

NEW HANOVER TOWNSHIP



ENGLISH LANGUAGE ARTS THIRD GRADE

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Unit Overview

Content Area:

English Language Arts – Reading

Unit Title:

Unit One - Good Citizens - *Journeys, Third Grade* – Houghton Mifflin Harcourt, 2012

Grade Level:

Third Grade

Unit Summary:

Third graders are introduced to key concepts related to comprehension, vocabulary, grammar, and phonics as they explore different jobs within the community.

Learning Targets

Common Core Standards:*Reading Literature*

- 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- 3.6 Distinguish their own point of view from that of the narrator or those of the characters.
- 3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- 3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading for Informational Text

- 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 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*.
- 3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

- 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
- 3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Foundational Skills

- 3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.
- 3.3c Decode multisyllable words.
- 3.4a Read grade-level text with purpose and understanding.
- 3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- 3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- 3.1b Provide reasons that support the opinion.
- 3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- 3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- 3.3c Use temporal words and phrases to signal event order.
- 3.3d Provide a sense of closure.
- 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- 3.7 Conduct short research projects that build knowledge about a topic.
- 3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- 3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- 3.1d Explain their own ideas and understanding in light of the discussion.
- 3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

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

Language

- 3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- 3.1b Form and use regular and irregular plural nouns.
- 3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- 3.1h Use coordinating and subordinating conjunctions.
- 3.1i Produce simple, compound, and complex sentences.
- 3.2b Use commas in addresses.
- 3.2c Use commas and quotation marks in dialogue.
- 3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- 3.2f Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- 3.3a Choose words and phrases for effect.*
- 3.3b Recognize and observe differences between the conventions of spoken and written standard English.
- 3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- 3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- 3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- 3.5b Identify real-life connections between words and their use (e.g., describe people who are *friendly or helpful*).
- 3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Unit Essential Questions:

- What are the parts of a story?
- What helps you make decisions about a character?
- What clues in the story tell you about the characters?
- How can two bridges be alike and different?
- What causes someone to be a hero?

Unit Enduring Understandings:

- People make a community strong.

Unit Learning Targets:

Students will

- listen to fluent reading
- listen for the problem and solution in the story
- listen to learn, build background, and understand and use the Target Vocabulary words
- use context to determine the intended meanings of multiple-meaning words
- listen for a purpose

- use word parts to determine the meaning of compound words
- listen to understand characters in a story
- identify and use antonyms
- listen to compare and contrast facts and details
- listen to recognize, and identify cause and effect in a text
- identify and use words with the prefix mis-
- blend and read words with short vowels
- blend and read words with the VCCV pattern
- blend, read, spell, and write words with long vowels in the CVCe pattern
- blend, read, and spell words with VCe spelling pattern
- blend, read, spell, and write words with common vowel pairs ai, ay, ee, and ea
- blend, read, spell, and write words with long o spelled oa and ow
- identify and use words with endings –s, –es, –ed, and –ing
- blend, read, spell, and write words with long i spelled i, ie, igh
- identify a story’s characters, setting, and plot
- organize story details in a story map
- use story elements to summarize the story
- use story details to make inferences and predictions about characters and plot
- describe why characters do the things they do
- make connections across texts
- draw conclusions about the selection
- use story details to draw logical conclusions about characters and events
- make inferences and predictions about story characters and events
- identify character traits
- form an opinion about a selection
- tell why a character does something based on his or her actions, words, and relationships
- put events in order
- compare and contrast characters
- use story details to make inferences and predictions
- include important, interesting details to tell about events
- compare and contrast story details to personal experiences
- use sensory language to visualize text
- read words and sentences to improve fluency
- read fluently and accurately by recognizing words as you read
- read fluently and accurately by pausing after punctuation marks
- read words and sentences to improve fluency, by reading words in connected text with expression and proper intonation
- spell and write words with short vowels
- spell words with long a and long e
- identify the subject and predicate of a sentence
- recognize that proper nouns name days of the week, holidays, months of the year, people’s titles, and book titles
- combine sentences with the same predicate into a single sentence with a compound subject
- identify the four kinds of sentences
- review articles and how to form adjectives that compare

- identify sentence fragments and tell what’s missing
- correct sentence fragments
- identify and fix run-on sentences by breaking them apart
- review how to use quotation marks
- use conjunctions to form compound sentences from short, choppy sentences
- identify and use nouns
- distinguish between common nouns and proper nouns
- recognize that a pronoun can take the place of a noun in sentences
- identify singular and plural nouns
- identify, use, and write singular nouns that add –s or –es to form their plural
- identify and use commas in sentences in a date and a place and when combining nouns with commas in a series
- identify characteristics of a good descriptive paragraph
- use exact words to describe
- use a Web Map to brainstorm sensory details for a descriptive paragraph
- draft, revise and edit a descriptive paragraph
- identify the characteristics of a good friendly letter, consider audience and purpose when writing a letter, and use correct letter form to plan a friendly letter
- draft, revise and edit a friendly letter
- identify the characteristics of a good personal narrative paragraph
- use thoughts and feelings to add voice
- draft, revise, and edit a personal narrative paragraph
- plan, draft, revise, and publish a personal narrative
- read independently for a sustained period of time
- understand types of media and analyze different purposes of media
- use nonverbal cues
- understand how communication changes when moving from one genre of media to another
- hold a conversation or discussion
- compare language in digital media
- review the parts of a computer

Evidence of Learning

Summative Assessment:

- Unit Project-“Great Job”-research project and presentation
- Unit 1 test
- Spelling tests
- Weekly tests

Formative Assessments:

- Anecdotal records
- Class work
- Running Records
- Observation Checklist
- Writing rubrics

Lesson Plans

Lesson	Timeframe
Lesson 1 “A Fine, Fine School”; “One Room School Houses”	

<ul style="list-style-type: none"> • Target Skill – Story Structure • Target Strategy – Summarize • Vocabulary Strategy-Multiple-Meaning words • Fluency – Accuracy-Word Recognition • Phonics-short vowel a, e, l, o, u and words with VCCV Pattern • Research skills-Understand Types of Media • Grammar-Subjects and Predicates • Spelling-Short Vowels • Writing-Write to Narrate 	<p>One Week</p>
<p>Lesson 2 “The Trial of Cardigan Jones”; “Reader’s Theatre: Jury Duty”</p> <ul style="list-style-type: none"> • Target Skill-Conclusions • Target Strategy-Infer/Predict • Vocabulary Strategies-Compound words • Fluency-Phrasing: Punctuation • Phonics-Long a, e, i, o, u & Words with the VCe Pattern • Research Skills-Analyze Purposes of Media • Grammar-Kinds of Sentences • Spelling-V-C-e Spellings • Writing-Write to Narrate: Friendly Letter 	<p>One Week</p>
<p>Lesson 3 “Destiny’s Gift”; “Kids Making a Difference”</p> <ul style="list-style-type: none"> • Target Skill-Understanding Characters • Target Strategy-Analyze/Evaluate • Vocabulary Strageies-Antonyms • Fluency-Accuracy • Phonics-Common Vowel Pairs ai, ay, ee, ea • Research Skills-Understand Communication • Grammar-Sentence fragments and Run-ons • Spelling-More Long a and Long e spellings • Writing-Write to Narrate: Personal Narrative Paragraph 	<p>One Week</p>
<p>Lesson 4 “Pop’s Bridge”; “Bridges”</p> <ul style="list-style-type: none"> • Target Skill-Compare and Contrast • Target Strategy-Infer/Predict • Vocabulary Strategies-Base Words and Endings –s, -es, -ed, -ing • Fluency-Expression • Phonics-Long o Spelled oa, ow 	<p>One Week</p>

