

ELA COMMON CORE CURRICULUM UNIT*
North Smithfield School Department

TITLE OF UNIT: Determination **GRADE** 3

DATE PRESENTED: **DATE DUE:** **LENGTH OF TIME:** several weeks

OVERVIEW OF UNIT:

Students will analyze how characters persevere to achieve their goals.

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"/> Key Ideas and Details <input type="checkbox"/> Craft and Structure <input type="checkbox"/> Integration of Knowledge <input type="checkbox"/> Range of Reading	<input type="checkbox"/> Text Types and Purposes <input type="checkbox"/> Production and Distribution <input type="checkbox"/> Research to Build and Present Knowledge <input type="checkbox"/> Range of Writing	<input type="checkbox"/> Comprehension and Collaboration <input type="checkbox"/> Presentation of Knowledge and Ideas	<input type="checkbox"/> Knowledge of Language <input type="checkbox"/> Vocabulary Acquisition Use

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

Reading

- Asks and Answers 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**

- 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**

Writing

- Opinion Writing **W 3.1**
- Informative Writing **W 3.2**

Language

- Conventions **L 3.1-3.3**

Applied Learning Standards:

problem solving communication critical thinking research reflection/ evaluation

Expectations for Student Learning (High School only):

ENDURING UNDERSTANDING:

How does determination help us persevere through challenges?

PRIOR KNOWLEDGE:

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- Students will analyze fictional text structure (character, setting, plot, problem/solution).
- Students will identify main idea/controlling idea in a text.

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- Students will write short narrative pieces in response to text.
- Students will conduct a short research project.
- Students will write an extended opinion based response.
- Students will analyze and write grammatically correct sentences.
- Students will define and analyze related words using context clues.

SUGGESTED WORKS:

Fiction

- “Cook-A-Doodle-Do” and complementing leveled texts
- “Seven Spools of Thread” and complementing leveled texts

Biography

-

Nonfiction

- “Here’s My Dollar” and complementing leveled texts

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:

- | | | | |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 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 make personal connections to the text (“Cook-A-Doodle-Do”, “Seven Spools of Thread” and “Here’s My Dollar”) and examine point of view.
 - Example: Why does the author give the father’s point of view about his sons at the beginning of the story? (“Seven Spools of Thread”)
 - Example: Compare and contrast main characters using descriptions of their personalities and events in the story. (Cook-A-Doodle-Do)
 - Example: Why did the author tell us about the things Angel did to help her community? (Here’s My Dollar)
- Narrative writing:** Students will write about how they would encourage people to help in their community.
- Opinion Writing:** Read and study facts about two similar topics (biographies). Think about these two topics and decide which you would like to study further based on the information that you have read.
- Informational Writing:** Students will write how determination has affected the life of _____ (Biography)
- Multi-media/technology:** Students will explore early photographs and film clips of biographical figures.
- Graphic Organizers:** Students will analyze text structure through the use of graphic organizers (character/ setting/plot organizer, problem/solution organizer, compare and contrast, and main idea/detail organizer).

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

Web’s Depth of Knowledge

Bloom’s Taxonomy

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- skill/conceptual understanding
- strategic reasoning
- extended reasoning
- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES:

- *Common Core Curriculum Maps*, Josey-Bass, publisher

- Treasures Additional Resources <http://stageforlearning.com/thirddownloads.asp>

VOCABULARY

"Cook-A-Doodle-Do"

- Magnificent
- Masterpiece
- Ingredient
- Recipes
- Tasty

"Seven Spools of Thread"

- Beamed
- Argued
- Possessions
- Fabric
- Purchased
- Quarreling
-

"Here's My Dollar"

- Tour
- Volunteers
- Community
- Thrilled
- Slogan
- Grownups
- Deserve
- interviewed

LESSON PLAN for UNIT _____

LESSONS

- **Lesson # 1 Summary:**

- **Lesson #2 Summary:**

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- Lesson #3 Summary:

OBJECTIVES for LESSON # _____

- **Materials/Resources:**

- **Procedures:**

- Lead –in

- Step by step

- Closure

- **Instructional strategies:**

- **Assessments:**

- **Formative**

- **Summative**