## Pacing Guide

<table>
<thead>
<tr>
<th>Unit</th>
<th>Month</th>
<th>Reading Units of Study</th>
<th>Writing Units of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September</td>
<td>Launching Reader’s Workshop</td>
<td>Launching Writer’s Workshop</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Raising the Quality of Narrative Writing</td>
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<tr>
<td>2</td>
<td>October</td>
<td>Character Study</td>
<td>Narrative Writing continued (Oct.)</td>
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<tr>
<td></td>
<td>November</td>
<td></td>
<td>Persuasive Reviews – Opinion Writing (November – early December)</td>
</tr>
<tr>
<td>3</td>
<td>December</td>
<td>Non-fiction Reading: Expository Text</td>
<td>Realistic Fiction</td>
</tr>
<tr>
<td></td>
<td>January</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>February</td>
<td>Reading, Research, &amp; Writing in the Content Areas</td>
<td>Informational Writing (February – early March)</td>
</tr>
<tr>
<td>5</td>
<td>March</td>
<td>Book Clubs – Biography</td>
<td>Information Writing continued</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mini Literary Essay (late March – April)</td>
</tr>
<tr>
<td>6</td>
<td>April</td>
<td>Book Clubs – Series</td>
<td>Mini Literary Essay continued</td>
</tr>
<tr>
<td>7</td>
<td>May</td>
<td>Book Clubs – Social Issues</td>
<td>Poetry</td>
</tr>
<tr>
<td></td>
<td>June</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 3rd Grade Reading Curriculum

#### Building a Reading Life

<table>
<thead>
<tr>
<th>Reading Unit 1</th>
<th>21st Century Life &amp; Career Skills Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Questions:</strong></td>
<td><strong>21st Century Standards</strong></td>
</tr>
<tr>
<td>• How does knowing yourself as a reader help to improve reading skills?</td>
<td>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</td>
</tr>
<tr>
<td>• How do I build a relationship with a book/story and what do I when meaning breaks down?</td>
<td>9.1.4.B.1 Differentiate between financial wants and needs.</td>
</tr>
<tr>
<td>• How can my reading partner and I help each other to become better readers?</td>
<td>9.1.4.B.2 Identify age-appropriate financial goals.</td>
</tr>
<tr>
<td><strong>Enduring Understandings:</strong></td>
<td>9.1.4.B.3 Explain what a budget is and why it is important.</td>
</tr>
<tr>
<td>• Readers are aware of the kinds of books they like to read and the environment that promotes their best reading. They apply strategies to find “just right” books and improve their reading stamina.</td>
<td>9.1.4.B.5 Identify ways to earn and save.</td>
</tr>
<tr>
<td>• Readers read with “their minds on fire” and allow books to matter. They are active readers who are cognizant of when meaning has been lost and apply comprehension strategies to regain the meaning of the story.</td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td>• Reading partners act as a cheerleader for each other, discussing the formation and acquisition of reading goals, and help with the achievement of these goals.</td>
<td></td>
</tr>
<tr>
<td>• Reading partners discuss the books they are reading. Retelling leads partners to dig deeper into stories, share thoughts and feelings, and discuss characters and their role in the story.</td>
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**CCSS Addressed:** RL3.1-7, RL3.10; RF3.3, RF3.4; W3.1; SL3.1, SL3.2, SL3.3, SL3.4, SL3.6; L3.1, L3.3, L3.4, L3.5, L3.6

Adopted August 2016
### Third Grade English Language Arts Curriculum

**Students will be able to understand:**
- Readers are responsible for making their own reading life the best it can be
- Readers make reading resolutions to help improve reading skills
- Readers choose books that are “just right”
- Readers collect evidence of reading, such as reading logs, post-its, etc., which can be used to improve reading skills
- Readers strive to read faster, stronger, longer by using previously learned strategies
- Readers have emotional reactions to books
- Readers recommend books to help other readers become excited about books
- Reading partners learn about each other’s reading lives in order to encourage stronger reading
- Reading partners retell their stories, including their thoughts and feelings, about the story and characters
- Readers practice good listening skills to improve the quality of book talks

**Students will be able to:**
- Respond
  - Identify times/places when reading is best
  - To create reading goals/resolutions
  - Select books that are “just right”
  - Use information on daily Reading Logs to improve pace and stamina
  - Retell and discuss with reading partner
  - Respond to stories verbally and in written form
  - Demonstrate good listening skills
- Collect
  - Lists or pictures of good/bad reading times
  - Reading goals/resolutions
  - Reading Logs
  - Post-its for partner discussions and reactions to stories

### Instructional Materials/Additional Resources

**Read-aloud/Mentor Texts**
- *Stone Fox* by John Reynolds Gardiner
- *My Name is Maria Isabel* by Alma F. Ada
- *Jake Drake Bully Buster* by Andrew Clements

**Classroom Library**
- Independent Reading Books of Varied Levels and Genres

**Other**
- *Units of Study for Teaching Reading-A Guide to the Reading Workshop* by Lucy Calkins
- *Units of Study for Teaching Reading--Building a Reading Life* by Lucy Calkins and Kathleen Tolan
- *A Curricular Plan for The Reading Workshop* by Lucy Calkins and Colleagues from *The Reading and Writing Project*
- *The Art of Teaching Reading*, by Lucy Calkins
- *Words Their Way* by Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston
- *Common Core State Standards Appendix B: Text Exemplars and Sample Performance Tasks*: [https://wvde.state.wv.us/teach21/documents/Appendix_B.pdf](https://wvde.state.wv.us/teach21/documents/Appendix_B.pdf)

### Assessment Evidence
- Fiction Reading Level Assessments
- *K-8 Literature Reading Continuum--The Reading and Writing Project*

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**Adopted August 2016**
### Third Grade English Language Arts Curriculum

- Building a Reading Life Flag Situation Chart--The Reading and Writing Project
- Teacher Observation; Reading Conference Notes-Teacher; Post-it Notes; Reader’s Notebook; Reading Logs
- Student Book Shares; Partner Shares; Turn and Talk Discussions; Read Aloud Discussions

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#### Character Study

**Reading Unit 2**

**CCSS Addressed:** RL3.1-10; RF3.3, RF3.4; SL3.1, SL3.2, SL3.3, SL3.4, SL3.6

<table>
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<th>Essential Questions</th>
<th>Enduring Understandings</th>
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<tr>
<td>How can I better understand my character, his/her feelings, and then use that information to make predictions?</td>
<td>Readers use many different strategies to become their character and use that information to make predictions.</td>
</tr>
<tr>
<td>How can I look closely at my character to help me think about what kind of person they are?</td>
<td>Readers look for evidence about what a character is like and use the evidence to grow an idea(s) about their character.</td>
</tr>
<tr>
<td>How can the things my character experiences and learns change the way I behave in my life?</td>
<td>Readers think about the struggles characters go through, the lessons characters learn, and think about how this may change the way they themselves act.</td>
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### 21st Century Life & Career Skills Standards