<ul style="list-style-type: none"> • Research Skills-Explain Design Techniques • Grammar-Common and Proper Nouns • Spelling-More Long o spellings • Writing-Write to Narrate: Personal Narrative 	
<p>Lesson 5 “Roberto Clemente, Pride of the Pittsburgh Pirates”; “Poetry-Baseball Poems”</p> <ul style="list-style-type: none"> • Target Skill-Cause and Effect • Target Strategy-Visualize • Vocabulary Strategies: Prefix mis- • Fluency-Intonation • Phonics-Long i Spelled i, ie, igh • Research Skills-Compare Writing Conventions in Digital Media • Grammar-Plural Nouns with –s and –es • Spelling-Spelling Long i • Writing-Write to Narrate: Personal Narrative 	<p>One Week</p>
<p>Additional Resources</p>	
<p>Student Resources:</p> <p><i>Leveled Readers</i></p> <ul style="list-style-type: none"> • My Teacher, Dad; Ms. Pinkerville, You’re Our Star; Ms. F Goes Back to School; We Love You, Ms. Pinkerville; The Catnapper; Lauren Otter; The Case of the Missing Grass; Lauren Helps Sammy; Lana and Miguel’s Park; The Bears Ride in Style; Caroline’s Treats; A Surprise for the Bears; The Tallest Tower; Champ of Hoover Dam; Sky-High Dreams; Champ; Willie Mays; Babe Ruth; The Home Run King; Hank Aaron <p><i>Vocabulary Readers</i></p> <ul style="list-style-type: none"> • Schools Then and Now; The Supreme Court; Animals in Danger!; Big Bridges; Mia and Nomar <p><i>Journeys Student Book</i></p> <p><i>Journeys Practice Book</i></p>	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> • <i>Journeys – Third Grade – Unit 1 Teacher’s Edition</i> • Grab-and-Go Kit • Vocabulary in Context Cards • Ready-Made Work Stations • Language Support Cards 	

Unit Overview
<p>Content Area: English Language Arts - Reading</p>
<p>Unit Title: Unit Two-Express Yourself - <i>Journeys, Third Grade</i> – Houghton Mifflin Harcourt, 2012</p>
<p>Grade Level: Third Grade</p>
<p>Unit Summary: Third graders are introduced to key concepts related to comprehension, vocabulary, grammar, and phonics, while they express who they are and what they care about.</p>
Learning Targets
<p>Common Core Standards:</p> <p><i>Reading Literature</i></p> <ul style="list-style-type: none"> • 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. • 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. • 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. • 3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). • 3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. <p><i>Reading for Informational Text</i></p> <ul style="list-style-type: none"> • 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. • 3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. • 3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. • 3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). • 3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). • 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. • 3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. <p><i>Reading Foundational Skills</i></p> <ul style="list-style-type: none"> • 3.3a Identify and know the meaning of the most common prefixes and derivational suffixes. • 3.3b Decode words with common Latin suffixes.

- 3.3c Decode multisyllable words.
- 3.3d Read grade-appropriate irregularly spelled words.
- 3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

Writing

- 3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- 3.1b Provide reasons that support the opinion.
- 3.1d Provide a concluding statement or section.
- 3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 3.7. Conduct short research projects that build knowledge about a topic.
- 3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- 3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- 3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- 3.1d Explain their own ideas and understanding in light of the discussion.
- 3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Language

- 3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- 3.1d Form and use regular and irregular verbs.
- 3.1e Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses
- 3.1h Use coordinating and subordinating conjunctions.
- 3.1i Produce simple, compound, and complex sentences.
- 3.2e Use conventional spelling for high-frequency and other studied words and for adding

suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

- 3.2f Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- 3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- 3.3a Choose words and phrases for effect.
- 3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- 3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- 3.5b Identify real-life connections between words and their use (e.g., describe people who are *friendly or helpful*).
- 3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Unit Essential Questions:

- What clues in a story help you figure out the sequence of events?
- How do pictures help to tell a story?
- How can readers figure out the message in a story?
- How can a new invention cause people's lives to change?
- Why are details important in a biography?

Unit Enduring Understandings:

- We communicate in many ways.

Unit Learning Targets:

Students will

- listen to fluent reading
- listen to follow the sequence of events
- listen to learn, understand and use the Target vocabulary words
- listen to analyze and evaluate text
- identify and use synonyms to understand word meanings
- listen to draw conclusions about the characters and events in the story
- use context to figure out the appropriate dictionary definitions of multiple-meaning words
- listen to recognize causes and effects
- use dictionary and glossary entries to learn words meanings and related information
- listen to summarize main ideas and details
- classify and categorize objects to help identify meanings and characteristics
- blend, read, write, spell, and review VCV words with short and long vowels
- blend, read, write, spell, and review words with three-letter clusters
- blend, read, write, spell, words with silent letters kn, wr
- blend, read, write, spell, words with diphthongs ow and ou
- blend, read, write, spell, words with au, aw, al, and o
- identify and summarize the sequence of events in a selection
- ask and answer questions related to the sequence of events in a selection
- use details and examples to support ideas

- recognize sequence as a text structure
- make connections across texts
- identify and use text and graphic features in a selection
- analyze and evaluate text and graphic features
- use graphic features to find information
- draw conclusions based on selection details
- use infer/predict strategy to help determine meaning
- use text details to draw conclusions
- select important ideas and interesting details
- retell a story
- recognize causes and their effects
- monitor understanding of text and clarify meaning as needed
- identify and make inferences about causes and effects
- identify and use main ideas and details to summarize the text
- identify and infer main ideas and details
- read words and sentences to improve fluency
- read fluently by matching reading rate to text
- discuss how to interpret poems
- read fluently with expression
- read words in sentences to improve fluency
- read fluently with appropriate stress
- read fluently and use appropriate intonation
- read fluently and self-correct for accuracy
- identify and use action verbs and being verbs
- use quotation marks to show the author's exact words
- identify and use words with suffixes –er and –or
- review that a sentence is a group of words that tells a complete thought and has a complete subject and a complete predicate
- combine sentences with compound predicates
- identify the past, present, and future tense of verbs
- review the four kinds of sentences
- use commas correctly with nouns in a series
- use commas correctly with verbs in a sentence
- identify and correct sentence fragments
- identify nouns in the subject
- identify verbs in the predicate
- recognize common and proper nouns
- elaborate simple subjects
- identify subject pronouns and object pronouns
- identify noun/pronoun agreement
- recognize singular nouns and plural nouns ending in –s
- use pronouns to improve writing
- identify the characteristics of a good response paragraph
- use words from the prompt in a response paragraph
- revise and edit a response paragraph
- identify the parts of response paragraphs that compare and contrast

