

Unit I:

Topic:	CCSS:	Goals: Standards that are to be mastered by the end of the unit.	Projected # of days			
Reading: Informational Writing: Opinion Journeys Unit 2	RI.3.1; RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	35			
	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.				
	W.3.1.a	Produce an organized piece of writing that introduces a topic or text.				
	W.3.1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.				
	W.3.1.d	Produce an organized piece of writing that provides a concluding statement.				
	SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.				
Essential Questions: What clues in a story help you figure out the sequence of events? How do pictures help tell a story? How can pictures and labels give you more information? How can readers figure out the message in a story? How can inventions cause peoples’ lives to change? Why are details important in a biography?						
Skills/Knowledge/ Understandings: 1. Write well organized opinion pieces. 2. Write well organized narrative pieces. 3. Understand text features, structures, and characteristics to make meaning of the text. 4. Read and understand informational text. 5. Answer text based questions.						
Assessments: <table><tr><td>Formative: Reading Practice Book – Day 3 skill checks; running records, anecdotal records, teacher created tests, homework, exit tickets, reader/ writer notebook entries</td><td>Summative: DWA #1, Journey’s Weekly Comprehension Assessments; Model Curriculum Unit I Assessment, Response to literature</td><td>Authentic: Portfolio Requirements (Opinion, Narrative) , Teacher created projects Writers’ Workshop</td></tr></table>				Formative: Reading Practice Book – Day 3 skill checks; running records, anecdotal records, teacher created tests, homework, exit tickets, reader/ writer notebook entries	Summative: DWA #1, Journey’s Weekly Comprehension Assessments; Model Curriculum Unit I Assessment, Response to literature	Authentic: Portfolio Requirements (Opinion, Narrative) , Teacher created projects Writers’ Workshop
Formative: Reading Practice Book – Day 3 skill checks; running records, anecdotal records, teacher created tests, homework, exit tickets, reader/ writer notebook entries	Summative: DWA #1, Journey’s Weekly Comprehension Assessments; Model Curriculum Unit I Assessment, Response to literature	Authentic: Portfolio Requirements (Opinion, Narrative) , Teacher created projects Writers’ Workshop				
Interdisciplinary Connections: Science – Foss Unit (Sun, Moon, Earth): Using the text, have students identify the main idea of various paragraphs						

Orange Board of Education ELA/Grade 3

<p>or sections / Social Studies – Thomas Edison; History of the Kamishibai Man</p> <p>Technology Integration: Lesson ideas and games for all content areas www.brainpop.com SOLO www.spellingcity.com www.thinkcentral.com http://www.youtube.com/watch?v=uBnXnWUnEnc</p>
<p>Key Vocabulary: Journeys Unit 2 weekly vocabulary word list and main idea, supporting detail, text feature, narrative, context clue, prediction, connect, similar, different</p> <p>Key Writing Terms: Ideas, Organization, Word Choice, Sentence Fluency, Synonyms, Multiple Meaning Words,</p>
<p>Useful Sites: (This section should contain helpful sites for teachers to use as they plan their lessons.)</p> <p>Information on Thomas Edison’s life and inventions http://americanhistory.si.edu/gsearch/thomas%2Bedison</p> <p>Lesson Plans on Thomas Edison http://www.loc.gov/search/?in=PartOf%3ATeachers&q=thomas+edison</p> <p>Storytelling and the Kamishibai http://www.youtube.com/watch?v=jtaj9K8A1cc</p> <p>The Kamishibai Project (Storytelling) http://www.storybike.com/</p> <p>Rubrics to assess writing http://www.rubrics4teachers.com/writing.php</p> <p>Differentiated ELA lessons www.studyisland.com</p> <p>ELA Resources by Genre http://hil.troy.k12.mi.us/staff/bnewingham/myweb3/</p> <p>Graphic Organizers http://www.eduplace.com/graphicorganizer</p> <p>Smart board lessons http://exchange.smarttech.com/search.html</p> <p>Appendix A of the Common Core State Standards [Glossary of Key Terms and Text Complexity defined] (http://www.corestandards.org/assets/Appendix_A.pdf)</p> <p>Appendix B of the Common Core State Standards [Text Exemplars and Sample Performance Tasks] (http://www.corestandards.org/assets/Appendix_B.pdf)</p> <p>Appendix C of the Common Core State Standards [Samples of Student Writing] (http://www.corestandards.org/assets/Appendix_C.pdf)</p> <p>https://sites.google.com/a/sblschools.com/3rd-grade/reading-1 (Extension lessons for all Journeys units)</p> <p>Questions for Details [http://www.learner.org/jnorth/tm/InstrucStrat41.html]</p> <p>Very Important Points [http://www.learner.org/jnorth/tm/InstrucStrat38.html]</p> <p>Cause-Effect Frames [http://www.learner.org/jnorth/tm/InstrucStrat7.html]</p>
<p>Text Crosswalk:</p> <p>Reading – Journeys p. T62 “Read to Connect”; Writing – Journeys p. T63 “Extend Through Research”; Listening and Language – Journeys p. T63 “Listening and Speaking”</p>