**21st Century Standards**

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<td>Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</td>
<td>Differentiate between financial wants and needs.</td>
<td>Explain why people borrow money and the relationship between credit and debt.</td>
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<td>Demonstrate an understanding of individual financial obligations and community financial obligations.</td>
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<td>Identify age-appropriate financial goals.</td>
<td>Determine personal responsibility related to borrowing and lending.</td>
<td>Determine factors that influence consumer decisions related to money.</td>
<td>Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</td>
<td>Identify various life roles and civic and work-related activities in the school, home, and community.</td>
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<td>Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</td>
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<th>CRP6</th>
<th>CRP7</th>
<th>CRP8</th>
<th>CRP9</th>
<th>CRP10</th>
<th>CRP11</th>
<th>CRP12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act as a responsible and contributing citizen and employee.</td>
<td>Apply appropriate academic and technical skills.</td>
<td>Attend to personal health and financial well-being.</td>
<td>Communicate clearly and effectively and with reason.</td>
<td>Consider the environmental, social and economic impacts of decisions.</td>
<td>Demonstrate creativity and innovation.</td>
<td>Employ valid and reliable research strategies.</td>
<td>Utilize critical thinking to make sense of problems and persevere in solving them.</td>
<td>Model integrity, ethical leadership and effective management.</td>
<td>Plan education and career paths aligned to personal goals.</td>
<td>Use technology to enhance productivity.</td>
<td>Work productively in teams while using cultural global competence.</td>
</tr>
</tbody>
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### Learning Targets

Adopted August 2016
### Students will be able to understand:
- Readers try to become the characters in their books.
- Readers check in with themselves to make sure they are taking in the feelings within the book.
- Readers use different strategies to help themselves envision what is happening in the book.
- Readers revise their mental movie based on new information from the text.
- Readers become their characters and use this feeling to predict what the character will do next.
- Readers think not only about what might happen next, but how it will happen.
- Readers become characters and read a text closely and they also pull-out back and look at a text like a professor.
- Readers look at the actions of a character to help understand what kind of person they are.
- Readers understand that characters are not just one way and that we should think deeply when we notice them act out of character.
- Readers know that the possessions a character keeps close may tell us something important about them.
- Readers know that when they are thinking about a character it helps to notice the ways that other characters treat them and they look for patterns.
- Readers use precise language to describe their characters, which helps them understand their characters better.
- Readers recognize that the parts of books that make our hearts race are often points where the characters with face a test or a turning point.
- Readers often discover characters have what it takes within them to solve the problems they encounter.
- Readers think about the lessons that characters learn and wonder how it may change the way they behave in their own their own lives.

### Students will be able to demonstrate:
- Participate in read aloud discussions about characters.
- Sketch or jot ideas to build visualizations.
- Act out or read a scene dramatically.
- Using jottings, theory charts, or boxes-and-bullets to track ideas and to foster deeper partner conversations about characters.
- Demonstrate good listening skills during partner, small group, and whole class discussions.
- Share independent reading with whole class by giving a book talk or reading aloud.
- Use Post-its and Reader’s Notebooks to track and grow ideas about characters, events, recurring threads, and theories.
- Record daily reading on log.
- Record home reading on log.
- Record responses on Post-its and in Reader’s Notebooks.

### Instructional Materials/Additional Resources

#### Read-aloud/Mentor Texts
- Because of Winn Dixie series by Kate DiCamillo

#### Classroom Library
- Leveled Independent Reading Books

#### Other
Third Grade English Language Arts Curriculum

- Units of Study for Teaching Reading—Following Characters into Meaning Volumes 1 & 2 by Lucy Calkins and Kathleen Tolan
- and the Constructing Curriculum - Bringing Characters to Life and Developing Essential Reading Skills by Mary Ehrenworth, Hareem Atif Khan, and Julia Mooney
- A Curricular Plan for The Reading Workshop by Lucy Calkins and Colleagues from The Reading and Writing Project
- Words Their Way by Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston

Assessment Evidence
- K-8 Literature Reading Continuum-- The Reading and Writing Project
- Building a Reading Life Flag Situation Chart-- The Reading and Writing Project
- Responses to Questions/Prompts on Short Text Passages (ex. Abby Takes A Shot)
- Teacher Observation; Reading Conference Notes-Teacher; Post-it Notes; Reader’s Notebook; Reading Logs
- Student Book Shares; Partner Shares; Turn and Talk Discussions; Read Aloud Discussions

Reading Unit 3

Nonfiction Reading: Expository Texts

| CCSS Addressed: | R13.1-10; RF3.3, RF3.4; SL3.1, SL 3.2, SL 3.3, SL 3.4, SL 3.6; L3.1, L 3.2, L 3.3, L 3.4, L 3.6 |
| Essential Questions: | Enduring Understandings: |
| How do readers use the information in a nonfiction text to become more informed on a particular topic? | Readers read nonfiction not just to gather interesting facts, but rather to learn “what the author wants to teach”. They categorize what they learn into main ideas and supporting details and examples to help them hold onto the most important information. |
| How do nonfiction readers move beyond the facts they are learning to respond to the text? | Readers think and talk with others to allow a text to change their thinking. They ask themselves questions and think beyond the words on the page to grow ideas. |
| How do readers expand their understanding of a topic by reading multiple texts? | Readers compare and synthesize information and ideas across texts, adding onto their original understanding and sometimes revising it based on new insights gained from additional reading. |

21st Century Life & Career Skills Standards

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<tr>
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<td>9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.</td>
<td>CRP1. Act as a responsible and contributing citizen and employee.</td>
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<tr>
<td>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</td>
<td>CRP2. Apply appropriate academic and technical skills.</td>
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<tr>
<td>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</td>
<td>CRP3. Attend to personal health and financial well-being.</td>
</tr>
<tr>
<td>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</td>
<td>CRP4. Communicate clearly and effectively and with reason.</td>
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Adopted August 2016
### Third Grade English Language Arts Curriculum

**CRP9.** Model integrity, ethical leadership and effective management.
**CRP10.** Plan education and career paths aligned to personal goals.
**CRP11.** Use technology to enhance productivity.
**CRP12.** Work productively in teams while using cultural global competence.

### Learning Targets

**Students will be able to understand:**
- Readers read nonfiction texts differently than fiction texts.
- Readers use nonfiction text features and previewing strategies (revving up our minds) to navigate and enhance comprehension of nonfiction text.
- Readers read nonfiction to learn what the author is trying to teach, not just to collect interesting facts.
- Readers stop periodically to mentally rehearse what the reader has learned in so far, realizing some ideas may change with further learning.
- Readers determine the main idea and supporting details of a “chunk” of text, and use a boxes-and-bullets form of note-taking to organize the important information in a text.
- Readers talk about a text with a partner to enhance comprehension and to help grow and connect ideas.
- Readers use strategies when encountering new, content-specific vocabulary and add these new words to their repertoire.
- Readers think about categories, or subtopics, and how information from multiple texts fit together.

**Students will be able to demonstrate:**

**Respond:**
- Use nonfiction text features and previewing strategies (revving up our minds) to navigate and enhance comprehension
- Discuss learning and ideas about a text with a partner
- Determine the main idea and supporting details and take notes in a boxes-and-bullets format
- Respond to informational texts through questioning and jotting ideas on post-it notes
- Incorporate newly learned content-specific vocabulary into conversations with others
- Organize information gleaned across texts, showing evidence of synthesis
- Create a vehicle (poster, PowerPoint presentation, model, dramatization, etc) to teach others about a topic they have investigated.