- write a clear topic sentence for a compare/contrast paragraph
- organize response paragraphs that compare and contrast
- revise and edit response paragraphs
- identify the characteristics of a good summary paragraph
- draft a summary paragraph
- revise and edit summary paragraphs
- identify the characteristics of a good response to literature
- begin to plan a response to literature
- draft, revise, and proofread a response to literature
- share and compare what you read
- use graphic features to gather information
- read independently
- narrow a research report to one topic
- use own words to paraphrase
- formulate open-ended questions
- state an opinion clearly
- generate a research plan
- use online dictionaries, encyclopedias, and databases

Evidence of Learning

Summative Assessment:

- Unit Project-“We Care Collages”-coherent visual presentation
- Unit 2 test
- Spelling tests
- Weekly tests

Formative Assessments:

- Anecdotal records
- Class work
- Running Records
- Observation Checklist
- Writing rubrics

Lesson Plans

Lesson	Timeframe
Lesson 6 “Max’s Words”; “Poems that Slither, Walk, and Fly” <ul style="list-style-type: none"> • Target Skill – Sequence of Events • Target Strategy – Question • Vocabulary Strategy-Suffixes –er, -or • Fluency – Rate • Phonics-Words with the VCV Pattern • Research skills-Generate Research Topic • Grammar-Verbs • Spelling-More Short and Long Vowels • Writing-Write to Respond: Response Paragraph 	One Week
Lesson 7	

<p>“What Do Illustrators Do?”; “Jack Draws a Beanstalk”</p> <ul style="list-style-type: none"> • Target Skill-Text and Graphic feat • Target Strategy-Analyze/Evaluate • Vocabulary Strategies-Synonyms • Fluency-Expression • Phonics-Three-letter Clusters (scr-, spr-, str-, thr-) • Research Skills-Arrow to One Topic • Grammar-Verb Tenses • Spelling-Three-letter Clusters • Writing-Write to Respond: Compare/Contrast 	<p>One Week</p>
<p>Lesson 8 “The Harvest Birds”; “The Farmer and the Dream”</p> <ul style="list-style-type: none"> • Target Skill-Conclusions • Target Strategy-Infer/predict • Vocabulary Strageies-multiple-meaning words • Fluency-stress • Phonics-Silent Letters kn, wr • Research Skills-Formulate Open-ended Questions • Grammar-Commas in a Series • Spelling-Consonant Spelling • Writing-Write to Respond: Summary Paragraph 	<p>One Week</p>
<p>Lesson 9 “Kamishibai Man”; “The True Story of Kamishibai”</p> <ul style="list-style-type: none"> • Target Skill-Cause and Effect • Target Strategy-Monitor/Clarify • Vocabulary Strategies-Dictionary/Glossary Entry • Fluency-Intonation • Phonics-Vowel Diphthongs ow, ou • Research Skills-Formulate Open-Ended Questions • Grammar-Simple Subjects and Simple Predicates • Spelling-Vowel Sound in town • Writing-Write to Respond: Response to Literature 	<p>One Week</p>
<p>Lesson 10 “Young Thomas Edison”; “Moving Pictures”</p> <ul style="list-style-type: none"> • Target Skill-Main Ideas and Details • Target Strategy-Summarize 	

<ul style="list-style-type: none"> • Vocabulary Strategies: Categorize and Classify • Fluency-Accuracy: Self Correct • Phonics-Words with au, aw, al, o • Research Skills-Generate a Research Plan • Grammar-Pronouns • Spelling-Vowel Sound in talk • Writing-Write to Respond; Respond to Literature 	<p>One Week</p>
<p>Additional Resources</p>	
<p>Student Resources:</p> <p><i>Leveled Readers</i></p> <ul style="list-style-type: none"> • Frankie’s Facts; Seeing Sayings; Racecar Bob in Panama; Liddy’s Sayings; Making Murals; Artists All Around You; Art in Caves; Artists Are Everywhere; Dear Diary; The Great Storyteller; The Night Bird; The Storyteller; Before the Talkies; Tall Tale Tuesday; The Kabuki Kid; Manny’s Story; The Wright Brothers; George Washington Carver; The TV Kid; The Life of George Washington Carver <p><i>Vocabulary Readers:</i></p> <ul style="list-style-type: none"> • State Quarters; Painting From Caves to Computers; All About Grass; Puppets, Puppets, Puppets; <i>Everyday Inventions</i> <p><i>Journeys Student Book</i> <i>Journeys Practice Book</i></p>	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> • <i>Journeys – Third Grade – Unit 2 Teacher’s Edition</i> • Grab-and-Go Kit • Vocabulary in Context Cards • Ready-Made Work Stations • Language Support Cards 	

Unit Overview

Content Area:

English Language Arts - Reading

Unit Title:

Unit Three-Learning Lessons - *Journeys, Third Grade* – Houghton Mifflin Harcourt, 2012

Grade Level:

Third Grade

Unit Summary:

Third graders are introduced to key concepts related to comprehension, vocabulary, grammar, and phonics, while they learn that facing challenges help them to grow as individuals.

Learning Targets

Common Core Standards:*Reading Literature*

- 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- 3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading for Informational Text

- 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 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*.
- 3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
- 3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Foundational Skills

- 3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.
- 3.3c Decode multisyllable words.
- 3.3d Read grade-appropriate irregularly spelled words.
- 3.4a Read grade-level text with purpose and understanding.
- 3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- 3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- 3.1b Provide reasons that support the opinion.
- 3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- 3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- 3.3c Use temporal words and phrases to signal event order.
- 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 3.7 Conduct short research projects that build knowledge about a topic.
- 3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- 3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- 3.1d Explain their own ideas and understanding in light of the discussion.
- 3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

- 3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- 3.1b Form and use regular and irregular plural nouns.

- 3.1c Use abstract nouns (e.g., *childhood*).
- 3.1e Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses
- 3.1f Ensure subject-verb and pronoun-antecedent agreement.
- 3.1i Produce simple, compound, and complex sentences.
- 3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- 3.2f Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- 3.3a Choose words and phrases for effect.
- 3.3b Recognize and observe differences between the conventions of spoken and written standard English.
- 3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- 3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- 3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- 3.5b Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- 3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
- 3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Unit Essential Questions:

- How can you tell what an author thinks about a topic?
- How do characters affect the plot of a story?
- How might people change after facing a challenge?
- Why do authors write different kinds of texts?
- What clues in a story help you understand its characters?

Unit Enduring Understandings:

- Facing a challenge helps us to grow.

