin and Eleanor by Cheryl Harness, Eleanor Roosevelt: An Inspiring Life by Elizabeth MacLeod. The students will determine the main idea of the texts and use details to explain how the details support the main ideas. Students will present their information to the other groups.</p> <p>Vocabulary for Teaching and Learning:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Main Ideas</td> <td style="text-align: center;">Key Details</td> <td style="text-align: center;">Supporting Ideas</td> <td style="text-align: center;">Supporting Details</td> <td style="text-align: center;">Recount</td> </tr> </table>					Main Ideas	Key Details	Supporting Ideas	Supporting Details	Recount
Main Ideas	Key Details	Supporting Ideas	Supporting Details	Recount					
Next step, create assessments and engaging learning experiences									

Content Area	ELA	
Grade/Course	3 rd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
<p>ELACC3RI3 Describe the <u>relationship</u> between a <u>series of historical events</u>, <u>scientific ideas</u>, or <u>concepts</u>, or <u>steps in technical procedures</u> in a <u>text</u>, <u>using language</u> that pertains to <u>time</u>, <u>sequence</u>, and <u>cause/effect</u>.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Describe Use	Relationships Historical Events Scientific Ideas Concepts/Steps Technical Procedures Text Language Time Sequence Cause/Effect	2, 3 Analysis Comprehension
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Readers make connections by using their background knowledge, reading carefully, and using organizational structures (i.e. cause and effect, chronological order, transition words)</p> <p>A reader's understanding increase when connections are made between texts.</p>		<p>How do readers make connections between nonfiction texts?</p> <p>Why is it important to make connections between texts?</p>

**ELACC3RI3
Further Explanation**

Skills/Concepts for Students:

- Read attentively for understanding
- Identify and use knowledge of common organizational structures (e.g., chronological order, cause and effect)
- Remember to activate and explore your background knowledge when engaging in a new text; proactively make connections
- Notice words that indicate sequence or time, words like “next,” “then,” “after,” and use them effectively in your writing

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI3 (see above)
- Provide differentiated small group instruction as needed
- Purposefully choose your informational text connections to scaffold the cognitive practice of making connections - both obvious and abstract - among multiple genres, authors, and concepts
- Model for students how to explain a process through sequenced steps, highlighting the importance of explicit instructions and proper sequencing
- Model the use of various graphic organizers to make connections

Sample Task for Integration:

Engage students in the completion of a task that must be done in clearly delineated sequential steps (for example, building a model airplane or baking cookies). Make sure that the task comes with a set of directions (or you can create directions) that contain words that indicate sequence, such as “first, next, then.” Point out and discuss the ways in which the project might fail if the sequence of the steps were not clear (for example, a recipe that did not have the steps in order would be a disaster). Have the students chose a process with which they are familiar (playing a card game, making a sandwich, etc.) and write careful instructions for the process using words that pertain to time and sequence/cause and effect.

Vocabulary for Teaching and Learning:

Relationship	Concept	Procedure	Sequence	Cause	Effect
Transition					

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	3 rd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC3RI7 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)		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Use Demonstrate	Information Illustrations (maps, photographs) Words in a text Understanding of the text	2 Application Analysis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Readers use illustrations such as maps and photographs, in addition to the text, to help them understand information.		How do illustrations improve understanding of a text?

**ELACC3RI7
Further Explanation**

Skills/Concepts for Students:

- Read attentively for understanding
- Interpret information from illustrations, diagrams, charts, graphs, graphic organizers, maps and photographs
- Explain how illustrations and the text work together in helping to understand a text

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI7 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide students with opportunities to use multiple print and digital sources
- Guide students to understand how to use illustrations maps, and photographs to understand the text
- Model how to identify commonalities between text and text features, and explain how they support each other

Sample Task for Integration:

The teacher will ask the students what they know about major landmarks in the United States and explain they are going to learn about ten of these major landmarks today. The teacher will read aloud a book such as Ben’s Dream by Chris Van Allsburg or other text print or digital media and share the illustrations with the class. The students will have a discussion about how the words of the book aid in understanding more about the major landmarks. The teacher will also explain how the illustrations help to answer questions about the landmarks. An extension to this activity would be to allow students an opportunity to use technology to capture an event that is taking place at school or in the community (e.g., a fieldtrip, a school festival, a science experiment). The students will work independently to take pictures of the event and download to the computer. The students will select if they want to make a book or a Power Point presentation. The students will add captions to the pictures, and will publish their work to share with another class. The teacher will also share with parents by emailing the presentation.

Vocabulary for Teaching and Learning:

Illustrations	Questions	Diagrams	Charts	Graphic Organizers
Maps	Photographs			

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	3 rd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC3RI9 <u>Compare</u> and <u>contrast</u> the <u>most important points</u> and <u>key details</u> presented in two texts on the same topic.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Compare Contrast	Important points Key details from two texts on the same topic	3 Analysis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Readers are able to determine key details and discuss similarities and differences between different texts on the same topic. Discussing similarities and differences between texts allows the reader to make perceptive and well developed connections.		How are texts similar? How are texts different? How do discussing similarities and differences between texts on the same topic improve understanding?

ELACC3RI9 Further Explanation									
<p>Skills/Concepts for Students:</p> <ul style="list-style-type: none"> • Read attentively for understanding • Make perceptive and well-developed connections • Draw from more than one source of information • Make connections about a topic from two texts • Compare and contrast the key points in two text on the same topic 									
<p>Strategies for Teachers:</p> <ul style="list-style-type: none"> • Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI9 (see above) • Provide differentiated small group instruction as needed • Provide additional opportunities for students to master these skills and concepts through the use of literacy centers • Engage students in discussing a variety of texts about the same topic to understand that authors may view the same topic in different ways • Engage students in using graphic organizers to compare and contrast 									
<p>Sample Task for Integration:</p> <p>The teacher will present the students with two texts about Paul Revere such as Let’s Ride Paul Revere by David Wenzel and Paul Revere’s Ride by Shana Corey. The students will read the books independently and will complete a paper graphic organizer to compare the key points and key details in the two texts. Once students have completed the paper graphic organizer, they will use the link to complete an electronic graphic organizer http://www.readwritethink.org/classroom-resources/student-interactives/compare-contrast-30066.html. Students will share their electronic graphic organizers with their class members. Once the graphic organizers have been shared the students will write about the important points from the texts. Students will use technology to produce their writing. Students will also include illustrations to aid in understanding their writing.</p>									
<p>Vocabulary for Teaching and Learning:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">compare main idea</td> <td style="width: 20%;">contrast topic</td> <td style="width: 20%;">important points</td> <td style="width: 20%;">key details</td> <td style="width: 20%;">key events</td> </tr> </table>					compare main idea	contrast topic	important points	key details	key events
compare main idea	contrast topic	important points	key details	key events					
<p>Next step, create assessments and engaging learning experiences</p>									

Content Area	ELA	
Grade/Course	3 rd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC3RL1 Ask and answer <u>questions to demonstrate</u> understanding of <u>text</u> , referring explicitly to the <u>text</u> as the <u>basis for the answers</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Ask Answer Demonstrate Refer	Questions Text Basis for answers	1, 2 Comprehension Application
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Asking questions before, during, and after reading improves understanding by drawing on background knowledge, aiding and clarifying predictions, and referring to essential narrative elements.</p> <p>Readers refer back to the text to explicitly cite evidence in order to support their thinking.</p>		<p>Why is it important to question while reading?</p> <p>How does referring back to the text improve comprehension?</p>

**ELACC3RL1
Further Explanation**

Skills/Concepts for Students:

- Generate questions before, during, and after reading
- Refer explicitly to the text being read to answer questions
- Ask and answer questions about essential narrative elements in a story
- Use background knowledge and information from text when answering questions
- Make and revise predictions while reading
- Include evidence from reading within writing

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide students with opportunities to read grade-level text
- Model questioning strategies before, during, and after reading
- Engage students in extensive questioning strategies before and during the reading of a text
- Model the use of a graphic organizers to determine the answer to questions about a text
- Model the inclusion of explicit evidence from reading within writing

Sample Task for Integration:

Upon completion of an extended text selection, place a low DOK-level test on a viewer for the class to consider (this can be a “DYRT” quiz - Did You Read This - wherein students are asked things like what is the main character’s name, what is the name of the town where he/she lives, how many pancakes did Johnny eat for breakfast, etc.) Engage the students in a discussion of what the lasting, generalizable knowledge gained from answering those questions would be. Will you need to know a year from now how many pancakes Johnny ate in chapter one? Probably not. Point out that these questions are generally constructed from “what” stems, as opposed to “how” or “why” stems. Now ask the students a question such as “why does the author begin the story in the middle of the car chase without even introducing us to the characters first?” Questions like these lead to analytical consideration of text instead of rote memorization of meaningless facts. Understanding that authors use several tried and true strategies to gain readers’ attention is lasting, generalizable knowledge. Ask students, perhaps in pairs or groups, to brainstorm 3 “how” and “why” questions to share with the group, or use these questions to construct an assessment.

Vocabulary for Teaching and Learning

Text	Implicit	Explicit	Inferred	Literary	Informational
Genre	Complexity				

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	3rd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
<p>ELACC3RL2 <u>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.</u></p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Recount Determine Explain	Stories (fables, folktales, myths) Central message, lesson, or moral Key Details Text	2, 3 Analysis Comprehension
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Understanding of literature can be demonstrated by reading and retelling, determining the main idea, lesson, or moral, and explaining key details.</p> <p>Diversity is represented in literature from around the world to show cultural similarities and differences.</p>		<p>How does a reader demonstrate knowledge of the central message in a text?</p> <p>What is the purpose of reading literature form diverse cultures?</p>

**ELACC3RL2
Further Explanation**

Skills/Concepts for Students:

- Retell major points from literary text
- Identify the main idea and supporting details of a story
- Explain the similarities and differences between fables, folktales, and myths
- Identify themes, lessons, and morals in folktales, tall tales, fables, and myths

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Assign students grade-level text that may be slightly above their independent reading level
- Guide students in identifying the characteristics of fables, folktales, and myths
- Model a story retelling identifying the lesson or moral of the story using details from the text
- Model how to use a story map to retell a story

Sample Task for Integration:

<http://myths.e2bn.org/teachers/>

The link above is a web site which explores myths and legends. Links within the site allow students to create their own myths.

Vocabulary for Teaching and Learning:

Recount/Retell	Fable/Folktale	Myth/Mythology	Diverse/Diversity
Cultures	Central Message	Lesson	Moral
Important	Summarize	Key Details	Author’s Purpose
Tall Tales			

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	3 rd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC3RL4 Determine the <u>meaning of words and phrases as they are used in a text</u> , distinguish <u>literal from non-literal language</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Determine Distinguish	Meaning of Words and Phrases Literal/Non-Literal Language	2 Application Analysis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>The meanings of words or phrases can be determined by using context clues and identifying figurative language and literary devices.</p> <p>Words or phrases can have literal or non-literal meanings depending on how they are used in the text.</p>		<p>What strategies does a reader use to determine the meaning of unfamiliar words and phrases?</p> <p>How does a reader decide if a word or phrase has a literal meaning (exactly what it says) or non-literal meaning?</p>

**ELACC3RL4
Further Explanation**

Skills/Concepts for Students:

- Identify the meaning of common idioms and figurative phrases and incorporate them into oral and written language
- Determine the meaning of unknown words on the basis of context
- Distinguish the literal and non-literal meaning of words in a text
- Describe how literary devices (e.g., alliteration, repetition, rhythm, rhyme) create and clarify meaning

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL4 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide easy-to-understand examples of literal and non-literal language; introduce the word “figurative”
- Encourage students to keep charts in the classroom of interesting uses of non-literal language encountered in texts

Sample Task for Integration:

Allow students to explore figurative language in a variety of contexts by providing thematically connected samples of text. For example, Joyce Kilmer’s famous poem that begins “I think that I shall never see a poem as lovely as a tree,” has several wonderful examples of non-literal language within it. Have students in teams attempt to restate the poem with all non-literal language restated literally. After students have thought about the non-literal language was used in the poem, provide them with a piece of prose text and a piece of informational text that also contain figurative languages about trees (for example a passage from A. A. Milne describing The 100 Acre Wood and an article about a Boy Scout Jamboree in the woods). Illustrate to students that figurative language can be used in any context and for a variety of purposes and for a variety of effects. Engage students in exploring why an author would choose to represent something figuratively instead of saying it directly; how does it change their experience of a text?

Vocabulary for Teaching and Learning:

Literal	Non-literal	Figurative	Phrase	Meaning	Tone
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Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	3 rd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC3RL9 Compare and contrast the <u>themes, settings, and plots</u> of <u>stories</u> written by the same <u>author</u> about the same or <u>similar characters</u> (e.g., in <u>books from a series</u>).		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Compare Contrast	Themes Settings Plots Stories by the same author Characters Books in a series	3 Analysis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
Readers identify similarities and differences among stories by the same author with regard to characters, setting and plot.	What are the similarities and differences between the ways an author uses themes, characters, setting, and plots in different books?	

ELACC3RL9
Further Explanation

Skills/Concepts for Students:

- Recognize theme, plot, and setting within text
- Compare and contrast these elements between texts written by the same author about the same or similar characters
- Use graphic organizers to compare and contrast two stories

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL9 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Lead students in a discussion to help them understand the concept of comparing and contrasting
- Guide students in asking and answering questions to help them compare and contrast themes, settings, and plots of stories by the same author (conduct author studies)
- Model for the students how to complete a Venn Diagram to compare and contrast theme, setting, and plot of two stories by the same author about the same or similar characters
- Guide students in supplying the information for the Venn Diagram

Sample Task for Integration:

Select an author to study based on third grade text. For example select books in a series written by the same author such as *Boxcar Mysteries* by Gertrude Warner. Students will select two books in the series to compare and contrast. Students will read the books and create a Venn diagram or T-Chart to make their comparisons. Students will write a narrative using their Venn diagram. Writings may be published and shared with others.

Vocabulary for Teaching and Learning:

Compare Themes	Contrast Pattern	Plot Series	Themes Similarities	Characters differences	Settings	Author
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Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	3 rd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
<p>ELACC3SL1 Engage effectively in a range of <u>collaborative discussions (one-on-one, in groups, and teacher-led)</u> with <u>diverse partners</u> on <u>grade 3 topics and texts</u>, building on others' ideas and expressing their own ideas clearly.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Engage Build on Express	Collaborative discussions Others' ideas Own ideas	3 Application Analysis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
Students ask and respond to relevant questions using evidence to support statements and opinions.	What are ways to communicate ideas in collaborative discussions?	