**Collect:**
- Post-its to track their thinking through and across texts
- Boxes-and-bullets notes
- Facts and ideas across texts and synthesize the information

### Instructional Materials/Additional Resources

**Read-aloud/Mentor Texts**
- **Suggested Titles:**
  - *Bats*, by Gail Gibbons
  - *Big Blue Whale*, Nicola Davies
  - *Cactus Hotel*, by Brenda Z. Guiberson
  - *Penguin Chick*, by Betty Tatham
  - *Life Cycle of a Shark*, by Bobbie Kalman
  - *Volcanoes and Danger! Volcanoes*, by Seymour Simon

**Classroom library**
- Ideally, texts will:
  - Have a fairly clear organizational infrastructure
  - Be at difficulty levels children can read with fluency, comprehension, and accuracy
  - Be highly engaging
  - Be varied enough to allow children to have some choice about topics

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Third Grade English Language Arts Curriculum

- Include topics related to social studies and science curriculum
- Be organized into same-topic baskets

**Nonfiction Journals**
- *Ranger Rick* (grades 2-4)
- *Zoobooks* (grades 3-8)
- *National Geographic for Kids* (grades 1-3)
- *Sports Illustrated for Kids* (grades 3-6)

**Other**
- *Units of Study for Teaching Reading Grades 3-5-Navigating Nonfiction in Expository Text* by Lucy Calkins and Kathleen Tolan
- *What Really Matters for Struggling Readers* by Dick Allington
- *A Curricular Plan for The Reading Workshop* by Lucy Calkins and Colleagues from The Reading and Writing Project
- *Words Their Way* by Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston
- *Common Core State Standards Appendix B: Text Exemplars and Sample Performance Tasks*
- [https://wvde.state.wv.us/teach21/documents/Appendix_B.pdf](https://wvde.state.wv.us/teach21/documents/Appendix_B.pdf)

**Assessment Evidence**
- K-8 Informational Reading Continuum--The Reading and Writing Project
- Teacher Observation; Reading Conference Notes-Teacher; Post-it Notes; Reader’s Notebook; Reading Logs
- Student Book Shares; Partner Shares; Turn and Talk Discussions; Read Aloud Discussions; Topic Group Discussions

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**Reading Unit 4**

**Reading, Research, and Writing in the Content Areas**

**CCSS Addressed:** RI 3.2-10; F3.3, F3.4; SL3.1, SL3.2, SL3.3, SL3.4, SL3.5, SL3.6; L3.4, L3.5, L3.6

**Essential Questions:**
- How is informational text structured?
- How do illustrations, charts, and maps expand our knowledge of informational text?
- How do we search for answers and questions as a way to guide our study?
- Why is it important to compare and contrast across informational texts?

**Enduring Understandings:**
- Readers understand that nonfiction texts aid in helping to understand topics in other academic areas.
- Nonfiction strategies and tools are needed to read content-based texts.
- Readers synthesize, analyze, and explore essential questions in subtopics.
- Readers teach others with new knowledge gained.

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21st Century Life & Career Skills Standards

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Adopted August 2016
### Third Grade English Language Arts Curriculum

| 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. | CRP1. Act as a responsible and contributing citizen and employee. |
| 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. | CRP2. Apply appropriate academic and technical skills. |
| 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. | CRP3. Attend to personal health and financial well-being. |
| 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. | CRP4. Communicate clearly and effectively and with reason. |

### Learning Targets

#### Students will be able to understand:
- Readers understand that literacy comes in all forms, such as visual literacy, like photographs; map literacy, like maps of different countries; media literacy, like video or audio clips.
- Readers determine important information by paying attention to the author’s clue words (e.g. most, never, always).
- Readers deepen their comprehension of content area text by asking themselves, “How does this information fit with what I already know about this topic?”
- Readers use all the strategies learned from previous units to help further their understanding.
- Readers develop ideas and opinions about text by paying attention to interesting information or quotes and “writing off” from them.
- Readers determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

#### Students will be able to demonstrate:
- 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).
- Create boxes/bullets post-its outlining main idea and details for nonfiction texts.
- Post-its to use during group discussions.
- Teach a group of peers about a topic studied.
- Separate fact from opinion using activities.
- Daily reading logs.

### Instructional Materials/Additional Resources

#### Read-aloud/Mentor Texts
- Mentor text which can show content area connections:
  - *National Geographic*
  - *Archaeology magazine*
  - *Cobblestone*
  - *Shimmy Shimmy Shimmy like My Sister Kate: Looking at the Harlem Renaissance by Nikki Giovanni*
  - *On My Journey Now: Looking at African American History Through the Spirituals by Nikki Giovanni*
  - *Rose That Grew From Concrete by Nikki Giovanni*
  - *The Midnight Ride of Paul Revere by Henry Wadsworth Longfellow*
# Third Grade English Language Arts Curriculum

- Songs by Bob Dylan
- Octopus by Harry Abrams
- Under the Sea: Hidden World by C. Delafosse
- A Look Inside Sharks and Rays by K. Banister
- Shark Attack! DK Readers

**Classroom library**
- Out of the Dump, K. Franklin and N. McGirr
- Coming to America: The Story of Immigration, B. Maestro
- Lily and Miss Liberty, C. Stevens and D. Ray
- I Hate English, E. Levine and S. Bjoprkman
- In the Year of the Boar and Jackie Robinson, B. Lord

**Other**
- *Units of Study for Teaching Reading: A Curriculum for the Reading Workshop, Grades 3-5* by Lucy Calkins and Kathleen Tolan
- *A Curricular Plan for the Reading Workshop, Grade 3* by Lucy Calkins and Colleagues at the Reading and Writing Project
- *The Art of Teaching Reading*, by Lucy Calkins
- *Words Their Way* by Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston
- *Common Core State Standards Appendix B: Text Exemplars and Sample Performance Tasks* - [https://wvde.state.wv.us/teach21/documents/Appendix_B.pdf](https://wvde.state.wv.us/teach21/documents/Appendix_B.pdf)

## Assessments
- Fiction Reading Level Assessments
- K-8 Literature Reading Continuum--The Reading and Writing Project

## Teacher Observation
- Teacher Observation; Reading Conference Notes-Teacher; Post-it Notes; Reader’s Notebook; Reading Logs
- Partner Shares; Turn and Talk Discussions; Read Aloud Discussions

## Reading

### Unit 5

**CCSS Addressed:** RL3.1, RL3.3-7, RL3.10; RI 3.1-9; F3.3, F3.4; SL3.1-6; L3.4, L3.5, L3.6

### Essential Questions:
- How can I apply strategies for reading fiction in order to read biographies?
- How do readers grasp and grow ideas based on the message that the person’s life offers?
- What lessons can I learn from reading biography books?
- How do readers realize that biography is only one form of narrative nonfiction?
- How can participating in a book club improve my reading stamina and comprehension?

### Enduring Understandings:
- Readers apply strategies for reading fiction, paying close attention to the main character or subject.
- Readers distinguish the big message that the person’s life offers to the world and grow this idea into a theory.
- Readers recognize the main genre of narrative nonfiction as narratives that involve time and a sequence of events.
- Readers pay attention to the choices and actions of the characters. Readers decide what these choices and actions tell about the character. Readers use this information to guide their own life choices.

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Adopted August 2016
## Third Grade English Language Arts Curriculum

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<td><strong>9.2.4.A.2</strong> Identify various life roles and civic and work-related activities in the school, home, and community.</td>
<td><strong>CRP4.</strong> Communicate clearly and effectively and with reason.</td>
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<td><strong>9.2.4.A.4</strong> Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</td>
<td><strong>CRP5.</strong> Consider the environmental, social and economic impacts of decisions.</td>
</tr>
</tbody>
</table>

### Learning Targets

**Students will be able to understand:**
- Readers within a book club decide on and follow reading goals, and are prepared for group discussions.
- Readers use all the strategies learned from previous units to help further their understanding.
- Readers note that studying a subject’s life and situation provides us with a window into time and society in which this person lived.
- Readers understand what important achievements or qualities made this person’s life important enough to be written about.
- Readers understand how to connect what is happening not to what was happening at the time a biography was written.
- Readers go through biographies trying to understand and develop a theory about the main character, the subject.
- Readers of narrative nonfiction know that stories are told for a reason. When we uncover this reason, our understanding of the story takes on a whole new level. We ask ourselves, “Why was this story worth telling? Why should it never be forgotten? What lesson does it impart? What does it serve an example of?”
- Readers use post-its and journals to record information about a biography to be used for reference or when discussing books with others and to grow theories.
- Readers look over post-its and journal entries to help themselves grow.