Unit Learning Targets:

Students will

- listen to fluent reading
- listen to tell facts from opinions
- listen to learn, understand and use the Target vocabulary words
- use context to understand the meanings of unknown words
- listen for and identify elements of story structure
- identify idioms as phrases that cannot be translated
- listen to compare and contrast
- identify and use homophones and homographs

- listen to figure out why the author wrote a selection
- listen to understand a story's characters
- locate and entry in a thesaurus and select synonyms
- listen to make connections
- blend, read, write, spell, and review words with vowel diphthongs oi and oy
- blend and read words ending in –er and –le
- blend, read, write, spell, and review homophones
- blend, read, write, spell, and review words with contractions n't, 'd, 've
- blend, read, write, spell, and review ar, or, ore words
- identify and use words with the prefixes in- and im-
- blend, read, write, spell, and review words with er, ir, ur, and or
- distinguish facts from opinions
- use facts and opinions from the text to answer questions
- identify the elements of story structure
- visualize, or create a mental picture of selection details
- compare and contrast actions of characters
- analyze/evaluate these actions and support with details from the text
- analyze and evaluate characters based on story details
- make connections across texts
- identify the characteristics of a good autobiography
- identify the author's purpose and message for writing
- summarize the important parts of a selection
- demonstrate understanding of characters' traits, feelings, and motives
- use text clues to make inferences and predictions about the selection
- use text details to make inferences about characters' traits
- read words and sentences to improve fluency
- read fluently by taking natural pauses at the appropriate places
- read fluently by practicing proper stress
- read fluently by matching reading rate to text
- read fluently by matching expression to the content of the text
- form the plural of nouns ending with a consonant and y
- form the plurals of irregular nouns
- identify and use words with the suffixes –y, -ful, -ous
- review action verbs and the past and present forms of the verb be
- proofread for plurals of nouns ending with a consonant and –y and for the plurals of irregular nouns
- identify and capitalize proper nouns that name people, places, pets, geographical names and historical periods
- review how to identify verbs in the past, present, and future tenses
- write using proper nouns
- choose the correct form of verbs in the present tense
- form the present tense of verbs that end in s, sh, ch, x, or a consonant and y
- choose the correct form of verbs in the present tense
- use correct capitalization and end punctuation when writing sentences and correcting run-ons
- identify verb forms to go with different pronouns
- use pronouns and verbs that agree

- review simple subjects and predicates
- form the past tense of regular verbs that end in e, that use –ied, and -ed
- form the past tense of regular verbs, verbs that end in e, verbs ending in a consonant and y and verbs ending in one vowel followed by one consonant
- recognize that a pronoun can take the place of a noun
- identify the characteristics of a good descriptive paragraph
- plan, draft, revise, and edit a descriptive paragraph
- identify the characteristics and write a good humorous poem
- use a word web to pre-write, then draft, revise and edit a humorous poem
- identify the features of a narrative poem
- create rhyming couplets
- use people, places, events chart to plan a narrative poem
- draft, revise, and edit a narrative poem
- plan, draft, revise, and publish an autobiography
- replace weak verbs with exact ones
- read independently for a sustained period of time
- discuss how to use the internet
- collect information from multiple sources
- design tools for collecting information
- conduct an interview
- use maps to find information
- listen to and retell main ideas in a presentation
- collect data from electronic sources
- use a computer to view information on the Internet
- collect information from visual sources

Evidence of Learning

Summative Assessment:

- Unit Project-“Inventions That Help”-Invention display and coherent and informative presentation
- Unit 3 test
- Benchmark test
- Spelling tests
- Weekly tests

Formative Assessments:

- Anecdotal records
- Class work
- Running Records
- Observation Checklist
- Writing rubrics

Lesson Plans

Lesson	Timeframe
Lesson 11 “Jump!”; “Science for Sports Fan” <ul style="list-style-type: none"> • Target Skill – Fact and Opinion • Target Strategy – Question • Vocabulary Strategy-Suffixes –y, -ful, -ous 	

<ul style="list-style-type: none"> • Fluency – Phrasing • Phonics-Vowel Diphthongs oi, oy • Research Skills-Collect Information from Multiple Sources • Grammar-More Plural Nouns • Spelling-Vowel Sound in joy • Writing-Write to Narrate: Descriptive Paragraph 	<p>One Week</p>
<p>Lesson 12 “The Science Fair”; “Poems About Science”</p> <ul style="list-style-type: none"> • Target Skill-Story Structure • Target Strategy-Visualize • Vocabulary Strategies-Idioms • Fluency-Stress • Phonics-Homophones Words Ending in – er, -le • Research Skills-Designing Tools for Collecting Information • Grammar-More Proper Nouns • Spelling-Homophones • Writing-Write to Narrate: Humorous Poems 	<p>One Week</p>
<p>Lesson 13 “Yonder Mountain: A Cherokee Legend”; “The Trail of Tears”</p> <ul style="list-style-type: none"> • Target Skill-Compare and Contrast • Target Strategy-Analyze/Evaluate • Vocabulary Strategies-Homophones/ Homographs • Fluency-Rate • Phonics-Contractions with n’t, ‘d’, ‘ve • Research Skills-Collect Information from Experts and Reference Texts • Grammar-Subject/Verbs Agreement • Spelling-Contractions • Writing-Write to Narrate: Narrative Poem 	<p>One Week</p>
<p>Lesson 14 “Aero and Officer Mike”; “Kids and Critters”</p> <ul style="list-style-type: none"> • Target Skill-Author’s Purpose • Target Strategy-Summarize • Vocabulary Strategies-Prefixes in-, im- (meaning “not”) • Fluency-Accuracy • Phonics-Words with ar, or, ore • Research Skills-Collect Information from 	<p>One Week</p>

<p>Electronic Sources</p> <ul style="list-style-type: none"> • Grammar-Pronouns and Verbs • Spelling-Vowel + r Sounds • Writing-Write to Narrate: Autobiography 	
<p>Lesson 15 “The Extra-good Sunday”; “Tia Luisa’s Fruit Salad”</p> <ul style="list-style-type: none"> • Target Skill-Understanding Characters • Target Strategy-Infer/Predict • Vocabulary Strategies: Using a Thesaurus • Fluency-Expression • Phonics-Words with er, ir, ur, or • Research Skills-Collect Information from Visual Sources • Grammar: Forming the Past Tense • Spelling-Vowel + /r/ Sounds in nurse • Writing-Write to Narrate: Autobiography 	<p>One Week</p>
<p>Additional Resources</p>	
<p>Student Resources:</p> <p><i>Leveled Readers</i></p> <ul style="list-style-type: none"> • Michelle Kwan, Champion; David Beckham; Tiger Woods; Bettina Talent Show; Darlene and the Art Show; Walter and the Food Fair; The Art Show; Timid Boy and Mama Bear; Tuk Becomes a Hunter; The Lonely Man; Tuk the Hunter; Helper Monkeys; Good Dogs, Guide Dogs; Dogs to the Rescue; Dogs That Help People; Waiting for Aunt Ro; Fifi’s Bath; Trouble with Triplets; Carlo Watches the Boys <p><i>Vocabulary Readers:</i></p> <ul style="list-style-type: none"> • Jim Thorpe; Fun with Science; The Daily Life of a Cherokee; Dog Helpers; Kitchen Science <p><i>Journeys Student Book</i></p> <p><i>Journeys Practice Book</i></p>	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> • <i>Journeys – Third Grade – Unit 3 Teacher’s Edition</i> • Grab-and-Go Kit • Vocabulary in Context Cards • Ready-Made Work Stations • Language Support Cards 	