**ELACC3SL1
Further Explanation**

Skills/Concepts for Students:

- Adapt oral language to fit the situation by following the rules of conversation with peers and adults
- Identify and define roles for participants in discussions
- Initiate new topics in addition to responding to adult-initiated topics
- Give reasons in support of opinions expressed
- Research topic to be discussed and give reasons in support of opinions expressed
- Ask relevant questions
- Respond appropriately to comments and questions
- Review key ideas expressed during a discussion
- Volunteer contribution and respond when directly solicited by teacher or discussion leader

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1(see above)
- Allow students an opportunity to discuss and create rules for collaborative conversations
- Model having a discussion and being respectful to others
- Provide students with materials to research a topic
- Engage students in discussions about the roles of participants in discussions
- Explain the consequences of not following agreed-upon rules for a discussion
- Provide opportunities for students to respond to others through multiple exchanges while exhibiting polite behavior during a conversation

Sample Task for Integration:

The students will work in groups to discuss how Thurgood Marshall adapted to and was influenced by his environment. Students will come to the group having read from their Social Studies book or other informational texts about Thurgood Marshall. Students will participate in collaborative discussions following the agreed upon rules for a discussion. Students will be encouraged to build upon the conversations of others in the group to ask questions, and clarify something they did not understand. During the discussions students will take brief notes. Once the discussion is over students will use their notes to share with other groups.

Vocabulary for Teaching and Learning:

explicitly	collaborative	clarifies	respond	ask questions
respond to questions	active listening	questioning	taking turns	discussion
agreed upon rules		gaining the floor	explain ideas	

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	3 rd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC3W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Write Support	Opinion Topics Texts Reasons Point of View	3 Application
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Writers develop a clear position or opinion using supportive details throughout the piece of writing.</p> <p>A writer will use organizational patterns such as chronological order, and cause and effect to convey information.</p>		<p>How does a writer develop a strong opinion piece?</p> <p>How does a writer form a position or opinion piece about a topic or text?</p>

**ELACC3W1
Further Explanation**

Skills/Concepts for Students:

- Use all the steps of the writing process
- Capture a reader’s interest by stating a clear position/opinion and developing a point of view
- Write a persuasive piece that states a clear position
- Select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length
- Use organizational patterns for conveying information (e.g., chronological order, cause and effect, similarity and difference, questions and answers)
- Begin to include relevant examples, facts, anecdotes, and details appropriate to the audience
- Add supportive details throughout the paper that may include relevant examples, facts, and anecdotes
- Use appropriate structures to ensure coherence (e.g., transition words and phrases, bullets, subheadings, numbering)
- Provide a sense of closure

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W1 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Require all steps of the writing process when possible
- Encourage students to use the style and voice of their favorite writers on occasion to aid in their developing abilities
- Provide opportunities for students to write and support their opinions about a book or topic

Sample Task for Integration:

The teacher will provide students with copies of *Duck for President* by Doreen Cronin and *Otto Runs for President* by Rosemary Wells. The students will read the books independently. After the reading has been completed the students will write an opinion piece about which candidate would do the best job as president Duck or Otto. Students will share their writing with a partner.

Vocabulary for Teaching and Learning:

opinion	persuade	topic	support	organizational structure
reasons	details	introduce	linking words and phrases	facts
point of view	closure			

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	3 rd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC3W2 Write <u>informative/explanatory texts</u> to examine a topic and convey <u>ideas and information</u> clearly.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Write Examine Convey	Informative/explanatory text Topics Ideas and information	3 Comp
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Writers use a variety of resources to research information on a topic.</p> <p>Writers clearly convey ideas of informative/explanatory texts using steps of the writing process to establish a clear purpose and point of view.</p> <p>Writers use appropriate organizational structures when writing.</p>		<p>How does a writer examine a topic?</p> <p>How does a writer clearly convey ideas in an informative/explanatory writing piece?</p> <p>Why should a writer use a clear topic and supporting details with informative/explanatory texts?</p>

**ELACC3W2
Further Explanation**

Skills/Concepts for Students:

- Use all the steps of the writing process
- Capture a reader’s interest by setting a purpose and developing a point of view
- Select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length
- Include the appropriate purpose, expectations, and length for the audience and the genre
- Use a variety of resources (encyclopedia, Internet, books) to research and share information on a topic
- Use appropriate structures to ensure coherence (e.g., transition words and phrases, bullets, subheadings, numbering)
- Provide a sense of closure