Resources:

Writers' Workshop

Books

Nonfiction Reading Power, Adrienne Gear

Reality Checks: Teaching Reading Comprehension with Nonfiction Text, Tony Stead

Measures of Understanding – Reading Informational: *[Sample Performance Tasks from Appendix B of the Common Core State Standards]*

Assess using reading passage and questions from 2011 Massachusetts Grade 3 Reading Comprehension Assessment “Pack Horse Librarians”

<http://www.doe.mass.edu/mcas/2011/release/default.html>

Measures of Understanding – Writing:

Student Exemplars from Appendix C of the Common Core State Standards. Student writings are annotated to show what students did well.

Genre specific rubrics to score writing

Prompt specific writing scored with NJ Registered Holistic Scoring rubric

Unit 2:

Topic:	CCSS:	Goals: Standards that are to be mastered by the end of the unit.	Projected # of days
Reading: Literature Writing: Narrative Journeys Unit 1	RL.3.3	Describe characters in a story.	38
	RL.3.3	Explain how the characters' actions (e.g., traits, motivations, feelings) in a story contribute to the sequence of events.	
	RL.3.6	Distinguish reader's point of view from that of narrator or characters.	
	RI.3.6	Distinguish reader's point of view from that of the author of the text.	
	W.3.2a	Introduce a topic and group related information together when writing.	
	W.3.2b	Use facts, definitions, and details to help develop a topic within a piece of writing.	
	W.3.2c	Apply linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information in a writing piece.	
	W.3.2d; W.3.3d	Provide closure to a writing piece with a strong concluding statement or section.	
	W.3.3a	Establish a situation and introduce a narrator and/or characters within a piece of writing.	
	W.3.3a	Organize an event sequence that unfolds naturally in narrative writing.	
	W.3.3b	In a narrative piece, apply dialogue and descriptions of actions, thoughts, and feelings to show the response to characters to situations.	
	W.3.3c	Apply temporal words (e.g., <i>before</i> , <i>after</i> , <i>next</i>) and phrases to signal event order in a narrative writing piece.	
Essential Questions: What are the parts of a story? What helps you make decisions about a character? What clues in a story tell you about the characters? How can two bridges be alike and different? What causes someone to be called a hero?			
Enduring Understandings: Fluent readers group words quickly to help them gain meaning from what they read. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in a text. Words powerfully affect meaning. Oral discussion helps to build connections to others and create opportunities for learning.			