Unit Overview	
Content Area:	English Language Arts - Reading
Unit Title:	Unit Four-Extreme Nature - <i>Journeys, Third Grade</i> – Houghton Mifflin Harcourt, 2012
Grade Level:	Third Grade
Unit Summary:	Third graders are introduced to key concepts related to comprehension, vocabulary, grammar, and phonics, while they learn how extreme nature might be involved in a story about a girl determined to save the world, informational selections about fossil hunting and trees, a fantasy about a monster dog, and an informational selection about the North and South Poles.
Learning Targets	
Common Core Standards:	
<i>Reading Literature</i>	
	<ul style="list-style-type: none"> • 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. • 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. • 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. • 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. • 3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). • 3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). • 3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
<i>Reading for Informational Text</i>	
	<ul style="list-style-type: none"> • 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. • 3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. • 3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. • 3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. • 3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). • 3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g.,

comparison, cause/effect, first/second/third in a sequence).

- 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
- 3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Foundational Skills

- 3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.
- 3.3c Decode multisyllable words.
- 3.3d Read grade-appropriate irregularly spelled words.
- 3.4a Read grade-level text with purpose and understanding.
- 3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- 3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- 3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- 3.1b Provide reasons that support the opinion.
- 3.1c Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- 3.1d Provide a concluding statement or section.
- 3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- 3.2b Develop the topic with facts, definitions, and details.
- 3.2c Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 3.7 Conduct short research projects that build knowledge about a topic.
- 3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- 3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- 3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

- 3.1d Explain their own ideas and understanding in light of the discussion.
- 3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Language

- 3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- 3.1b Form and use regular and irregular plural nouns.
- 3.2b Use commas in addresses.
- 3.1d Form and use regular and irregular verbs.
- 3.1f Ensure subject-verb and pronoun-antecedent agreement.
- 3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- 3.1h Use coordinating and subordinating conjunctions.
- 3.1i Produce simple, compound, and complex sentences.
- 3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- 3.2f Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- 3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- 3.3a Choose words and phrases for effect.
- 3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- 3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- 3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
- 3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- 3.5b Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- 3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • Why do some authors write funny stories? • How can you figure out ideas the author doesn't state directly? • How can pictures and labels give you more information? • How can one event lead to a series of 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Our world is an amazing place.
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adventures?

- Where are main ideas often found in nonfiction text?

Unit Learning Targets:

Students will

- listen to fluent reading
- listen for the author's purpose
- listen to learn, understand, build background, and use the Target Vocabulary Words
- use context to understand the meanings of unknown words
- listen to draw conclusions
- listen to analyze and evaluate a text
- categorize words to help identify meaning
- classify words to help identify meanings
- listen for cause and effect
- listen for the main idea
- use a dictionary to determine word meanings and pronunciations
- blend, read, write, spell, and review words with /ar/ spelled air, ear, and are and /ir/ spelled ear
- blend, read, write, spell, and review words with /j/ and /s/
- blend and read words with the VCCCV syllable pattern
- blend, read, write, spell, and review words with /k/ and /kw/
- blend, read, write, spell, and review words with the vowel sounds in spoon and wood
- blend, read, write, spell, and review compound words
- identify the author's purpose for writing a selection
- monitor and clarify story details to figure out the author's purpose and theme
- make connections across texts
- identify the characteristics of a good opinion paragraph
- draw conclusions and support conclusions from text details
- support conclusions with text evidence
- visualize text details to help draw conclusions
- analyze generalizations and text details that support them
- use text and graphic features to increase comprehension
- ask and answer questions about the selection to help determine meaning
- identify and use text and graphic features to deepen understanding
- compare and contrast informational text and poetry about nature
- identify causes and effects in text
- use cause-effect relationships to summarize
- infer cause-and-effect relationships
- identify main ideas in informational text
- identify supporting details
- use text clues to infer main ideas
- identify main ideas and supporting details text structure to find information
- read words and sentences to improve fluency
- read fluently with correct intonation
- read words with appropriate stress to improve fluency
- read fluently by practicing proper expression
- read fluently by adjusting reading rate for purpose

- read fluently by pausing naturally after phrases
- identify adjectives that tell what kind
- identify and use adjectives that tell how many
- use and identify the adjectives this and that
- form the plural of nouns that end with a consonant and y, that change spelling, or that have no spelling change
- review adjectives
- identify and use articles
- identify and capitalize proper adjectives
- use adjectives ending in –er or –est to compare two or more nouns
- identify and use words that include the suffix –ly
- recognize that proper nouns name particular people, pets, or places
- identify and use forms of the special verb be
- use helping verbs correctly for subject-verb agreement
- identify and use exact words
- use the verb be and helping verbs correctly
- review how to form present tense verbs correctly for singular and plural nouns
- combine short sentences for fluency, changing predicates for agreement
- correctly use the past forms of the irregular verbs come, do, go, run, see
- correctly use the past forms of the irregular verbs eat, give, grow, take, come, do, go, run, see, and write
- identify and use words with the prefixes pre-, re-, and bi-
- use the correct forms of verbs in the present to agree with subject pronouns
- form contractions using verbs, pronouns, and the word not
- identify verbs that add –ed or –d, that change a final –y to l and add –ed, or that double the final consonant and add –ed to form the past tense
- write contractions correctly
- identify characteristics of a good persuasive letter
- describe the author’s purpose and viewpoint in writing a selection
- revise and edit a persuasive letter
- use interesting, convincing details to support an opinion
- choose a topic and use an idea support map to plan an opinion paragraph
- draft, revise, and edit an opinion paragraph
- write with exact adjectives
- identify the characteristics of a good problem/solution paragraph
- use a flow chart to do prewriting for persuasive writing
- draft, revise and edit a persuasive paragraph
- identify the characteristics of a good persuasive essay
- begin to plan a persuasive essay
- write with exact verbs
- draft, edit, and publish a persuasive essay
- gather and record information from multiple sources
- use scan techniques to identify data
- use the internet for research
- take notes and organize them
- choose reasons that the audience will care about

- read independently for a sustained period
- differentiate and understand the difference between paraphrasing and plagiarism
- compare and contrast media messages
- use the internet to find information

Evidence of Learning

Summative Assessment:

- Unit Project-“Our Great State”-Student Created Travel Brochure & Labeled Map
- Unit 4 test
- Spelling tests
- Weekly tests

Formative Assessments:

- Anecdotal records
- Class work
- Running Records
- Observation Checklist
- Writing rubrics

