

# ELA Grade 3 Pacing Guide

## Quarter 1

**Essential question:** How does being able to locate and cite key details help me to recount the text and derive understanding of what I have read?

Weekly Tracker

Classroom Instruction

Week 1 –  
Week 3

### *Reading Complex Text*

#### **Focus on Literature**

- Summarize a story
- Analyze story elements (plot, character, setting, point of view)
- Cite evidence from text
- Use context to determine word meaning

#### **Short text selections**

- *Boom Town*
- *What About Me*
- *Alexander Who Used to Be Rich Last Sunday*

### *Writing to Texts*

#### **Routine Writing**

- Two-column notes
- Story summaries
- Constructed responses
- Subject area journal entries

#### **Analysis (Opinion)**

Opinion Letter-Students write a letter to a parent, friend, or sibling expressing their opinion about ways to use money wisely. They should draw evidence from at least one of the texts read this three weeks to support their opinions.

#### **Analysis (Descriptive/Informational)**

Students select a character from one of the stories and write a brief character sketch. They should use facts and details from the story to support key points.

#### **Narrative Writing**

Friendly letter-Students write a letter to a friend or family member describing how Alexander spent his dollar. They should use facts and details from the story to support key points.

Week 4-  
Week 6

### *Reading Complex Text*

#### **Focus on Literature**

- Summarize a chapter or story
- Analyze story elements (plot, character, setting, point of view)
- Examine how the parts of a chapter book fit together
- Cite evidence from text
- Use context to determine word meaning

	<p><b>Analyzing an Extended Work of Fiction</b></p> <ul style="list-style-type: none"> <li>• <i>Sarah, Plain and Tall</i> (or other appropriately complex literary chapter book)</li> </ul> <p style="text-align: center;"><b>Writing to Texts</b></p> <p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>• Two-column notes</li> <li>• Chapter summaries</li> <li>• Constructed responses</li> <li>• Subject area journal entries</li> </ul> <p><b>Analysis (Opinion)</b></p> <p>You wake up in the middle of the night to find yourself sitting at the kitchen table with Papa, Anna and Caleb. You are anticipating the coming of Sarah and want to write her all about life on the Prairie. Before you can convince her that the prairie is where she should be, you need to do some investigating on your own. Find out everything you can about life on the prairie. Find interesting facts that would draw someone to that area. When your research is complete, you will write a persuasive letter to Sarah, assuring her that the Prairie is the best place for her to be. Use details from the story and your own research to formulate a strong opinion.</p> <p><b>Narrative Writing</b></p> <p>Students write a narrative describing key events in <i>Sarah, Plain and Tall</i>, explicitly referring back to the book to place the events in sequential order.</p> <p>or</p> <p>Rewrite a portion of the story from a different point of view.</p>
<p><b>Week 7 - Week 9</b></p>	<p style="text-align: center;"><b>Reading Complex Text</b></p> <p><b>Focus on Informational Text</b></p> <ul style="list-style-type: none"> <li>• Main idea and details</li> <li>• Sequence of events</li> <li>• Visual and graphic information</li> <li>• Academic language</li> </ul> <p><b>Short text selections</b></p> <p><i>If You Made a Million</i>  <i>My Rows and Piles of Coins</i>  <i>Penguin Chick</i>  Selected texts for research project</p> <p style="text-align: center;"><b>Writing to Texts</b></p> <p><b>Routing Writing</b></p> <p>Take notes for research project and/or oral report  Complete graphic organizers  Journal writing</p> <p><b>Analysis (Informational)</b></p> <p>Compare and contrast information gathered from two or more sources. The written product can be a Venn Diagram, Double Bubble Thinking Map, or a short paper.</p>

**Research Report: Factual Report**

Students will select a topic from Social Studies or Science, conduct research, and prepare and present a factual report that synthesizes information from multiple sources. The report may be in the form of a poster, PowerPoint presentation, or other designated mode, as directed by the teacher.

### For Reading and Writing in Each Module

	<b>Cite evidence</b>	<b>Analyze content</b>	<b>Study and apply grammar</b>	<b>Study and apply vocabulary</b>	<b>Conduct Discussions</b>	<b>Report Findings</b>
<b>Every Quarter</b>	<b>RL1, RL3</b> Cite evidence from text when speaking or writing about texts.	<b>RI1, RI2, RI5</b> Carefully examine what is said in a text before speaking or writing about it.	<b>L1, L2, L4, L5</b> Edit and revise writing for errors in language conventions	<b>L4, L5</b> Use a variety of learned strategies to derive word meaning in context.	<b>SL1, SL2, SL6</b> Develop and practice classroom routines and procedures.  Participate actively in classroom discussions.	<b>SL1, SL2, SL4, SL6</b> Oral report on information from factual report.