Orange Board of Education ELA/Grade 3

Assessments:		
Formative: Journeys Reading Practice Book Day 3 Skill Checks, Running Records, Anecdotal Records, Teacher-Created Tests/Assessments, Homework, Exit Tickets	Summative: Model Curriculum Unit 2 Assessment, Journeys Weekly Assessments; Journeys Unit Assessment	Authentic: Portfolio Requirements (Informative piece, Narrative piece, Response to Informational Text) Teacher created projects
Interdisciplinary Connections: Science – Foss Unit (Sun, Moon, Earth) Pretend you are a character that lives on the moon, write a narrative about your experience there / http://www.sciencekids.co.nz/ Social Studies - http://mrnussbaum.com/roberto-clemente/		
Technology Integration: Vocabulary and spelling reinforcement www.spellingcity.com Fun writing activities http://www.scholastic.com/teachers/story-starters Engineering and Bridges http://www.sciencekids.co.nz/sciencefacts/engineering/bridges.html Texts and activities on Roberto Clemente http://www.scholastic.com/browse/article.jsp?id=3752700		
Key Vocabulary: Journeys Unit 1 Vocabulary Weekly Lists and narrator, point-of-view, dialogue, sequence of events, cause, effect Key Writing Terms: Ideas, Voice, Antonyms, Simile, Metaphors		
Useful Sites: Journeys Resources www.thinkcentral.com Differentiated ELA lessons www.studyisland.com Understanding Expository Texts http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-section-headings-support-24.html?tab=1#tabs Resources for teaching Clarification http://www.learner.org/jnorth/tm/InstrucStrat9.html Author's Point of View http://www.learner.org/jnorth/tm/InstrucStrat18.html Reader's Theater Scripts http://www.teachingheart.net/readerstheater.htm Resources and activities on communities and volunteering http://www.foodbankcenc.org/site/PageServer?pagename=getinvolved_volunteer&gclid=CM6iufz-1LgCFcZlOgodphgAXg#kids Extension lessons for all Journeys units https://sites.google.com/a/sblschools.com/3rd-grade/reading-1 Reader's Workshop ideas http://hil.troy.k12.mi.us/staff/bnewingham/myweb3/		
Text Crosswalk: Reading - Journeys p. T60 – “Share and Compare Texts”; Writing – Journeys p. T61 “Understand Types of Media”; Listening and Language – Journeys p. T61 “Listen for a Purpose”		
Resources: Informational Reading: <i>Nonfiction Reading Power</i> , Adrienne Gear <i>Reality Checks: Teaching Reading Comprehension with Nonfiction Text</i> , Tony Stead http://exchange.smarttech.com/search.html (Smart Board lessons) Appendix A of the Common Core State Standards [Glossary of Key Terms and Text Complexity defined] (http://www.corestandards.org/assets/Appendix_A.pdf)		

Orange Board of Education ELA/Grade 3

Appendix B of the Common Core State Standards [Text Exemplars and Sample Performance Tasks]

(http://www.corestandards.org/assets/Appendix_B.pdf)

Appendix C of the Common Core State Standards [Samples of Student Writing]

(http://www.corestandards.org/assets/Appendix_C.pdf)

Writing:

The Conferring Handbook, Lucy Calkins

Craft Lessons, Ralph Fletcher and JoAnn Portalupi

Reading Literature:

Beyond Leveled Books, second edition, Karen Szymusiak, Franki Sibberson, and Lisa Koch

The CAFÉ Book, Gail Boushey and Joan Moser

The Complete Year in Reading and Writing: Grade 3: Daily Lessons-Monthly Units-Yearlong Calendar, Abi Gottself and Pam Allyn

The Continuum of Literacy Learning, Irene Fountas and Gay Su Pinnell

A Curricular Plan for the Reading Workshop, Grade 3, Lucy Calkins (To access updated units free of charge, individuals may register or log in at www.readingandwritingproject.com)

The Daily Five, Gail Boushey and Joan Moser

The Fluent Reader, Timothy Rasinski

Good Choice! Supporting Independent Reading and Response in K-6, Tony Stead

Guiding Readers and Writers (Grades 3-6): Teaching Comprehension, Genre, and Content Literacy, Irene Fountas and Gay Su Pinnell