Lesson Plans

Lesson	Timeframe
Lesson 16 “A Mr. Rubbish Mood”; “Save the Rain Forest” <ul style="list-style-type: none"> • Target Skill – Author’s Purpose • Target Strategy – Monitor/Clarify • Vocabulary Strategy-Context Clues • Fluency – Intonation • Phonics-Words with air, ear, are • Research Skills-Gather and Record Information from Multiple Sources • Grammar-What is an Adjective? • Spelling-Vowel + /r/ Sounds in air and fear • Writing-Write to Persuade: Persuasive Letter 	One Week
Lesson 17 “The Albotosaurus Mystery”; “Finding Fossils for Fun” <ul style="list-style-type: none"> • Target Skill-Conclusions • Target Strategy-Visualize • Vocabulary Strategies-Suffix -ly • Fluency-Stress • Phonics-Words with /j/ and /s/ Words with the VCCCV Pattern • Research Skills-Use Scan Techniques to Identify Data • Grammar-Adjectives and Articles • Spelling-Words with /j/ and /s/ • Writing-Write to Persuade: Opinion Paragraph 	One Week

<p>Lesson 18 “A Tree is Growing”; “Poems about Nature”</p> <ul style="list-style-type: none"> • Target Skill-Text and Graphic Features • Target Strategy-Question • Vocabulary Strategies-Categorize and Classify • Fluency-Expression • Phonics-Words with /k/ and /kw/ • Research Skills-Taking and Organizing Notes • Grammar-Using the Verb be and Helping Verbs • Spelling-Spelling the /k/ and /kw/ Sounds • Writing-Write to Persuade: Problem-Solution Paragraph 	<p>One Week</p>
<p>Lesson 19 “Dogzilla”; “Whose Land Is It?”</p> <ul style="list-style-type: none"> • Target Skill-Cause and Effect • Target Strategy-Summarize • Vocabulary Strategies-Prefixes pre-, re-, bi- • Fluency-Rate • Phonics-Vowel Sounds in spoon and wood • Research Skills-Paraphrasing versus Plagiarism • Grammar-Irregular Verbs • Spelling-Vowel Sounds in spoon and wood • Writing-Write to Persuade: Persuasive Essay 	<p>One Week</p>
<p>Lesson 20 “Life on the Ice”; “The Raven: An Inuit Myth”</p> <ul style="list-style-type: none"> • Target Skill-Main Ideas and Details • Target Strategy-Infer/Predict • Vocabulary Strategies: Dictionary/Glossary • Fluency-Phrasing • Phonics-Compound Words • Research Skills- Paraphrasing versus Plagiarism • Grammar: Contractions • Spelling-Compound Words • Writing- Write to Persuade: Persuasive Essay 	<p>One Week</p>
<p>Additional Resources</p>	
<p>Student Resources: <i>Leveled Readers:</i></p> <ul style="list-style-type: none"> • The Recycling Contest; Joy’s Planet Patrol Plan; Cezar’s Pollution Story; The Green Team; Uncovering the Past; Mysteries from Long Ago; The Man Who Digs Dinosaurs; Learning from 	

Fossils; Daffodil Spring; Wind in the Pines; The Power of Corn; All about Pines; The Stinky Skunk; Earl and Eggster Float Away; PT's Terrible Problem; Earl and His Egg; Watch Out! Polar Bears!; Beating the Heat; Living in Trees; Staying Cool in the Heat

Vocabulary Readers:

- Recycle, Reuse, and Reduce; Meet Dino Sue!; City Parks; All About Mice; Emperor Penguins

Journeys Student Book

Journeys Practice Book

Teacher Resources:

- *Journeys – Third Grade – Unit 4 Teacher's Edition*
- Grab-and-Go Kit
- Vocabulary in Context Cards
- Ready-Made Work Stations
- Language Support Cards

Unit Overview	
Content Area:	English Language Arts - Reading
Unit Title:	Unit Five-Going Places - <i>Journeys, Third Grade</i> – Houghton Mifflin Harcourt, 2012
Grade Level:	Third Grade
Unit Summary:	<p>Third graders are introduced to key concepts related to comprehension, vocabulary, grammar, and phonics, while they learn how going places might be involved in a fantasy about two bad ants, an informational selection about migrating animals, a fantasy about a wooden man, a story about five explorer brothers, and an informational selection about climbing Mount Everest.</p>
Learning Targets	
Common Core Standards:	<p><i>Reading Literature</i></p> <ul style="list-style-type: none"> • 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. • 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. • 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. • 3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). • 3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. <p><i>Reading for Informational Text</i></p> <ul style="list-style-type: none"> • 3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. • 3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. • RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. • 3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). • 3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). • 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. • 3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. <p><i>Reading Foundational Skills</i></p> <ul style="list-style-type: none"> • 3.3a Identify and know the meaning of the most common prefixes and derivational suffixes. • 3.3b Decode words with common Latin suffixes.

- 3.3c Decode multisyllable words.
- 3.4a Read grade-level text with purpose and understanding.
- 3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- 3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- 3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- 3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- 3.3c Use temporal words and phrases to signal event order.
- 3.3d Provide a sense of closure.
- 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 3.7 Conduct short research projects that build knowledge about a topic.
- 3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- 3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.
- 3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- 3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

- 3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- 3.1d Form and use regular and irregular verbs.

- 3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- 3.2a Capitalize appropriate words in titles.
- 3.2c Use commas and quotation marks in dialogue.
- 3.2d Form and use possessives.
- 3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- 3.2f Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- 3.3a Choose words and phrases for effect.
- 3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- 3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- 3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- 3.5b Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- 3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Unit Essential Questions:

- What might the problem be in a story about ants?
- How are different animals' lives alike and different?
- What happens if you tell story events out of order?
- Why might a writer tell a story about a faraway place?
- How are headings, maps, and diagrams helpful to readers?

Unit Enduring Understandings:

- There are many reasons to take a journey.

Unit Learning Targets:

Students will

- listen to fluent reading
- listen for the structure in a story
- listen to learn, understand, build background, and use the Target Vocabulary Words
- listen to compare and contrast details from a selection
- use similes to paint a clear picture
- listen for sequence of events
- define and use the suffixes –er and –est
- listen to infer author's purpose
- learn the origins of familiar words from other languages
- listen to identify text features in a selection
- complete and understand analogies

