

ELA COMMON CORE CURRICULUM UNIT*
North Smithfield School Department

TITLE OF UNIT: Discoveries **GRADE 3**

DATE PRESENTED:

DATE DUE:

LENGTH OF TIME: several weeks

OVERVIEW OF UNIT:

Discoveries give new information about our world. In this unit students will discover food around the world, stories from different cultures, and the art of illustrating.

STANDARDS: Common Core ELA Standards

Reading RL/R.I 1-10	Writing W. 1-10	Speaking & Listening SL. 1-6	Language L. 1-6
<input type="checkbox"/> Literature & Informational	<input type="checkbox"/> Text Types and Purposes	<input type="checkbox"/> Comprehension and Collaboration	<input type="checkbox"/> Knowledge of Language
<input type="checkbox"/> Key Ideas and Details	<input type="checkbox"/> Production and Distribution	<input type="checkbox"/> Presentation of Knowledge and Ideas	<input type="checkbox"/> Vocabulary Acquisition Use
<input type="checkbox"/> Craft and Structure	<input type="checkbox"/> Research to Build and Present Knowledge		
<input type="checkbox"/> Integration of Knowledge	<input type="checkbox"/> Range of Writing		
<input type="checkbox"/> Range of Reading			

FOCUS ELA STANDARDS: see curriculum _____ for specific standards, e.g. RL. 8.1, RI 8.2, W 8.1, etc.

Reading

- Word Meaning and Relationships L 3.4-3.6

- Ask and Answer Questions RL 3.1, RI 3.1
- Theme and Summary RL 3.2, RI 3.2
- Cause and Effect RL 3.3, RI 3.3
- Determine the meaning of words RL 3.4, RI 3.4
- Structure and Organization RL 3.5, RI 3.5
- Point of View RL 3.6, RI 3.6
- Analyzing visual elements RL 3.7, RI 3.7
- Compare and Contrast RI 3.9
- Broad reading of text at the appropriate Lexile rate (450-790) RL 3.10, RI 3.10
- Decoding RF 3.3
- Accuracy, Fluency, and Comprehension RF 3.4

Writing

- Opinion Writing W 3.1
- Informative Writing W 3.2
- Narrative Writing W 3.3
- Clear and Coherent Writing W 3.4
- Develop and Strengthen Writing W 3.5
- Publish using Technology W 3.6
- Short research project W 3.7
- Summarize or Paraphrase Information W 3.8
- Write Routinely W 3.10

Speaking and Listening

- Conduct Discussions SL 3.1
- Summarize Information SL 3.2
- Oral Presentations SL 3.3
- Report Findings SL 3.4-6

Language

- Conventions L 3.1-3.3

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Applied Learning Standards:

problem solving communication critical thinking research reflection/ evaluation

Expectations for Student Learning (High School only):

ENDURING UNDERSTANDING:

How can we discover our world through text?

PRIOR KNOWLEDGE:

Review the skills learned in Unit 2

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- Students will determine the central message in a fiction text.
- Students will explore plot and setting.
- Students will compare and contrast.
- Students will explore point of view.
- Students will identify the sequence technical procedure when illustrating.
- Students will write an extended opinion piece.
- Students will analyze and write grammatically correct sentences.

SUGGESTED WORKS:

Fiction

- “Stone Soup” and complementing leveled texts
- “One Riddle, One Answer” and complementing leveled texts

Nonfiction

- “What do Illustrators do?” and complementing leveled texts
- **Biography TBD**

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction [Curriculum ELA grade 7NS.docx](#)

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|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing | 6. Informational text response | 11. Multi-media/technology | 16. Research project |
| 2. Class discussion | 7. Informative writing | 12. Narrative writing | 17. Vocabulary word wall |
| 3. Dramatization/role playing | 8. Journal | 13. Non- linguistic representations | 18. Writer’s notebook |
| 4. Grammar and usage | 9. Literature response | 14. Note taking and summarizing | 19. Word Study |
| 5. Graphic organizers | 10. Media appreciation | 15. Oral presentation | 20. |

- Class discussion/literature response:** Students will discuss plot and setting and determine the central message in fiction texts.
 - Example: How is the main character in *Count on Detective Drake* similar to the main character in *One Riddle, One Answer*? How are they different?
 - Example: In *The Monster’s Riddle* (approaching level text), how are the twins alike and how are they different?
 - Example: What is the central message in *Stone Soup* and how does the author use the story to relate this message?
 - Example: *One Riddle, One Answer* and *Count on Detective Drake* both have a plot and a setting. Does a haiku have a plot and setting? Why or why not?

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- **Narrative writing:**
 - Example: Write about a tradition your family has where you always eat a special message.
 - Example: Choose a folk tale or fairy tale that you know well. Write one scene from the story in your own words and then illustrate your scene.
- **Class discussion/informational text response:** Students will compare and contrast subtopics in a nonfiction text as well as identify the sequence of events in nonfiction text.
 - Example: What are the steps (in order) that an illustrator and animator take when creating their work?
 - Example: How do illustrators decide what materials to use when illustrating?
 - Example: How does an illustrator's point of view impact the type of illustrations he or she makes? (see page 393 in Treasures manual)
- **Informational Writing:**
 - Students will write a "how-to" on a chosen topic.
- **Multi-media/technology:** Students will explore illustration and animation through websites and movie clips. Students will explore food from different cultures through websites and movie clips.
- **Graphic Organizers:** Students will analyze text structure through the use of graphic organizers (setting/plot organizer, sequence chart).

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES:

- *Common Core Curriculum Maps*, Josey-Bass, publisher
- Common Core Standards <http://www.ride.ri.gov/instruction/commoncore.aspx>
- Treasures Additional Resources <http://stageforlearning.com/thirddownloads.asp> and http://activities.macmillianmh.com/reading/treasures/html/main_teacher.html

VOCABULARY

"Stone Soup"

- guests
- banquet
- agreeable
- curiosity
- gaze
- untrusting

"One Riddle, One Answer"

- wearily
- depart
- suitable
- increase

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- observed
- advised
- discouraged

"What Do Illustrators Do"

- instance
- illustrate
- style
- textures
- sketches
- suggestions

LESSON PLAN for UNIT _____

LESSONS

- Lesson # 1 Summary:**

- Lesson #2 Summary:**

- Lesson #3 Summary:**

OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**