Guided Reading in Grades 3-6, Mary Browning Schulman

The Inside Guide to the Reading-Writing Classroom, Leslie Blauman

Teaching for Comprehending & Fluency: Thinking, Talking & Writing About Reading, Irene Fountas and Gay Su Pinnell

Writing About Reading, Janet Angelillo

Websites

<http://www.readwritethink.org/>

<http://readinglady.com/>

<http://hil.troy.k12.mi.us/staff/bnewingham/myweb3/> 3rd Grade Curriculum Tab for Reader's Workshop

<https://sites.google.com/a/sblschools.com/3rd-grade/reading-1> Extension lessons for all Journeys units

Fables, Folktales and Myths Resources

Myths, Folktales and Fairy Tales Internet Project, <http://teacher.scholastic.com/writewit/mff/index.htm>

(Included within this site is "Fractured Fairy Tales and Fables with John Scieszka," which can also be used for supporting 'point of view.'

http://teacher.scholastic.com/writewit/mff/fractured_fairy.htm)

Reader's Theater Scripts and Plays, <http://www.teachingheart.net/readerstheater.htm>

The Power of Reader's Theater, <http://teacher.scholastic.com/products/instructor/readerstheater.htm>

Literacy Connections, Readers' Theater, <http://www.literacyconnections.com/ReadersTheater.php>

Orange Board of Education ELA/Grade 3

Meanings of Words - *Amelia Bedelia* books, Peggy Parish

Measures of Understanding: Reading Literature

- Describe a character's actions based on their traits, motivations, or feelings. [RL.3.3]
- Describe the overall story structure, describing how the interactions of the characters introduce the beginning of the story and how a suspenseful plot comes to an end. [RL.3.6]
- Distinguish your own point of view [RL.3.6]

Measures of Understanding: Reading Informational

- Students read a nonfiction science article and identify the author's point of view as well as explain the main purpose of the text. [RI.3.6]

Measures of Understanding – Writing:

- *Student Exemplars from Appendix C of the Common Core State Standards. [Student writings are annotated to show what students did well.]*
 1. Student Sample: Grade 3, Informative/Explanatory pg.18 "Horses"
 2. Student Sample: Grade 3, Narrative p. 22 "When My Puppies Ran Away"
- Writers' Workshop: conferences with students; student writing; writing process
- Notebook entries
- Genre specific rubrics to score writing
- Prompt specific writing scored with NJ Registered Holistic Scoring rubric

Unit 3:

Topic:	CCSS:	Goals: Standards that are to be mastered by the end of the unit.	Projected # of days
Reading: Literature Writing: Narrative Journeys Unit 3	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures.	36
	RL.3.2	Determine the central message, lesson, or moral of a text.	
	RL.3.2	Explain how the central message, lesson, or moral of a text is conveyed through the key details in the text.	
	RL.3.4	Determine the meaning of words and phrases as they are used in a text.	
	RL.3.4	Distinguish literal from nonliteral language within Grade 3 text.	
	RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text.	
	RL.3.5	Include terms such as chapter, scene, and stanza when writing or speaking about a text.	
	RL.3.5	Describe how each successive part of a chapter, scene, or stanza builds on earlier sections within a text.	
	W.3.2c	Use linking words and phrases (<i>e.g., also, another, and, more, but</i>) to connect ideas within categories of information.	
	W.3.2d	Provide closure to a writing piece with a strong concluding statement or section.	
	W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	
Essential Questions: How can you tell what an author thinks about a topic? How do characters affect the plot of a story? Why do authors write different kinds of texts? How might people change after facing a challenge? What clues in a story help to understand its characters?			
Enduring Understandings: Good readers employ strategies to help them understand a text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. Readers use language structure and context clues to identify the intended meaning of words and			

Orange Board of Education ELA/Grade 3

phrases as they are used in text.