### Reading Foundational Skills

<b>Phonics and Word Recognition</b>	<b>Fluency</b>
<b>RF 3.1, 3.2, 3.3</b> <ul style="list-style-type: none"> <li>• Short vowels (VCCV)</li> <li>• Plurals –s, -es</li> <li>• Endings –ed, -ing, -er, and –est</li> <li>• Long Vowel Diagraphs</li> <li>• Vowel sounds in out and toy</li> <li>• Syllable pattern V/CV, VC/V</li> <li>• Words Ending in –le</li> </ul>	<b>RF 3.4</b> Read with sufficient accuracy and fluency to support comprehension.  By the end of the nine weeks, read at a rate of 85-95 WCPM with expression and understanding; adjust rate as appropriate to the text and task.

\*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen. **These standards are constant and should be taught throughout each quarter.**

## **Resources**

*Grades 1-5 Boston Public Schools – Close Reading Lessons*

<http://bpscriculumandinstruction.weebly.com/close-reading-lesson-plans.html>

*Boston Public Schools – Curriculum Maps page 7*

<http://bpscriculumandinstruction.weebly.com/elementary-curriculum-guides.html>

*Grades 1-5 Standards Guide*

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*Grades 3-5 Edmodo*

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*Grades K-5 TEL- Tennessee Electronic Library*

<http://tntel.tnsos.org/curricular.htm>

# ELA Grade 3 Pacing Guide

## Quarter 2

**Essential Questions:** *Why is it important to identify the characters, setting, and plot of a story? Why is sequencing important when analyzing the plot of a story? Why is sequencing important when analyzing the plot of a story? How can identifying a cause-effect relationship help you better understand the story?*

**Weekly tracker**

**Classroom Instruction**

**Week 1-  
Week 3**

### ***Reading Complex Text***

#### **Focus on Literature**

- Describe the characters and setting in a story
- Determine the sequence of events in a reading passage
- Identify the main idea and supporting details in a selection
- Draw conclusions and make inferences using evidence from the story
- Make predictions about text and cite text evidence to support prediction

#### **Short text selections**

- *Prudy's Problem and How She Solved it*
- *William's House*
- *The Gardener*

### ***Writing to Texts***

#### **Routine Writing**

- Graphic Organizers (Venn Diagram, Story Map)
- Story summaries
- Constructed responses
- Subject area journal entries

#### **Analyses:**

##### **Informational/Explanatory**

After reading the interview "Meeting The Challenge of Collecting" p. 220-223, have students use a Venn diagram to organize thoughts: How are Prudy's Museum and the Field Museum of Natural History alike? How are they different?

##### **Opinion**

Students will write a paragraph comparing William's house to the log cabins described in the article, then state which one you would prefer to live in and why. Cite evidence from both texts to support your opinion.

##### **Narrative Writing**

Students will retell a story using the illustrations to assist them.

**Week 4-  
Week 6**

### ***Reading Complex Text***

#### **Focus on Literature**

- Summarize a chapter or story
- Identify and make generalizations
- Use text features to aid in comprehension when reading expository nonfiction
- Determine which details do/do not support the main idea
- Cite evidence from text

	<p><b>Short text selections</b></p> <ul style="list-style-type: none"> <li>• <i>Martin Luther King and the March on Washington</i></li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• <i>The Story of Ruby Bridges by Robert Coles</i> accompanied by <ul style="list-style-type: none"> <li>○ <i>Ruby Bridges Bio</i></li> <li>○ <i>The Whitehouse Blog: Ruby Bridges Visits the Whitehouse</i></li> </ul> </li> </ul> <p style="text-align: center;"><b>Writing to Texts</b></p> <p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers (T-chart, Venn, Double Bubble, etc.)</li> <li>• Story/text summaries</li> <li>• Constructed responses</li> <li>• Subject area journal entries/learning logs</li> </ul> <p><b>Analyses:</b></p> <p><b>Opinion</b> Students will write a letter to Ruby Bridges explaining how or why they do or do not think Ruby’s actions have influenced their education today.</p> <p><b>Narrative</b> Students will write a paper retelling the sequence of events that led to Ruby desegregating her school or Dr. King’s giving his famous speech. They should cite evidence from the text to show how cause and effect gives order to the text events.</p>
<p><b>Week 7- Week 9</b></p>	<p style="text-align: center;"><b>Reading Complex Text</b></p> <p><b>Focus on Literature</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast information and ideas</li> <li>• Determine the meaning of words in context</li> <li>• Make inference and draw conclusions</li> <li>• Cite evidence from text</li> </ul> <p><b>Short text selections</b></p> <ul style="list-style-type: none"> <li>• <i>Night Letters</i></li> <li>• “dear stars”</li> <li>• <i>Volcanoes: Nature’s Incredible Fireworks</i></li> <li>• Selected texts for research project</li> </ul> <p style="text-align: center;"><b>Writing to Texts</b></p> <p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers (T-chart, Venn, Double Bubble, etc.)</li> <li>• Story summaries</li> <li>• Constructed responses</li> <li>• Subject area journal entries</li> <li>• Take notes for research project</li> </ul> <p><b>Analysis</b></p> <p><b>Explanatory</b> Students will explain the key points from the story <i>Night Letters</i>.</p> <p><b>Narrative</b> Students will write a letter to Lily from the stars, citing evidence from the poem “dear stars” to support key points.</p>