- blend, read, write, spell, and review base words and endings –ed, -ing
- blend, read, write, spell, and review words with –s, -es, -ed, -ing
- blend, read, write, spell, and review words with suffixes –ful, -y, -ous, -ly, -er
- blend, read, write, spell, and review words with prefixes un-, pre-, re-, bi
- blend, read, write, spell, and review words with the suffixes –less, -ness, and -able
- identify and review the setting, characters, and plot of a story
- monitor comprehension and clarify details to understand text
- make connections to this week’s reading
- compare and contrast two subjects
- visualize to picture selection details
- recognize compare and contrast as text structure
- identify sequence of events
- summarize important events in order
- infer unstated events and their sequence
- draw conclusions
- determine the author’s purpose
- ask and answer questions while reading
- determine the author’s purpose for writing a selection
- identify and explain the purposes of text features
- use text and graphic features to infer and predict while reading
- interpret information from text and graphic features
- read words and sentences to improve fluency
- read fluently with intonation
- read fluently by paying attention to punctuation
- read fluently using the correct rate
- read fluently by accurately reading words in the connected text
- read fluently while using expression
- form singular and plural possessive nouns
- identify and use possessive pronouns
- identify and use the prefix non-
- review how to identify adjectives that tell what kind and how many
- review how to use possessive nouns and pronouns
- capitalize proper nouns that name a day, month, or holiday
- write book titles correctly
- capitalize the titles of people
- use sensory details to make descriptions clearer
- identify and use prefixes in-, im-
- use a, an, and the correctly
- write the abbreviations for days of the week and months of the year
- write the abbreviations for places
- identify and proofread abbreviations for days of the week, months of the year, and places
- choose the correct present and past tense forms of the verb be
- identify adverbs that tell how, when, and where
- use more and most with adverbs to compare actions
- use past tense irregular verbs including the helping verbs have, has, had
- combine sentences with adverbs

- identify and use prepositions and prepositional phrases
- review how to form contractions using verbs and the word not, pronouns, verbs, and contractions
- combine sentences with prepositions
- identify characteristics of good fictional narrative paragraphs
- use suspense to make readers interested
- use story structure to plan fictional narrative paragraphs
- draft, revise, and edit a fictional narrative paragraphs
- identify the characteristics of a good descriptive paragraph
- draft, revise, and edit a descriptive paragraph
- elaborate sentences by adding a phrase that tells when, using a proper noun
- identify the characteristics of a good dialogue
- use dialogue to show what happens to characters
- draft, revise, and edit dialogue
- identify the characteristics of a good fictional narrative
- use vivid details to create a clear picture for readers
- plan, draft, revise, and publish a fictional narrative
- clarify research questions
- organize ideas for a speech
- read independently for a sustained period of time
- narrow the focus of a research topic
- use visuals to support oral presentation
- show what characters think and feel
- give a speech
- create a Works Cited page
- review internet strategies
- present ideas and information
- present a report

Evidence of Learning

Summative Assessment:

- Unit Project-“What a Funny Place!”-Student Created Class Joke Book related to the theme of place names
- Unit 5 test
- Benchmark test
- Spelling tests
- Weekly tests

Formative Assessments:

- Anecdotal records
- Class work
- Running Records
- Observation Checklist
- Writing rubrics

Lesson Plans

Lesson	Timeframe
Lesson 21 “Two Bad Ants”; “Poems about Bugs”	

<ul style="list-style-type: none"> • Target Skill – Story Structure • Target Strategy – Monitor/Clarify • Vocabulary Strategy-Prefix non- and Base Words • Fluency – Intonation • Phonics-Base Words with –ed, -ing • Research Skills-Clarify Research Questions • Grammar-Possessive Nouns and Possessive Pronouns • Spelling-Words with –ed and -ing • Writing-Write to Express: Fictional Narrative Paragraphs 	<p>One Week</p>
<p>Lesson 22 “The Journey: Stories of Migration”; “The Grasshopper and the Ant”</p> <ul style="list-style-type: none"> • Target Skill-Compare and Contrast • Target Strategy-Visualize • Vocabulary Strategies-Prefixes in-, im- • Fluency-Phrasing • Phonics-Spelling Changes: -s, -es, -ed, -ing • Research Skills-Improve Focus of Research • Grammar-Using Proper Nouns • Spelling-Change Final y to i • Writing- Write to Express: Descriptive Paragraph 	<p>One Week</p>
<p>Lesson 23 “The Journey of Oliver K. Woodman”; “Moving the U.S. Mail”</p> <ul style="list-style-type: none"> • Target Skill-Sequence of Events • Target Strategy-Analyze/Evaluate • Vocabulary Strategies-Suffixes –er, -est • Fluency-Rate • Phonics-Suffixes –ful, -y, -ous, -ly, -er • Research Skills-Draw Conclusions • Grammar-Abbreviations • Spelling-Suffixes –ful, -ly, and –er • Writing- Write to Express: Dialogue 	<p>One Week</p>
<p>Lesson 24 “Dog-of-the-Sea Waves”; “The Land Volcanoes Built”</p> <ul style="list-style-type: none"> • Target Skill-Author’s Purpose • Target Strategy-Question • Vocabulary Strategies-Words from Other Languages • Fluency-Accuracy • Phonics-Prefixes un-, pre-, re-, bi 	

<ul style="list-style-type: none"> • Research Skills-Create a Works-Cited Page • Grammar-What is an Adverb? • Spelling-The Prefixes re- and un- • Writing- Write to Express: Fictional Narrative 	<p>One Week</p>
<p>Lesson 25 “Mountains: Surviving on Mt. Everest”; “The Big Cleanup”</p> <ul style="list-style-type: none"> • Target Skill-Text and Graphic Features • Target Strategy-Infer/Predict • Vocabulary Strategies: Analogies • Fluency: Expression • Phonics-Suffixes –less, -ness, -able • Research Skills- Present Ideas and Information • Grammar: What is a Preposition? • Spelling-Suffixes –less and -ness • Writing- Write to Express: Fictional Narrative 	<p>One Week</p>
<p>Additional Resources</p>	
<p>Student Resources:</p> <p><i>Leveled Readers:</i></p> <ul style="list-style-type: none"> • Rocky’s Road Home; No Place Like Home; Perri Plays Possum; Leona Goes Home; Monarchs on the Move; Fish on the Move; Rescuing the Whooping Crane; Fish that Migrate; Binxie Gets Lost; Ursus, the Traveling Bear; Hopping Henry; Ursus Travels; The Great Bay; The Girl and the Wolf; Friends with Wings; The Girl Who Helped the Wolf; Rushing for Gold; Journey for the Kon-Tiki; Up, Up, and Away!; The Kon-Tiki <p><i>Vocabulary Readers:</i></p> <ul style="list-style-type: none"> • World of Ants; Flight of the Swallows; Route 66; Sea Lions; A Sherpa Guide <p><i>Journeys Student Book</i></p> <p><i>Journeys Practice Book</i></p>	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> • <i>Journeys – Third Grade – Unit 5 Teacher’s Edition</i> • Grab-and-Go Kit • Vocabulary in Context Cards • Ready-Made Work Stations • Language Support Cards 	