Assessments:

Formative: Journey's Reading Practice Book
Day 3 Skills Check, Writing Conferences,
Rough Draft of Writing Pieces, Running
Records, Anecdotal Records, Teacher-Created
Tests, Homework, Exit Tickets

Summative: Model Curriculum Unit 3
Assessment, DWA #2, Journey's Weekly
Assessments, Journey's Unit Assessment

Authentic: Portfolio Requirements
(Opinion, Narrative, Research: Short project
that builds knowledge about a topic), Teacher
created projects

Interdisciplinary Connections: Science (The science in sports) / Social Studies (The Trail of Tears / Community Helpers)

Technology Integration: http://www.kids-pages.com/folders/stories/Aesops_Fables/page1.htm (fables for students teach theme/moral)

Key Vocabulary: Journeys Unit 3 Weekly Lists **and** theme, fable, moral, folktale, myth, central message, chapter, scene, visualize, infer, fact, opinion

Key Writing Terms: stanza, linking words/phrases, idioms, homophones/homographs, figurative language

Useful Sites: www.gigglepoetry.com (various poems for discussion and interpretation, useful for teaching how some poems are organized into stanzas) http://www.corestandards.org/assets/Appendix_B.pdf (Text Exemplars and Sample Performance Tasks)
http://www.corestandards.org/assets/Appendix_A.pdf (Glossary of Key Terms and analysis of text complexity)
http://www.corestandards.org/assets/Appendix_C.pdf (Samples of Student Writing)
<http://www.teachingheart.net/readers theater.htm>. (Scripts for Readers' Theater)
<http://americanfolklore.net/folklore/fables-fairy-tales/> (Fables and Fairy Tales)
http://www.lakeshorelearning.com/general_content/free_resources/teachers_corner/lesson_plans/literalVsNonliteral.jsp (Lesson on literal and non-literal language using Amelia Bedelia) <http://www.aaronshelp.com/stories/index.html#folk> (Database of myths, folk tales, etc.)
http://www.worldoftales.com/African_folktales/Nigerian_folktale_16.html (Folktales, fables, and stories from around the world)

Text Crosswalk: (Suggested texts for teaching fables) The Hungry Spider; The Tortoise and the Hare; Aunt Fox and the Fried Fish

http://www.bcpss.org/bbcswebdav/institution/CURRICULUM/SOCIAL%20STUDIES%20CURRICULUM/Reginald%20F.%20Lewis%20Museum%20African%20American%20Journey%20Lessons/Lesson_9.pdf (Fables from around the world - analysis and writing lessons)

Resources:

Reading Literature

Beyond Leveled Books, second edition, Karen Szymusiak, Franki Sibberson, and Lisa Koch

The CAFÉ Book, Gail Boushey and Joan Moser

The Complete Year in Reading and Writing: Grade 3: Daily Lessons-Monthly Units-Yearlong Calendar, Abi Gotthelf and Pam Allyn

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Orange Board of Education ELA/Grade 3

The Daily Five, Gail Boushey and Joan Moser

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The Inside Guide to the Reading-Writing Classroom, Leslie Blauman

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Writing About Reading, Janet Angelillo

Writing:

The Conferring Handbook, Lucy Calkins

Craft Lessons, Ralph Fletcher and JoAnn Portalupi

General:

<http://exchange.smarttech.com/search.html> (Smart Board Lessons)

Appendix A of the Common Core State Standards [Glossary of Key Terms and Text Complexity defined]

(http://www.corestandards.org/assets/Appendix_A.pdf)

Appendix B of the Common Core State Standards [Text Exemplars and Sample Performance Tasks]

(http://www.corestandards.org/assets/Appendix_B.pdf)

Appendix C of the Common Core State Standards [Samples of Student Writing]

(http://www.corestandards.org/assets/Appendix_C.pdf)

<https://sites.google.com/a/sblschools.com/3rd-grade/reading-1> (Extension lessons for all Journeys units)

