

ELA COMMON CORE CURRICULUM UNIT*
North Smithfield School Department

TITLE OF UNIT: Achievements **GRADE** 3

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

OVERVIEW OF UNIT:

Students will understand people can achieve great things working together or alone. Students will make connections between their lives and the characters in literary texts as well as explore the concept of community and unfamiliar lands in non-fiction texts.

STANDARDS: Common Core ELA Standards

Reading RL/RI 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

- Drawing Inferences **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**
- Connections/Comparisons **RL 3.8, RI 3.8**
- 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.**
- 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:

Students will understand that each of the unique characters and the settings in the story play an important role in developing friendships and achievements.

PRIOR KNOWLEDGE:

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

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

- “Castle on Viola Street” and complementing leveled texts
- “Wilbur’s Boast” and complementing leveled texts

Extended Fiction

- *Charlotte’s Web*

Nonfiction

- “An American Hero Flies Again” 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 use story clues to determine the theme of the text. (“Castle on Viola Street” and “Wilbur’s Boast”)
 - Example: Use examples from the story to show how time and hard work help dreams come true.
 - Example: How does Charlotte teach Wilbur to become happy with himself?
- Narrative writing:** Students will write about a time when they achieved a goal through time and hard work.
- Opinion Writing:** Does working together make it harder or easier for you to achieve your goals?
- Informational Writing:** Students will explore animal habitats by researching an aquatic animal.
- Multi-media/technology:** Students will explore different 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, 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

"Castle on Viola Street"

- downtown
- appliances
- owners
- construction
- equipment
- leaky

"Wilbur's Boast"

- conversation
- interrupted
- boasting
- sway
- scrambled
- seized
- rebuild

"An American Hero Flies Again"

- historical
- dispute
- automatically
- requirements

LESSON PLAN for UNIT _____

LESSONS

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

