

GRADE: 3	GENRE/UNIT OF STUDY: Poetry
# weeks/month: March	Quarter: 4
Extended text:	Short text: 4-6
STAGE 1: DESIRED RESULTS	
UNIT QUESTIONS: How is poetry different from prose (ordinary text)?	
CC READING #: RL 3.4 (figurative language), RL 3.5 c (poetry)	
WRITING FOCUS: writing poetry	
CC WRITING: W 3.6 (technology to publish); W3.10 (sustained writing - repeated all year)	
LANGUAGE: L3.5 a, c (understand figurative language); L3.2e-g (using Fry words in writing); L3.6 (speak like a 3 rd grader)	
CC SPEAKING/LISTENING #: SL 3.5 (create audio recordings)	
CC READING FOUNDATION #: RF3.3b (decoding/latin suffixes - ation, ment); RF3.3 d (Fry #276-300),3.4a-c (read grade level text – accurate/fluent) <i>*continue throughout year</i>	
STAGE 2: ASSESSMENT EVIDENCE	
ONGOING FORMATIVE ASSESSMENTS: Say something (group discussion); Decisions, Decisions (point of view); Triangular Prism (colors to show understanding) Anecdotal from guided reading for RF3.4c	
SUMMATIVE ASSESSMENTS (GRADED): WEEKLY- MONTHLY-	
STAGE 3: LEARNING PLAN	
TOPICS: Poetry	
ACADEMIC VOCABULARY: prose, stanza, simile, metaphor, personification, onomatopoeia, alliteration	
COMPREHENSION STRATEGY #1: Synthesizing	
COMPREHENSION STRATEGY #2(OPTIONAL): Evaluating, Visualizing	
READING RESPONSE FOCUS: Respond to poetry	
POSSIBLE FICTION TEXTS: poems! (duh)	

POSSIBLE NONFICTION TEXTS:

GRADE: 3 **GENRE/UNIT OF STUDY:** Earth Systems/Earth & Human Activity
(Next Generation Science Standards ESS2, ESS3)

weeks/month: April Quarter: 4 Extended text: 0 Short text: 4-7

STAGE 1: DESIRED RESULTS

UNIT QUESTIONS: What is the difference between weather and climate? What types of weather/climates affect different areas of the world at different times? How is my opinion different from that of the authors?

CC READING #: RI 3.5 (text features – digital); RI 3.6 (point of view – compare to author)

WRITING FOCUS: Informational/research (ESS2-2: Obtain and combine information to describe climates in different regions of the world)

CC WRITING: W 3.5 (plan, write, edit, revise), W 3.7 (short research), W 3.8 (info from technology); W3.10 (sustained writing - repeated all year)

LANGUAGE: L3.2e-g (using Fry words in writing); L3.6 (speak like a 3rd grader)

CC SPEAKING/LISTENING #: SL3.1 (discussion); SL3.5 (create audio recordings)

CC READING FOUNDATION #: RF3.3b (decoding/latin suffixes - fy, ify); RF3.3 d (Fry #276-300); RF3.4a-c (reads grade level text – accurate fluent)**continue throughout year*

STAGE 2: ASSESSMENT EVIDENCE

ONGOING FORMATIVE ASSESSMENTS:

Say something (group discussion); Decisions, Decisions (point of view);
Triangular Prism (colors to show understanding)
Anecdotal from guided reading for RF3.4c

SUMMATIVE ASSESSMENTS (GRADED):

WEEKLY-
MONTHLY-

STAGE 3: LEARNING PLAN

TOPICS: weather, climate, impacts

ACADEMIC VOCABULARY: point of view, text features (online)
COMPREHENSION STRATEGY #1: Questioning
COMPREHENSION STRATEGY #2(OPTIONAL): Analyzing (structure, point of view)
READING RESPONSE FOCUS: Establish a point of view – same or different from author?
POSSIBLE FICTION TEXTS: Cloudy with a Chance of Meatballs
POSSIBLE NONFICTION TEXTS: digital text, Scholastic science readers – weather, Earth Day, Reading A-Z

GRADE: 3 GENRE/UNIT OF STUDY: Fiction (novel)
weeks/month: May Quarter: 4 Extended text: 1 (2-3 wks max) Short text: 1
STAGE 1: DESIRED RESULTS
UNIT QUESTIONS: How is my point of view different from that of the characters or narrator? What is my opinion on a text?
CC READING #: RL 3.6 (point of view)
WRITING FOCUS: Respond to fiction text CC WRITING: W3.9 (respond to reading - fourth grade standard – not assessed); W3.10 (sustained writing - repeated all year)
LANGUAGE: L3.2e-g (using Fry words in writing); L3.6 (speak like a 3 rd grader)
CC SPEAKING/LISTENING #: SL 3.5 (create audio recordings)
CC READING FOUNDATION #: RF3.3b (decoding/latin suffixes - ty, ity); RF3.3 d (Fry #276-300),3.4a-c (reads grade level text – accurate/fluent) <i>*continue throughout year</i>
STAGE 2: ASSESSMENT EVIDENCE
ONGOING FORMATIVE ASSESSMENTS: Say something (group discussion); Decisions, Decisions (point of view); Triangular Prism (colors to show understanding) Anecdotal from guided reading for RF3.4c
SUMMATIVE ASSESSMENTS (GRADED):

WEEKLY-
MONTHLY-

STAGE 3: LEARNING PLAN

TOPICS:

ACADEMIC VOCABULARY: narrator, point of view

COMPREHENSION STRATEGY #1: review/revisit all relevant to extended text

COMPREHENSION STRATEGY #2(OPTIONAL):

READING RESPONSE FOCUS: varied

POSSIBLE FICTION TEXTS: fun fiction chapter book!

POSSIBLE NONFICTION TEXTS: NA