**Students will be able to demonstrate:**
- Create a timeline of major events in the person’s life.
- Research what life was like during the time which the person lived.
- Post-its to use during group discussions.
- Sketches of settings and characters to help with envisioning.
- Theory charts to build ideas about characters’ traits and desires.
- Daily reading logs.

Adopted August 2016
## Third Grade English Language Arts Curriculum

### Instructional Materials/Additional Resources

#### Read-aloud/Mentor Texts
- Mentor text which can show mystery connections:
  - *The Man Who Walked Between the Towers*, M. Gerstein
  - *A Picture Book of Amelia Earhart*, D.A. Adler
  - *Joe DiMaggio: Young Sports Hero*, H. Dunn
  - *Lance Armstrong: Racing for His Life*, M. Sandler
  - *Helen Keller: From Tragedy to Triumph*, K.E. Wilkie
  - *Babe Ruth: One of Baseball’s Greatest*, G. Van Riper
  - *Ice Skating: The Incredible Michelle Kwan*, M. Sandler

#### Classroom library
- *Frida*, J. Winter
- *Uncommon Traveler: Mary Kingsley in Africa*, D. Brown
- *Who Was King Tut?*, R. Edwards
- *I Have a Dream*, M. Davidson

#### Other
- *Units of Study for Teaching Reading: A Curriculum for the Reading Workshop, Grades 3-5* by Lucy Calkins and Kathleen Tolan
- *A Curricular Plan for the Reading Workshop, Grade 3* by Lucy Calkins and Colleagues at the Reading and Writing Project
- *The Art of Teaching Reading*, by Lucy Calkins
- *Words Their Way* by Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston
- *Common Core State Standards Appendix B: Text Exemplars and Sample Performance Tasks* [https://wvde.state.wv.us/teach21/documents/Appendix_B.pdf](https://wvde.state.wv.us/teach21/documents/Appendix_B.pdf)

### Assessments
- *K-8 Literature Reading Continuum--The Reading and Writing Project*

### Teacher Observation
- Teacher Observation
- Reading Conference Notes
- Post-it Notes
- Reader’s Notebook

### Reading Logs
- Reading Logs
- Partner Shares
- Turn and Talk Discussions
- Read Aloud Discussions

### Series Book Clubs

#### CCSS Addressed:
- RL3.1, RL3.7, RL3.10; RI 3.1-9; F3.3, F3.4; SL3.1, SL3.2, SL3.3, SL3.4, SL3.5, SL3.6; L3.4, L3.5, L3.6

#### Essential Questions:
- How can reading several books within one series help me to grow as a reader?
- How can participating in a book club improve my reading stamina and comprehension?

#### Enduring Understandings:
- When readers read books in a series, learn more about the same characters, the troubles these characters face, and how the characters change across the books.
- Readers prepare for book club meetings by completing the required reading

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Adopted August 2016
### Third Grade English Language Arts Curriculum

- **What lessons can I learn from reading series books?**
  - and preparing to discuss the characters, setting, and plot. Listening to others’ ideas about the stories can foster in-depth discussions between all club members. By looking at my notes at the end of the unit, I can see the type of thinking I tend to do, and try to expand my thinking to other areas.
  - Looking deeply into characters’ traits, motivations, and desires can help readers better understand themselves and people they know.

### 21st Century Life & Career Skills Standards

<table>
<thead>
<tr>
<th>21st Century Standards</th>
<th>21st Century Practices</th>
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<td>CRP2. Apply appropriate academic and technical skills.</td>
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<td></td>
<td>CRP12. Work productively in teams while using cultural global competence.</td>
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### Learning Targets

**Students will be able to understand:**
- Readers within a book club decide on and follow reading goals, and are prepared for group discussions
- Readers use all the strategies learned from previous units to help further their understanding
- Readers use envisioning to keep track of the main character, the secondary characters, and the setting
- Readers read to determine how the problem facing the main character is affecting other characters
- Readers read to understand how, or if, the problem is solved
- Readers look for patterns in the characters’ actions or feelings, or the plots of the stories
- Readers read to see how characters grow and evolve throughout a story and series
- identify traits/desires that shape a character
- determine how various traits/desires affect the perception of a character

**Students will be able to demonstrate:**

- **Respond**
  - List of characters and settings that may recur in other books in the series
  - Post-its to use during group discussions
  - Sketches of settings and characters to help with envisioning
  - Theory charts to build ideas about characters’ traits and desires
  - Daily reading logs
### Third Grade English Language Arts Curriculum

- determine how character traits/desires affect the outcome of the story
- Readers understand that repetitive actions of characters are often included to further the understanding of the story or to teach the reader a life lesson
- Readers know stories often have multiple plotlines which are interwoven throughout the story
- Readers use post-its and journals to record information about a story to be used for reference or when discussing books with others and to grow theories
- Readers compare and contrast problems/situations in books within a series
- Readers use knowledge gained from previous books to make predictions about other books within the series
- Readers look over post-its and journal entries to help themselves grow as a reader

### Instructional Materials/Additional Resources

**Read-aloud/Mentor Texts**
- Mentor text which can show mystery connections:
  - *The Stories Julian Tells*, by Ann Cameron
  - *Jake Drake Bully Buster and Jake Drake, Know-It-All*, by Andrew Clements
  - *The Chalk Box Kid and The Paintbrush Kid*, by Clyde Robert Bulla

**Classroom library**
- *Ramona Quimby series*, by Beverly Cleary
- *Amber Brown series*, by Paula Danziger
- *Ivy and Bean series*

**Other**
- *Units of Study for Teaching Reading: A Curriculum for the Reading Workshop, Grades 3-5: Following Characters into Meaning* by Lucy Calkins and Kathleen Tolan
- *A Curricular Plan for the Reading Workshop, Grade 3* by Lucy Calkins and Colleagues at the Reading and Writing Project
- *The Art of Teaching Reading*, by Lucy Calkins
- *Words Their Way* by Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston
- *Common Core State Standards Appendix B: Text Exemplars and Sample Performance Tasks*
- [https://wvde.state.wv.us/teach21/documents/Appendix_B.pdf](https://wvde.state.wv.us/teach21/documents/Appendix_B.pdf)

### Assessments

- K-8 Literature Reading Continuum--The Reading and Writing Project

Teacher Observation; Reading Conference Notes-Teacher; Post-it Notes; Reader’s Notebook
Reading Logs; Partner Shares; Turn and Talk Discussions; Read Aloud Discussions
## Third Grade English Language Arts Curriculum

**Reading Unit 7: Social Issues Book Clubs**

<table>
<thead>
<tr>
<th>CCSS Addressed:</th>
<th>RL3.1-10; F3.3, F3.4; SL3.1, SL3.2, SL3.3, SL3.4, SL3.5, SL3.6; L3.4, L3.5, L3.6</th>
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### Essential Questions:
- How can reading teach us about issues that exist in the world and in our lives?
- How do readers read with a lens and talk back to the text?
- How do readers bring their own lenses to their world?

### Enduring Understandings:
- Characters in the stories they read face similar issues to those that they face in their own lives.
- Readers write or talk about social issues as they relate to their own lives.
- Readers read across texts and genres, looking at their own lives, as backdrops to their reading work.
- Readers pay attention to the choices and actions of the characters. Readers decide what these choices and actions tell about the character. Readers use this information to guide their own life choices.