Measures of Understanding – Reading Literature:

- Explain how the central message, lesson, or moral of a text is conveyed through the key details in the text. [RL.3.2]
- Determine the meaning of words and phrases in poems focusing on identifying his use of non-literal language (e.g., “light is the ink we use”) and talking about how it suggests meaning [RL.3.4]
- Describe how each successive part of a chapter, scene, or stanza builds on earlier sections within a text. [RL.3.5]

Measures of Understanding – Writing:

- *Student Exemplars from Appendix C of the Common Core State Standards. [Student writings are annotated to show what students did well.]*
 3. Student Sample: Grade 3, Informative/Explanatory pg.18 “Horses”
 4. Student Sample: Grade 3, Narrative p. 22 “When My Puppies Ran Away”
- Conferences with students
- Student writing
- Notebook entries

Orange Board of Education ELA/Grade 3

- Drafts
- Genre specific rubrics to score writing

Prompt specific writing scored with NJ Registered Holistic Scoring rubric

Unit 4:

Topic:	CCSS:	Goals: The standards that are to be mastered by the end of the unit.	Projected # of days
Reading: Literature Writing: Opinion Journeys Unit 4	RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	36
	RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	
	W.3.1	Produce an organized piece of writing that states an opinion and provides reasons supporting the opinion.	
	W.3.3a	Establish a situation and introduce a narrator and/or characters within a piece of writing.	
	W.3.3a	Organize an event sequence that unfolds naturally in narrative writing.	
	W.3.3b	In a narrative piece, apply dialogue and descriptions of actions, thoughts, and feelings to show the response to characters to situations.	
	W.3.3c	Apply temporal words (e.g., before, after, next) and phrases to signal event order in a narrative writing piece.	
	W.3.3d	Provide a sense of closure to a written narrative based on real or imagined experiences or events.	
Essential Questions: Why do some authors write funny stories? How can you figure out ideas the author doesn’t state directly? How can one event lead to a series of adventures? How can labels and pictures give you more information?			
Enduring Understandings: Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful. Rules, conventions of language, help readers understand what is being communicated. A speaker selects a form and organizational pattern based on the audience and purpose.			
Assessments:			
Formative: Journey’s Reading Practice Book Day 3 Skill Checks, Guided Reading, Writing Conferences, Rough Draft of Writing Pieces, Running Records, Anecdotal Records, Teacher-Created Tests/Assessments, Homework, Exit Tickets		Summative: Model Curriculum Unit 4 Assessment, DWA #3, Journey’s Weekly Assessments, Journey’s Unit Assessment	Authentic: Opinion Piece, Narrative Piece, Research: Response to Informational Text

Orange Board of Education ELA/Grade 3

Interdisciplinary Connections: Social Studies: Recycle, Reuse, Reduce; Save The Rainforest *Located in Lesson 16
Science: Fossil Finding *Located in Lesson 17
Drama: Readers' Theater (The Raven: An Inuit Myth) *Located in Lesson 20

Technology Integration:

www.spellingcity.com (Vocabulary and spelling reinforcement)

SMART Board Lessons links:

<http://teacher.scholastic.com/activities/writing/?topic=persuasive>

http://www.readwritethink.org/files/resources/interactives/persuasion_map/

Key Vocabulary: Journeys Unit 4 Weekly Lists **and** character traits, compare, contrast, theme, point of view, cause, effect, author's viewpoint, context clues

Key Writing Terms: temporal words (such as before, after, next), closure, sequence of events, persuade

Useful Sites: <http://www.readwritethink.org/classroom-resources/lesson-plans/mapping-characters-across-book-409.html?tab=1#tabs>

(Mapping characters across book series)

[http://www.hackensackschools.org/files/325092/G3-Unit%201-Sept-LivinNotebooks-Ind%20and%20UOS\[1\].pdf](http://www.hackensackschools.org/files/325092/G3-Unit%201-Sept-LivinNotebooks-Ind%20and%20UOS[1].pdf)

