

**ELA COMMON CORE CURRICULUM UNIT\***  
**North Smithfield School Department**

**TITLE OF UNIT:** Challenges **GRADE** 3

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

**OVERVIEW OF UNIT:**

Students will analyze text to learn how characters meet challenges.

**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**

- 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**

- 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**
- 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**
- Word Meaning and Relationships **L 3.4-3.6**

**Applied Learning Standards:**

problem solving                      communication                      critical thinking                      research                      reflection/ evaluation

**Expectations for Student Learning (High School only):**

**ENDURING UNDERSTANDING:**

How can we overcome our own challenges while making a difference?

**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.

## ELA COMMON CORE CURRICULUM UNIT\*

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

#### SUGGESTED WORKS:

##### Fiction

- "Boom Town" and complementing leveled texts
- "Beatrice's Goat" and complementing leveled texts
- "The Printer"

##### Extended Fiction

- *Charlotte's Web*

#### 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 describe characters in a story and explain their actions contribute to the sequence of events.
  - Example: Why does the town begin to change and grow? ("Boom Town")
  - Example: Why does Beatrice work harder over the next few months? ("Beatrice's Goat")
  - Example: How will the hearing printers treat the narrator's father now that the plant has reopened? ("The Printer")
- Narrative writing:** Students will choose a main character and write a journal entry about a day in their life.
- Opinion writing:** Students will write their opinion about which character overcame the greatest challenge?
- Informational Writing:** Students will explore animal habitats by researching an aquatic animal.
- Multi-media/technology:** Students will explore animal habitats through websites and movie clips. (*Charlotte's Web*)
- Graphic Organizers:** Students will analyze text structure through the use of graphic organizers (character/ setting/plot organizer, problem/solution organizer, cause and effect, 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

- Common Core Standards <http://www.ride.ri.gov/instruction/commoncore.aspx>
- Treasures Additional Resources <http://stageforlearning.com/thirddownloads.asp>

**VOCABULARY**

"Boom Town"

- Sidewalks
- Grumbled
- Traders
- Blossomed
- Wailed
- Lonesome

"Beatrice's Goat"

- Gift
- Yearned
- Tend
- Produced
- Sturdy
- Schoolhouse
- kindhearted

"The Printer"

- screamed
- numb
- escape
- fled
- shuddered
- image
- newspaper

**LESSON PLAN for UNIT \_\_\_\_\_**

**LESSONS**

- **Lesson # 1 Summary:**
- **Lesson #2 Summary:**
- **Lesson #3 Summary:**

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**OBJECTIVES for LESSON # \_\_\_\_\_**

**Materials/Resources:**

**Procedures:**

- **Lead –in**
  
- **Step by step**
  
- **Closure**

**Instructional strategies:**

**Assessments:**

- **Formative**
  
  
  
  
- **Summative**