### 21st Century Life & Career Skills Standards

#### 21st Century Standards

<table>
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<th>Standard</th>
<th>Description</th>
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<td>9.1.4.A.1</td>
<td>Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</td>
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<tr>
<td>9.1.4.B.1</td>
<td>Differentiate between financial wants and needs.</td>
</tr>
<tr>
<td>9.1.4.B.2</td>
<td>Identify age-appropriate financial goals.</td>
</tr>
<tr>
<td>9.1.4.C.1</td>
<td>Explain why people borrow money and the relationship between credit and debt.</td>
</tr>
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<td>9.1.4.C.5</td>
<td>Determine personal responsibility related to borrowing and lending.</td>
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<td>9.1.4.E.1</td>
<td>Determine factors that influence consumer decisions related to money.</td>
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<td>9.2.4.A.1</td>
<td>Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</td>
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<td>Identify various life roles and civic and work-related activities in the school, home, and community.</td>
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<td>Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</td>
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<td>CRP12.</td>
<td>Work productively in teams while using cultural global competence.</td>
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### Learning Targets

#### Students will be able to understand:
- Reading for social issues can help us understand people in books, movies, and our world.
- Readers understand that social issues aren’t just something we can find

#### Students will be able to demonstrate:
- Identify the problem.
- Identify the main character or characters.
- Identify how the character(s) react to certain situations.
in our books, they are often things we can find in our own writing.

- Readers identify issues as we read and consider what the book teaches us about this issue and whether or not we disagree with what it is teaching us.
- Readers understand that there are often multiple issues or problems in any one book.
- Readers realize that using nonfiction resources can deepen our understanding of issues in the book.
- Readers can learn life lessons from the actions and decisions of the characters.
- Readers understand and use vocabulary words specific to this genre.
- Readers understand that many of the issues surrounding the characters in these types of books are likely to be the same issues we find ourselves.

- List ideas to solve the issue or problem.
- Study characters to decide what issues are relevant to our own lives.
- Pay attention to crucial scenes and secondary characters.
- Jot down the groups we belong to and decide what it means to be a member of that group and what issues that group may face.
- Support ideas with text evidence.
- Post-its.
- List of problems and solutions.
- Timelines.

**Instructional Materials/Additional Resources**

**Read-aloud/Mentor Texts**

- Mentor text which can show social issues connections:
  - *How to Be Cool in 3rd Grade*, B. Duffey
  - *Fig Pudding*, R. Fletcher
  - *The Friendship*, M. Taylor
  - *Clementine*, S. Pennypacker
  - *The Meanest Thing to Say*, B. Cosby
  - *Gooney Bird Greene*, L. Lowry
  - *The Hundred Dresses*, E. Estes
  - *The Homework Machine*, D. Gutman
  - *The Other Side*, J. Woodson
  - *Enemy Pie*, D. Munson
  - *Tight Times*, B. Hazen
  - *Going Home*, N. Mohr
  - *The Report Card*, A. Clements
  - *Rules*, C. Lord
  - *Flying Solo*, R. Fletcher
  - *Firegirl*, T. Abbott
  - *Marvin Redpost: Why Pick on Me?*, L. Sachar

**Classroom library**

- *Sitti’s Secret*, N. Nye
- *Through My Eyes*, R. Bridges
- *Beatrice’s Goat*, P. McBrier
- *Bringing the Rain to Kapiti Plain*, V. Aardema
# Third Grade English Language Arts Curriculum

- Freedom Summer, D. Wiles
- Henry’s Freedom Box, E. Levine
- The Wall, E. Bunting

**Other**
- Units of Study for Teaching Reading: A Curriculum for the Reading Workshop, Grades 3-5: Building a Reading Life by Lucy Calkins and Kathleen Tolan

## Assessments
- Fiction Reading Level Assessments
- K-8 Literature Reading Continuum-- The Reading and Writing Project
- Building a Reading Life Flag Situation Chart-- The Reading and Writing Project
- Responses to Questions/Prompts on Short Text Passages (ex. Abby Takes A Shot)

Teacher Observation;  Reading Conference Notes;  Post-it Notes;  Reader’s Notebook Entries

Reading Logs;  Students’ Self-Assessments;  Student Book Shares (Read Aloud or Book Talk)

Partner Shares;  Turn and Talk Discussions;  Read Aloud Discussions

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# Grade 3 Writing Curriculum

## Writing

### Unit 1

*Launching the Writing Workshop*

**CCSS Addressed:** W3.3, W3.4, W3.5, W3.10;  RF 3.3;  SL3.1, 3.4, 3.6;  L3.1, L3.2, L3.3, L3.4, L3.5, L3.6

**Essential Questions:**
- How is third grade Writer’s Workshop different than Writer’s Workshop in previous years?
- What strategies can I use to help me decide what to write?
- What can I do before I start to write to help me plan my story?
- What type of story should I write and what is included in that story?
- What are the strategies writers use to produce an engaging narrative?
- What should I do when my story is finished?

**Enduring Understandings:**
- Writers know the routines and expectations of Writer’s Workshop and work to improve writing stamina, speed, and volume.
- Writers use strategies to collect ideas for personal narrative stories.
- Writers use pre-writing organizers to assist with storytelling.
- Writers know the components of a focused, sequential, Small Moment story, which include detail, dialogue, thoughts, feelings, and descriptions of actions. They also know the difference between a summary of events and a story.
- Writers edit and revise their writing.

## 21st Century Life & Career Skills Standards

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Adopted August 2016
## Third Grade English Language Arts Curriculum

| CRP4. | Communicate clearly and effectively and with reason. |
| CRP5. | Consider the environmental, social and economic impacts of decisions. |
| CRP6. | Demonstrate creativity and innovation. |
| CRP7. | Employ valid and reliable research strategies. |
| CRP8. | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP9. | Model integrity, ethical leadership and effective management. |
| CRP10. | Plan education and career paths aligned to personal goals. |
| CRP11. | Use technology to enhance productivity. |
| CRP12. | Work productively in teams while using cultural global competence. |

### Learning Targets

**Students will be able to understand:**
- Writers work on increasing the volume of writing accomplished
- Writers have strategies to collect writing ideas
- Writers make a collection of Small Moments stories in a Writer’s Notebook
- Writers can use sketches and timelines to plan out a story
- Writers make a mental movie of the event before writing
- Writer’s story tell an event in a way that affects the reader
- Writers use paragraphs, ending punctuation, capitalization, and grade appropriate spelling
- Writers select the heart of the story and rewrite with more detail.
- Writer’s use mentor texts as models

**Students will be able to demonstrate:**

**Respond:**
- List people, places, and things to write about
- Write Small Moment stories about personal experiences
- Create sketches (booklets or beginning, middle, end) and/or timelines, make a mental movie of the event
- Identify the heart of a story
- Revise the lead, heart and ending, by telling with more detail, adding dialogue, thoughts, and feelings
- Edit a story for ending punctuation, proper capitalization, and correct spelling of grade appropriate high-frequency words.