(Writer's workshop units of study)

www.thinkcentral.com (to be used with Journeys weekly stories/activities)

www.readwritethink.org (great website to supplement or differentiate to all styles of learners for reading and writing)

www.scholastic.com (fun activities, enrichment for students)

<http://resources.woodlands-junior.kent.sch.uk/interactive/text.htm> (games and activities to teach all aspects of Language Arts)

Text Crosswalk:

Reading - Journeys p. T58 – “Share and Compare Texts”; Writing – Journeys p. T59 “Extend Through Research”; Listening and Language – Journeys p. T59 “Listening and Speaking”

Recommended Texts: Megan McDonald Read Aloud Books such as

1. *Stink: The Incredible Shrinking Kid* (Candlewick Press, 2005)
2. *Judy Moody: Girl Detective* (Candlewick Press, 2010)
3. *Judy Moody: And the not bummer Summer* (Candlewick Press, 2011)
4. *Judy Moody: And the bad luck charm* (Candlewick Press, 2012)

Resources:

Books on Writing

Guiding Readers and Writers, Irene Fountas and Gay Su Pinnell

Making Revision Matter, Janet Angelillo

Mentor Texts: Teaching Writing Through Children's Literature K-6, Lynne Dorfman and Rose Cappelli

Study Driven, Katie Wood Ray

The Power of Grammar, Mary Ehrenworth and Vicki Vinton

What a Writer Needs, Ralph Fletcher

Writing About Reading, Janet Angelillo

Writing to the Prompt, Janet Angelillo

The Writing Workshop: Working through the hard parts (and they're all hard parts), Katie Wood Ray

Websites

<http://exchange.smarttech.com/search.html> (Smart Board lessons)

Appendix A of the Common Core State Standards [Glossary of Key Terms and Text Complexity defined]

(http://www.corestandards.org/assets/Appendix_A.pdf)

Appendix B of the Common Core State Standards [Text Exemplars and Sample Performance Tasks]

(http://www.corestandards.org/assets/Appendix_B.pdf)

Appendix C of the Common Core State Standards [Samples of Student Writing]

(http://www.corestandards.org/assets/Appendix_C.pdf)

Writer's Workshop Units of Study

[http://www.hackensackschools.org/files/325092/G3-Unit%201-Sept-LivinNotebooks-Ind%20and%20UOS\[1\].pdf](http://www.hackensackschools.org/files/325092/G3-Unit%201-Sept-LivinNotebooks-Ind%20and%20UOS[1].pdf)

Extension lessons for all Journeys units

<https://sites.google.com/a/sblschools.com/3rd-grade/reading-1>

Measures of Understanding – Reading Literature

- Have students complete character maps and attribute webs to describe and explain characters' traits, motivations, and feelings and how their actions contribute to the sequence of events. [RL.3.3]
- Do an author study to compare and contrast themes, settings, and plots of stories surrounding a similar character. Use graphic organizers to have students chart their thinking to make inferences and draw conclusions. [RL.3.9]

Measures of Understanding – Writing:

- *Student Exemplars from Appendix C of the Common Core State Standards. [Student writings are annotated to show what students did well.]*

Orange Board of Education ELA/Grade 3

5. Student Sample: Grade 3, Informative/Explanatory pg.18 "Horses"

6. Student Sample: Grade 3, Narrative p. 22 "When My Puppies Ran Away"

- Conferences with students
- Student writing
- Notebook entries
- Drafts
- Genre specific rubrics to score writing

Prompt specific writing scored with NJ Registered Holistic Scoring rubric

Unit 5:

Topic:	CCSS:	Goals: The standards that are to be mastered by the end of the unit.	Projected # of days
Reading: Informational Writing: Informative Journeys Unit 5	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral. Explain how key details in the text convey central message, lesson, or moral.	38
	RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language in Grade 3 text.	
	RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	
	RL.3.10	Read increasingly complex text at the grades 3-4 text complexity band independently and proficiently.	
	RI.3.2	Determine the main idea in informational grade 3 text.	
	RI.3.2	Recount key details and explain how they support the main idea in an informational Grade 3 text.	
	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	
	RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	
	RI.3.10	Read increasingly complex texts, including informational, history/social studies, science, and technical texts, at the high end of grades3-4 text complexity band independently and proficiently.	
	RF.3.4.a	Read grade level text aloud with purpose and understanding.	
	RF.3.4.b	Read grade level prose and poetry orally with accuracy, appropriate rate, and expression.	
	RF.3.4.c	Use context to confirm of self-correct word recognition and understanding, rereading as necessary.	
	W.3.2.a/b/c/d	<ul style="list-style-type: none"> ✓ Introduce a topic and group related information together when writing. Include illustrations when useful to aiding comprehension. ✓ Use facts, definitions, and details to help develop a topic within a piece of writing. ✓ Use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information. ✓ Provide closure to a writing piece with a strong concluding statement or section. 	

Orange Board of Education ELA/Grade 3

	W.3.3.a	<ul style="list-style-type: none"> ✓ Establish a situation and introduce a narrator and/or characters within a piece of writing. ✓ Organize an event sequence that unfolds naturally in narrative writing. 	
Essential Questions: Why is the order in which things happen in a story important? What happens if you tell story events out of order? How do the parts of a story work together?* * How are different animal stories alike and different?* How can I find the most important ideas in a selection? *How are headings, maps, and diagrams helpful to readers?* What do readers do when they do not understand everything in a text?			
Enduring Understandings: Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. Researchers gather and critique information from different sources for specific purposes. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. A writer selects a form based on purpose.			
Assessments:			
Formative: Journey's Reading Practice Book Day 3 Skill Checks, Guided Reading, Writing Conferences, Rough Draft of Writing Pieces, Running Records, Anecdotal Records, Teacher-Created Tests/Assessments, Homework, Exit Tickets		Summative: Model Curriculum Unit 5 Assessment, Journey's Weekly Assessments, Journey's Unit Assessment	Authentic: Portfolio Requirements (Narrative, Response to Literature, Research: Short Project that Builds Knowledge), Teacher created projects
Interdisciplinary Connections: <u>Poetry:</u> Poems About Bugs *Lesson 21 <u>Drama:</u> The Grasshopper and the Ant *Lesson 22 <u>Science:</u> Migration of Animals *Lesson 22 & Volcanoes *Lesson 24 <u>Social Studies:</u> Moving US Mail *Lesson 23			
Technology Integration: SMART Board Lessons using links: www.spellingcity.com Vocabulary and spelling reinforcement http://www.brainpop.com/english/writing/mainidea/ Movies and videos on Main Idea			
Key Vocabulary: Journeys Unit 5 Weekly Lists and infer, summarize, conclusion, analyze, evaluate, author's purpose, setting, characters, plot, graphic features, text features, Key Writing Terms: word choice, voice, ideas			
Useful Sites: http://www.internet4classrooms.com/skill_builders/main_idea_theme_language_arts_third_3rd_grade.htm (great website to use to teach			

Orange Board of Education ELA/Grade 3

main idea/supporting details)

<http://www.timeforkids.com/> (*extend learning, build prior knowledge about our world*)

<http://kids.nationalgeographic.com/kids/> (*extend learning, build prior knowledge about our world*)

<https://sites.google.com/a/sbbschools.com/3rd-grade/reading-1> (Extension lessons for all Journeys units)

Text Crosswalk: Reading – Journeys p. T52-53 “Poems About Bugs”; Writing to Express– Journeys p. T57 “Fictional Narrative Lesson” & T145 “Descriptive Paragraph Lesson”

Resources

See Resource sections above