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W2 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Allow students to read independently using informational/explanatory texts to discover how the author introduces the topic, uses facts and definitions to develop points about the text
- Discuss the organizational structures for conveying information
- Provide a variety of resources for research and sharing information on a topic

Sample Task for Integration:

The students will be given information about the state of Georgia such as brochures, travel magazines, encyclopedias, text books, and information on the web. Students will read the information about Georgia and gather facts. The students will use the information they have discovered about Georgia to create an informational writing about the great things to do in the state. The students will include illustrations about the places to visit. The illustrations may be hand drawn or computer generated. The students will complete their writings and with help from an adult publish the writings into a class book. The teacher will send a copy to parents electronically and display a copy in the media center.

Vocabulary for Teaching and Learning:

informative details	explanatory supporting details	convey ideas definitions	topic linking words and phrases	facts connect ideas
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Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	3 rd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC3W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (a-d)		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Write Develop Use	Narratives Real/Imagined experiences Events – (with narrator/characters) Effective Technique Descriptive Details – (with dialogue) Clear event sequence – (provide a sense of closure)	3, 4 Application Synthesis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<p>Writers develop narratives using the steps of the writing process to establish a clear purpose and point of view.</p> <p>Writers use sensory details to communicate setting, characters, and plot.</p> <p>Writers use appropriate organizational structures to ensure coherence.</p>	<p>How does a writer use effective technique when writing a narrative?</p> <p>How does a writer use descriptive details to improve the reader's experience?</p> <p>Why should a writer use clear event sequences within a narrative?</p>	

**ELACC3W3
Further Explanation**

Skills/Concepts for Students:

- Use all the steps of the writing process
- Write fantasy/imaginary stories
- Capture a reader’s interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point of view
- Sustain a focus
- Include the appropriate purpose, expectations, and length for the audience and genre
- Use sensory details and other literary language to communicate setting, characters, and plot
- Use appropriate organizational structures to ensure coherence (well developed beginning, middle, and end, and sequence of events) and strategies (transition words/phrases, time cue words, and sequence of events)
- Develop characters through action and dialogue

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W3 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Require all steps of the writing process when possible
- Guide students to understand temporal words and phrases
- Provide students with several examples of narrative text to read and discuss point out to them how the author used descriptive adjectives and strong verbs to help develop the characters and setting in the text
- Model the use of various organizational structures in writing

Sample Task for Integration:

The student will read *Sylvester and the Magic Pebble* by William Steig. After reading the book students will talk with a partner about how Sylvester found the magic pebble and what he did with the pebble. Students will work independently to create a narrative about an object they have found or been given (real or imaginary). Students will share their writing with a partner in the class. Students will publish their work electronically using illustrations to aid in understanding.

Vocabulary for Teaching and Learning:

narrative	imagined	narrator	characters	sequence of events
dialogue	character	temporal words	Closure	

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	3rd	
Unit of Study		
Duration of Unit		
<p>Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.</p>		
<p>ELACC3W7 Conduct short <u>research projects</u> that build <u>knowledge</u> about a topic.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Conduct Build	Research projects Knowledge Topic	2, 3 Analysis Synthesis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Writers conduct research, gather facts, and summarize in their own words.		How do writers conduct and summarize effective research?

ELACC3W7
Further Explanation

Skills/Concepts for Students:

- Use a variety of resources (encyclopedia, Internet, books) to research and share information on a topic

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W7 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Model brief note taking techniques
- Provide students with various print and digital resources to aid in the research

Sample Task for Integration:

Students will work collaboratively to conduct research. The group will choose a Science or Social Studies topic such as the national, state, or local governments. The students will take brief notes about the information they obtained through print and digital resources. The students will continue to work in groups to present their information to other members of the class.

Vocabulary for Teaching and Learning:

Research project topic