**Collect:**
- Writer’s notebook to generate and grow ideas
- Writer’s folder to organize work in progress
- Writing portfolio to collect third grade writing samples

### Instructional Materials/Additional Resources

**Read-aloud/Mentor Texts**
- *Fireflies!* by Julie Brinkloe
- *Owl Moon* by Jane Yolen
- *Shortcut* by Donald Crews
- *I’m in Charge of Celebrations* by Byrd Baylor
- “Eleven” by Sandra Cisneros
- Excerpts from Ralph Fletcher’s memoir, *Marshfield Dreams*
- *Junebug* by Alice Mead
- *We Had a Picnic This Sunday Past* by Jacqueline Woodson
- *Sandwich Swap* by Queen Rania
- *Pecan Pie Baby* by Jacqueline Woodson
- *Subway Sparrow* by Leyla Torres

Adopted August 2016
### Writing Unit 2

**Raising the Quality of Narrative Writing**

**CCSS Addressed:** RL3.1, RL 3.2, RL 3.9; RF3.3; SL3.1, SL 3.4, SL 3.6; L3.1, L 3.2, L 3.3, L 3.5, L 3.6; W3.3, W3.4, W3.5, W3.8, W3.10

**Essential Questions:**
- What writing skills do I already have and what can I add to those skills to help me improve my writing?
- How can I make my writing more powerful so I can affect the reader/listener?
- When I revise my writing, what can I do to improve the quality?
### Third Grade English Language Arts Curriculum

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### Learning Targets

**Students will be able to understand:**
- Writer’s knowledge from previous units should be evident in current stories.
- Writers use mentor texts as models.
- Writers use prewriting strategies to improve their writing.
- Writer’s stretch out the heart of the story, and relate the lead and the ending to the heart.
- Writers make decisions about their writing, often rewriting each part.
- Writers write leads that orient the reader to the situation of the story (time and place).
- Writers ask themselves questions to be sure writing is reflective of the intended message.
- Writers tell the internal and external story.
- Writer’s proofread for spelling, punctuation, capitalization, and to check wording.
- Writers use a variety of storytelling components (dialogue, character action, thoughts and feelings).
- Writers use peer editors to improve writing.

**Students will be able to demonstrate:**

**Respond:**
- List first and last times we did something
- List times we felt a strong emotion
- List a time when something important happened
- Examples of rewritten leads, hearts, and endings
- Prewriting: story mountains (arcs), timelines, booklets
- Use of a variety of storytelling components
- Completed focused, sequential, Small Moments stories

**Collect:**
- Writer’s notebook to generate and grow ideas
- Writer’s folder to organize work in progress
- Writing portfolio to collect third grade writing samples

### Instructional Materials/Additional Resources

**Read-aloud/Mentor Texts**
- *Fireflies!* by Julie Brinkloe
- *Owl Moon* by Jane Yolen
- *Let’s Get a Pup* by Bob Graham
- *Hurricane!* by Jonathan London
- *Hot Day on Abbott Avenue* by Karen English
- *Come On, Rain!* by Karen Hesse

*Adopted August 2016*
Third Grade English Language Arts Curriculum

- Shortcut by Donald Crews
- I’m in Charge of Celebrations by Byrd Baylor
- Yo! Yes? By Chris Raschka
- "Eleven" by Sandra Cisneros

Other
- Units of Study for Teaching Writing, Grades 3-5—Raising the Quality of Narrative Writing by Lucy Calkins and Ted Kesler
- Narrative Writing Continuum from The Reading and Writing Project
- A Curricular Plan for The Writing Workshop by Lucy Calkins and Colleagues from The Reading and Writing Project
- Words Their Way by Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston
- Common Core State Standards Student Writing Samples
  - http://www.corestandards.org/assets/Appendix_C.pdf
  - Student Writing Samples
  - Student Writing Samples from Previous Years

Assessment Evidence
- On Demand Narrative Writing Assessment Scored Using the Narrative Writing Continuum-- The Reading and Writing Project

Teacher Observation; Writing Conference Notes; Post-it Notes; Writer’s Notebook Entries; Drafts
Final Copies; Checklists; Rubrics; Partner Shares; Turn and Talk Discussions; Whole Group Discussions and Shares

Opinion Writing: Persuasive Reviews

| Writing Unit 3 |  
|---|---|
| **CCSS Addressed:** | RL3.1, RL3.10; RI3.1, RI3.2, RI3.8, RI3.9, RI3.10; SL3.1-4, SL3.6; L3.1-3, L3.5, L3.6; W3.1, W3.2, W3.4, W3.5, W3.10 |
| **Essential Questions:** |  
| - What is a persuasive review? |  
| - How can I make my review more influential? |  
| - What writing format or structure is best for a persuasive review? |  
| **Enduring Understandings:** |  
| - Writers compose persuasive reviews to state an opinion and give reasons for the opinion. Persuasive reviews are written to influence the audience’s opinion about the topic. Writers of persuasive reviews collect ideas from their everyday life. |  
| - Writers make their opinion more influential by writing to a target audience and ensuring the reasons are supported with carefully chosen, descriptive details. Writers can include personal anecdotes and “catch phrases” to further support the opinion. |  
| - Writers should use a basic essay format for the persuasive review. This format should include a topic paragraph, supporting paragraphs (one for each reason), and a concluding paragraph. |  

21st Century Life & Career Skills Standards

<table>
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Adopted August 2016
**Third Grade English Language Arts Curriculum**

<table>
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<tr>
<th>Learning Targets</th>
</tr>
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<tbody>
<tr>
<td>Students will be able to understand:</td>
</tr>
<tr>
<td>- Writers compose persuasive reviews to state an opinion.</td>
</tr>
<tr>
<td>- Writers always include reasons for the opinion.</td>
</tr>
<tr>
<td>- Writers compose persuasive reviews on many different topics.</td>
</tr>
<tr>
<td>- Writers can learn how to make a persuasive review more powerful by reading and listening to other reviews, and by interviewing the readers and listeners of reviews.</td>
</tr>
<tr>
<td>- Writers of persuasive reviews carefully select the best words to describe his/her opinion and reasons.</td>
</tr>
<tr>
<td>- Writers include specific, relevant details to support the reasons for his/her opinion.</td>
</tr>
<tr>
<td>- Writers use paragraphs to separate each reason.</td>
</tr>
<tr>
<td>- Writers can use prompts to ensure the reasons are supported with carefully chosen, descriptive details.</td>
</tr>
<tr>
<td>- Writers use envisioning helping provide reasons for an opinion.</td>
</tr>
<tr>
<td>- Writers can include personal stories or anecdotes to augment a reason.</td>
</tr>
<tr>
<td>- Writers select a review for publishing or sharing.</td>
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| CRP1. Act as a responsible and contributing citizen and employee. |
| CRP2. Apply appropriate academic and technical skills. |
| CRP3. Attend to personal health and financial well-being. |
| CRP4. Communicate clearly and effectively and with reason. |
| CRP5. Consider the environmental, social and economic impacts of decisions. |
| CRP6. Demonstrate creativity and innovation. |
| CRP7. Employ valid and reliable research strategies. |
| CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP9. Model integrity, ethical leadership and effective management. |
| CRP10. Plan education and career paths aligned to personal goals. |
| CRP11. Use technology to enhance productivity. |
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<tr>
<td>- Check, Please! from the Frankly, Frannie series by A.J. Stern</td>
</tr>
<tr>
<td>- Sample Reviews from various newspapers</td>
</tr>
</tbody>
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Adopted August 2016
# Third Grade English Language Arts Curriculum

- Reading Rainbow videos, book reviews at the end of each video
- Samples included on: [www.unitsofstudy.com/workshophelpdesk](http://www.unitsofstudy.com/workshophelpdesk)
- Units of Study for Teaching Writing, Grades 3-5—Raising the Quality of Narrative Writing by
- A Curricular Plan for The Writing Workshop by Lucy Calkins and Colleagues from *The Reading and Writing Project*
- *Teaching Persuasive Writing, K-2* by Sarah Picard Taylor
- *Words Their Way* by Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston
- Common Core State Standards Student Writing Samples - [http://www.corestandards.org/assets/Appendix_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf)
- Student Writing Samples - [http://readingandwritingproject.com/resources/student-writing/third-grade.html](http://readingandwritingproject.com/resources/student-writing/third-grade.html)
- Student Writing Samples Opinion Writing Continuum from *The Reading and Writing Project*
- Student Writing Samples from Previous Years

## Assessment Evidence

Completed Persuasive Review scored using the Opinion Writing Continuum—*The Reading and Writing Project*


Teacher Observation; Writing Conference Notes; List of ideas; Writer’s Notebook Entries; Drafts

Final Copies; Checklists; Rubrics; Partner Shares; Turn and Talk Discussions; Whole Group Discussions and Shares

## Writing

### Unit 4

**Realistic Fiction**

**CCSS Addressed:** RL3.1, RL3.2, RL3.3, RL3.9; RF3.3; W3.3, W3.4, W3.5, W3.10; SL3.1, SL3.4, SL3.6; L3.1, L3.2, L3.3, L3.5, L3.6

**Essential Questions:**
- What prewriting strategies can I use to help me find a topic, get started writing, and write an effective story?
- How can I develop my character into a true, believable person?
- What techniques do published authors use, that I can imitate, to make my story more effective?
- What should I look for when revising and editing my story?