Unit Overview
<p>Content Area: English Language Arts - Reading</p>
<p>Unit Title: Unit Six-Make Your Mark - <i>Journeys, Third Grade</i> – Houghton Mifflin Harcourt, 2012</p>
<p>Grade Level: Third Grade</p>
<p>Unit Summary: Third graders will review key concepts related to comprehension, vocabulary, grammar, and phonics, while they read various magazine articles.</p>
Learning Targets
<p>Common Core Standards:</p> <p><i>Reading Literature</i></p> <ul style="list-style-type: none"> • 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. • 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. • 3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). • 3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. <p><i>Reading for Informational Text</i></p> <ul style="list-style-type: none"> • 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. • 3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. • 3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). • 3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). • 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. • 3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. <p><i>Reading Foundational Skills</i></p> <ul style="list-style-type: none"> • 3.3a Identify and know the meaning of the most common prefixes and derivational suffixes. • 3.3b Decode words with common Latin suffixes. • 3.3c Decode multisyllable words. • 3.3d Read grade-appropriate irregularly spelled words. • 3.4a Read grade-level text with purpose and understanding. • 3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

- 3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- 3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- 3.2b Develop the topic with facts, definitions, and details.
- 3.2c Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- 3.2d Provide a concluding statement or section.
- 3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 3.7 Conduct short research projects that build knowledge about a topic.
- 3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- 3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- 3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- 3.1d Explain their own ideas and understanding in light of the discussion.
- 3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Language

- 3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- 3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- 3.1h Use coordinating and subordinating conjunctions.
- 3.1i Produce simple, compound, and complex sentences.
- 3.2b Use commas in addresses.
- 3.2c Use commas and quotation marks in dialogue.

- 3.2d Form and use possessives.
- .3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- 3.2f Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- 3.3a Choose words and phrases for effect
- 3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- 3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- 3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
- 3.5b Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- 3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
- 3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Unit Essential Questions:

- How can you figure out the main ideas in a text?
- How can an invention cause people’s lives to change?
- How do facts help shape our opinions of people?
- What causes someone to be called a hero?
- What helps you make decisions about a character?

Unit Enduring Understandings:

- To reach a goal takes hard work.

Unit Learning Targets:

Students will

- listen to fluent reading.
- listen for and identify main ideas and supporting details
- understand and use the Review vocabulary words
- listen for and identify cause and effect
- review homographs and homophones
- review and read words with homographs and homophones
- listen for and identify fact and opinion
- review root words
- read words with word roots
- listen for elements of character
- listen for generalizations
- connect sounds to letters
- decode words with –tion, -sion, and –ture
- review the suffix –ion
- spell words that have the VCCV pattern
- connect double consonant sounds to letters

- decode words with double consonants
- spell words with double consonants
- decode words with ough and augh
- spell words with the spelling patterns of ough and augh
- decode words ending in –er or –le
- review the prefixes un- and dis-
- read words with un- and dis-
- spell words ending with er or le
- connect schwa sounds to letters
- read words with compound words
- spell words beginning with a- or be-
- spell single-syllable homophones
- analyze and evaluate information in the selection
- summarize information
- visualize what the text describes
- identify character traits
- monitor and clarify understanding of an article
- draw conclusions and identify generalizations
- ask questions during reading to check understanding
- read fluently and accurately, self-correcting when necessary
- read fluently by using correct intonation
- read fluently by using natural pauses
- read with expression—smoothly, naturally, and accurately
- read fluently by adjusting reading rate
- use quotation marks with a person’s exact words
- use the correct mechanics
- identify and use commas in compound sentences
- recognize/use commas in a series and with dates
- use commas after introductory words
- identify and use possessive pronouns
- identify and correctly use the pronouns I and me
- plan, develop, revise and edit a draft
- write a newsletter
- share and compare what you read
- discuss and apply tips for brainstorming problems and solutions
- discuss and apply tips for descriptive presentations
- dramatize a story
- discuss and apply tips for interpreting media messages in a visual presentation

Evidence of Learning

Summative Assessment:

- Unit Project-Documentary Script- Students will write and present a documentary with visuals that summarizes the achievements they read about in the magazine.
- Unit 6 test
- Spelling tests
- Weekly tests

Formative Assessments:

- Anecdotal records
- Class work
- Running Records
- Observation Checklist
- Writing rubrics

Lesson Plans

Lesson	Timeframe
Lesson 26 “The Foot Race Across America”; “Paca and the Beetle”; “Fast Track/Ode to my Shoes” <ul style="list-style-type: none"> • Target Skill – Main Idea and Details • Target Strategy – Analyze/Evaluate • Vocabulary Strategy- Suffix -ion • Fluency – Accuracy • Phonics-Common Final Syllables –tion, -sion, -ture • Grammar-Writing Quotations • Spelling-VCCV Syllabication • Writing-Write to Inform: Compare/Contrast Paragraph 	<p>One Week</p>
Lesson 27 “The Power of Magnets, Electromagnets and You”; “Science Fair Project/Magnet” <ul style="list-style-type: none"> • Target Skill-Cause and Effect • Target Strategy-Summarize • Vocabulary Strategies- Homographs/Homophones • Fluency-Intonations • Phonics-Double Consonants • Grammar-Commas in Sentences • Spelling-Words with Double Consonants • Writing- Write to Inform: Problem/Solution Paragraph 	<p>One Week</p>
Lesson 28 “Becoming Anything He Wants to Be”; “My Blue Belt Day!”; “I chop chop chop/Long Jump” <ul style="list-style-type: none"> • Target Skill-Fact and Opinion • Target Strategy-Visualize • Vocabulary Strategies-Word Roots • Fluency-Phrasing • Phonics-Words with ough, augh • Grammar-Commas in Sentences • Spelling-ough, augh • Writing- Write to Inform: Instructions 	<p>One Week</p>
Lesson 29 “A New Team of Heroes”; “C-H-A-M-P-I-O-N”;	

<p>“Defender/Spellbound”</p> <ul style="list-style-type: none"> • Target Skill-Understanding Characters • Target Strategy-Monitor/Clarify • Vocabulary Strategies-Prefixes un- and dis- • Fluency-Expression • Phonics-Words Ending in –er, -le • Grammar-Possessive Pronouns • Spelling-Words Ending with er or le • Writing- Write to Inform: Prewrite a Research Report 	<p>One Week</p>
<p>Lesson 30 “Saving Buster”; “Acting Across Generations”; “Company’s Coming”</p> <ul style="list-style-type: none"> • Target Skill-Conclusions/Generalizations • Target Strategy-Question • Vocabulary Strategies: Compound Words • Fluency: Rate • Phonics-Schwa Sound • Grammar: Correct Pronouns • Spelling-Words Beginning with a or be <p>Writing- Write to Inform: Draft and Revise a Research Report</p>	<p>One Week</p>
Additional Resources	
<p>Student Resources:</p> <p><i>Trade Books:</i></p> <ul style="list-style-type: none"> • <u>Donavan’s Word Jar</u> • <u>Jake Drake, Know-It-All</u> • <u>Capoeria</u> <p>Houghton Mifflin <i>Make Your Mark: Reaching the Top of the World Magazine</i> <i>Journeys Student Book</i> <i>Journeys Practice Book</i></p>	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> • <i>Journeys – Third Grade – Unit 6 Teacher’s Edition</i> • Grab-and-Go Kit • Vocabulary in Context Cards • Ready-Made Work Stations • Language Support Cards 	