**Enduring Understandings:**
- Writers can brainstorm events from his/her lives as a way to decide on a topic. Writers also think of possible settings for a story and an event that could take place in each setting. Writers begin writing a few sentences to extend each idea. Writers use a writing partner to rehearse the story, telling or acting out the story in different ways to find the more effective storyline.
- Writers use themselves as models for the character of the story. External and internal personality traits are developed, as well as what a character wants, and how the character acts as he/she satisfies this want.
- Writers of Realistic Fiction often use a problem-solution pattern. The problem is introduced fairly quickly into the story and tension builds as the character works to solve the problem. The solution will be evident by the end of the story. Writers find books that illustrate this pattern and discover the techniques used by the author to engage the reader.
- Writers reread the story many times, each time looking at a different part through a different lens. Writers rewrite parts of a story to find the revision that best illustrates message the author is trying to convey. Writers edit for word choice and punctuation that helps to convey the meaning of the story.
### Third Grade English Language Arts Curriculum

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#### Learning Targets

**Students will be able to understand:**
- Writers use mentor texts to collect ideas and as a model for his/her own writing.
- Writers collect ideas from their own lives.
- Writers think of different settings and events for possible story ideas.
- Writers may list ideas in a Writer’s Notebook.
- Writers of Realistic Fiction jot down a few sentences for several ideas, thinking about how a story might progress.
- Writers rehearse an idea by storytelling to a partner. The storytelling should begin in a familiar storytelling fashion.
- Writer’s knowledge from previous units should be evident in current stories.
- Writers follow certain guidelines to keep a story focused on a particular person involved in a particular event.
- Writers model the character of the story after themselves, i.e. a third grade girl, an 8 year old boy, etc.
- Writers make a mental picture of the character and jot down the

**Students will be able to demonstrate:**
- List of ideas for possible stories
- “Story blurbs” for several story ideas
- Character planning page(s)
- Revisions of leads, hearts, and endings
- Focused, Small Moments stories

Adopted August 2016
### Third Grade English Language Arts Curriculum

- Writers imagine how the character acts, feels, and what the character yearns for. Writers then make a list of traits ensuring the traits fit together to make a true, believable person.
- Writers imagine the struggles the character may go through, and the traits the character possesses to overcome the struggle at hand.
- Writers use prewriting planners such as, timelines, story mountains or arcs, story booklets, and dramatic enactments.
- Writers use, “show, not tell” to make a story more interesting to the reader.
- Writers use a problem-solution pattern, usually building on the heart of the story to create tension.
- Writers often rewrite many parts of the story to find the one that feels as if it’s tailored exactly to fit the particular story.
- Writers revise by rereading each part of the story and asking, “Is this what I want my story to ...?”
- Writers edit a story for punctuation, wording, capitalization, and spelling.

#### Instructional Materials/Additional Resources
- Peter’s Chair by Ezra Jack Keats
- Ruby the Copy Cat by Peggy Rathmann
- Come On, Rain by Karen Hesse
- Chrysanthemum by Kevin Henkes
- Those Shoes? by Maribeth Boelts
- Pinky and Rex Series by James Howe
- Shortcut by Donald Crews
- The Power of Grammar by Mary Ehrenworth
- Units of Study for Teaching Writing, Grades 3-5—Writing Fiction: Big Dreams, Tall Ambitions by Lucy Calkins and M. Colleen Cruz
- A Curricular Plan for The Writing Workshop by Lucy Calkins and Colleagues from The Reading and Writing Project
- Words Their Way by Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston
- Common Core State Standards Student Writing Samples - [http://www.corestandards.org/assets/Appendix_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf)
- Student Writing Samples - [http://readingandwritingproject.com/resources/student-writing/fourth-grade.html](http://readingandwritingproject.com/resources/student-writing/fourth-grade.html)
- Student Writing Samples from Previous Years

#### Assessment Evidence
On Demand Narrative Writing Assessment Scored Using the Narrative Writing Continuum-- The Reading and Writing Project

- Teacher Observation;
- Writing Conference Notes;
- Post-it Notes;
- Writer’s Notebook Entries;
- Planning Pages-including internal and external traits of character
- Drafts;
- Final Copies;
- Checklists;
- Rubrics;
- Partner Shares;
- Turn and Talk Discussions;
- Whole Group Discussions and Shares

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## Third Grade English Language Arts Curriculum

### Informational Writing

#### CCSS Addressed:

#### Essential Questions:
- What topics do I know a lot about?
  - How can I divide my topic into subtopics?
  - What text features can I include to help teach my topic?

#### Enduring Understandings:
- Writers can be experts in certain topics, and often feel passionate about these topics. Using their expertise in these areas, writers can teach others all they know, and spread their excitement about the particular topic.
- Writers think about the topic and decide on the different parts of the subject. These parts become the chapters of the book. Writers then decide on what information to include in each chapter. Graphic organizers can be used to help sort the information into different areas.
- Writers use text features to help teach the reader about a topic. Text features can provide additional information or information that has already been presented in a clear, visual format.

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#### Learning Targets
### Students will be able to understand:
- Writers use all the strategies learned from previous units to help strengthen their writing abilities
- Writers have subjects they are “experts” in and are passionate about
- Writers list topics they could teach others
- Writers study published informational books (mentor texts) to learn how the information is presented
- Writers try out topics by writing all they know
- Writers select one topic from the list to develop more in-depth
- Writers use graphic organizers to categorize new information within the topic
- Writers create a Table of Contents to present information in a clear, understandable format
- Writers decide the type of writing for each chapter (how-to, story form, etc.)
- Writers revise plans as they write, adding or deleting subtopics (chapters), changing wording to better explain ideas
- Writers use other writers to help with planning and revising
- Writers can include other types of writing (opinions, anecdotal stories) to provide additional information
- Writers keep in mind the purpose is to make the reader an expert in the chosen topic
- Writers include text features to give additional information or further explain information already provided
- Writers can write “twin sentences” to further explain information provided or new vocabulary words
- Writers reread to make sure information is well explained and fits correctly in the section and subsection in which it is included
- Writers use the introduction to hook the reader
- Writers use transition words to link subtopics to the main topic
- Writers include a concluding section to remind the reader of the big idea

### Students will be able to demonstrate:

**Respond:**
- List of focused topics students are “experts” in
- Notebook entries in which possible topics are expanded upon (writing long about a topic)
- Selected topic with list (or web, timeline, sketch, T-chart) of possible chapter titles
- Topic book with chapters and text features

### Instructional Materials/Additional Resources
- DK Readers
- Gail Gibbons nonfiction books
- Time for Kids
- Samples included on: [www.unitsofstudy.com/workshophelpdesk](http://www.unitsofstudy.com/workshophelpdesk)
- *Units of Study for Teaching Writing, Grades 3-5* — by
- *A Curricular Plan for The Writing Workshop* by Lucy Calkins and Colleagues from *The Reading and Writing Project*
Third Grade English Language Arts Curriculum

- *Words Their Way* by Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston
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- Student Writing Samples-TCRWP website - [http://readingandwritingproject.com/resources/student-writing/third-grade.html](http://readingandwritingproject.com/resources/student-writing/third-grade.html)
- Student Writing Samples Informational Writing Continuum from The Reading and Writing Project
- Student Writing Samples from Previous Years

**Assessment Evidence**

- Teacher Observation; Writing Conference Notes; List of ideas; Writer’s Notebook Entries; Drafts; Final Copies
- Checklists; Quick writes; Rubrics; Partner Shares; Turn and Talk Discussions; Whole Group Discussions and Shares

**Writing Unit 6**

**Mini Literary Essay**

**CCSS Addressed:** RL3.1, RL3.3, RL3.5, RL3.6, RL3.9; Speaking and Listening: SL3.1, SL3.2; Writing: W3.1, W3.4, W3.5, W3.6, W3.7, W3.8, W3.10

**Essential Questions:**

- How can I write an essay that states a strong opinion about a piece of literature and supports it clearly with reasons and evidence from the text?
- How can I explore ideas about literature that help me develop a thesis statement to grow into an essay?
- How can I draft, revise, and edit an essay that clearly supports my idea about a text?
- How can I use everything I know to write a second literary essay, this time working with more independence?

**Enduring Understandings:**

- Literary essayists pay close attention to texts.
- Essayists gather evidence to support their claims, elaborating on and crafting their arguments.

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<td>CRP7. Employ valid and reliable research strategies.</td>
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<td><strong>9.1.4.E.4</strong> Help students understand and analyze business issues.</td>
<td>CRP9. Model integrity, ethical leadership and effective management.</td>
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Adopted August 2016
### Learning Targets

**Students will be able to understand:**
- Writers use all the strategies learned from previous units to help strengthen their writing abilities.
- Writers pay attention to texts. Writers already know parts of literature worth paying attention to (characters, favorite parts, titles, lessons).
- Writers don’t just develop ideas, but write to support them. One way we can further our ideas is by mining our texts for examples that support our initial idea. We might cite a particular bit of text that relates to our idea and then write ‘this shows…’ to elaborate on the connection between our idea and the example.
- Writers lay all their evidence before them, determining which stories, quotes, and bits of expository writing best support their ideas.
- Writers can literally construct an essay by taping the pieces together.
- Writers can choose the planning strategy that best suits them and the essay they are going to be writing. This includes planning across the pages of a booklet, using a folder system, or any other system that works for them.
- Writers use graphic organizers to categorize new information within the topic.

**Students will be able to demonstrate:**
- Writers select bits of their writing – whole entries or portions of an entry – and try to elaborate on those ideas.
- Writers write long, extending their observations by using prompts.
- Writers reread their notebook entries to find seed ideas.
- Writers revise the seed idea so that there is a clear thesis – a claim or an opinion, not a fact, phrase, or question.
- Writers organize their information and insights needed to build the case. They may use a file or a booklet for each big subtopic or work evidence into their draft immediately, putting a paragraph on each page.
- Writers quote from a text and then push themselves to explain what the quote means and how it relates to their thesis.
- Writers state their opinions and forecast or sum up their reasons.
- Writers write strong introductory paragraphs that present the thesis and a closing paragraph that links the story’s message to the writer’s own life.
- Writers use the opinion checklist throughout the writing process to assess themselves.

### Instructional Strategies:
- Interdisciplinary Connections
- Correlates to any science, math, or social studies unit of study
- Encourage students to write essays about topics they study in a content area--- ex. Provide an opinion about immigration to the US or about which body system is most important
- Technology Integration
- Post essays on Goodreads.com or other literature blogs
- Global Perspectives
- Read literary essays from writers around the world or about books that represent characters & settings from other countries
- Instructional Materials/Additional Resources

*Teacher’s College 3rd grade Writing Curricular Calendar, 2013-2014, Unit 4*
**Third Grade English Language Arts Curriculum**

- Writing Pathways: Performance Assessments and Learning Progressions K-5
- Writing About Reading and Changing the World: Persuasive Speeches, Petitions, and Editorials
- Opinion Writing Learning Progressions
- Words Their Way by Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston
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- Student Writing Samples from Previous Years
- Mentor texts
- *The Stories Julian Tells* by Ann Cameron
- *Encyclopedia Brown Cracks the Case* by Donald J. Sobol
- Eve Bunting picture books

### Writing

#### Unit 7

**Poetry**

**CCSS Addressed:** SL3.1, SL3.2, SL3.3, SL3.4, SL3.5, SL3.6; L3.1, L3.2, L3.3, L3.4, L3.5, L3.6; W3.4, W3.5, W3.6, W3.8, W3.10

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<td>Poetic language is found everywhere.</td>
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<td>Who is a poet?</td>
<td>Poets write poems as a result of observing, listening, and living their lives.</td>
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<td>How do poets decide what to write and how to write it?</td>
<td>Effective poets use specific strategies to deliberately craft their poems to convey meaning.</td>
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<td>How does genre influence decisions the poet makes?</td>
<td>Great poems address emotions and universal themes.</td>
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<td>How do writers use a mentor poem?</td>
<td>Writers have mentors that they turn to for inspiration and to learn about craft.</td>
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<tr>
<td>How do poets share their message through ideas, sound, and images?</td>
<td>Poets share their message with others through ideas, sounds, and visuals.</td>
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### Learning Targets

#### Students will be able to understand:
- Poems can be created based on people, places, things, and events in their lives or on their imagination.
- Poems may contain specific qualities and characteristics that affect and enlarge meaning.
- Poems may contain specific qualities and characteristics that affect the sound (music).
- Poets use mentor poems to help them craft their own poems.
- Reading about poets and their “writerly life” informs our work as poets.
- Poets take risks by experimenting (playing) with their "poetic license."
- There are different forms of poetry. However, the focus of this unit is "free verse."
- Poetry is meant to be read aloud.

#### Students will be able to demonstrate:
- Identify characteristics of poems by studying them closely and naming specific craft.
- Use their writing notebook to gather ideas for poems and try-out strategies to generate poetry.
- Pick topics they have strong feelings about.
- Create poems from close observation of the world around them.
- Use sensory details to create images.
- Choose words carefully using the exact word to evoke an idea or image.

### Instructional Materials/Additional Resources
- Units of Study for Teaching Writing, Grade 3
- A Curricular Plan for The Writing Workshop by Lucy Calkins and Colleagues from The Reading and Writing Project
- Words Their Way by Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston
- Common Core State Standards Student Writing Samples - [http://www.corestandards.org/assets/Appendix_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf)
- Student Writing Samples - TCRWP website - [http://readingandwritingproject.com/resources/student-writing/third-grade.html](http://readingandwritingproject.com/resources/student-writing/third-grade.html)
- Student Writing Samples Informational Writing Continuum from The Reading and Writing Project

### Assessment Evidence
- Completed Persuasive Review scored using the Informational Writing Continuum-- The Reading and Writing Project
- Teacher Observation; Writing Conference Notes; List of ideas; Writer’s Notebook Entries; Drafts; Final Copies
- Checklists; Rubrics; Partner Shares; Turn and Talk Discussions; Whole Group Discussions and Shares

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