	<p><b>Research Report</b> Brainstorm names of animals that are often found in literature (fox, snake, rabbit, turtle, spider, wolf, bear, etc.) Have students select one fiction &amp; nonfiction text about this animal. Have students write an essay or create a PowerPoint explaining how animals are portrayed in literature versus their true personality or traits.</p> <p style="text-align: center;">Or</p> <p>Teacher's choice of research project</p>
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**For Reading and Writing in Each Module**

	<b>Cite evidence</b>	<b>Analyze content</b>	<b>Study and apply grammar</b>	<b>Study and apply vocabulary</b>	<b>Conduct Discussions</b>	<b>Report Findings</b>
<b>Every Quarter</b>	<p><b>RL1, RL3</b> Cite evidence from text when speaking or writing about texts.</p>	<p><b>RI1, RI2, RI5</b> Carefully examine what is said in a text before speaking or writing about it.</p>	<p><b>L1, L2, L4, L5</b> Edit and revise writing for errors in language conventions</p>	<p><b>L4, L5</b> Use a variety of learned strategies to derive word meaning in context.</p>	<p><b>SL1, SL2, SL6</b> Develop and practice classroom routines and procedures.  Participate actively in classroom discussions.</p>	<p><b>SL1, SL2, SL4, SL6</b> Oral report on information from factual report.</p>

**Reading Foundational Skills**

<b>Phonics and Word Recognition</b>	<b>Fluency</b>
<p><b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Irregular plurals</li> <li>• <i>r</i>-controlled vowels</li> <li>• prefixes <i>mid-</i>, <i>pre</i>, <i>over-</i>, <i>out-</i></li> <li>• suffixes <i>-er</i>, <i>-or</i>, <i>-ess</i>, <i>-ist</i></li> <li>• syllable pattern VCCCV</li> </ul>	<p><b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>By the end of the nine weeks, read at a rate of 90-100 WCPM; adjust rate as appropriate to the text and the task</p>

\*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen. **These standards are constant and should be taught throughout each quarter.**



## **Resources**

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# ELA Grade 3 Pacing Guide

## Quarter 3

**Guiding Questions:** How can the effect of being unique sometimes be positive and negative? What strategies make me a good writer and reader? How can key details help in comparing and contrasting two texts on the same topic? How do you organize and develop research projects that build knowledge about a topic?

Weekly  
tracker

Classroom Instruction

Week 1-  
Week 3

### *Reading Complex Text*

#### **Focus on Literature**

- Summarize a story
- Determine the sequence of events in a reading passage
- Compare and contrast information in texts
- Cite evidence from text
- Identify cause and effect situations in a passage
- Make generalizations about text or situations

#### **Short text selections**

- *Wings*
- *Hottest, Coldest, Highest, Deepest*
- *Rocks in His Head*

### *Writing to Texts*

#### **Routine Writing**

- Two-column notes (T-chart)
- Story summaries
- Constructed responses
- Subject area journal entries

#### **Analysis (Compare and Contrast)**

- Write an essay comparing and contrasting the main characters from the two selections read the last three weeks. They should draw evidence from the texts to aid in the comparison.  
Or
- Write an article for a travel magazine comparing and contrasting two or three sights you have seen in “Hottest, Coldest, Highest, Deepest”. They should draw evidence from the text when comparing the locations.

#### **Narrative Writing**

- Write a personal narrative for one of the characters from the texts. Include evidence from the text on how their unique qualities made them stand out in a crowd.

Week 4-  
Week 6

### *Reading Complex Text*

#### **Focus on Literature**

- Summarize a chapter or story
- Analyze story elements (plot, character, setting, theme)
- Examine how the parts of a chapter book fit together
- Cite evidence from text

	<p><b>Extended text selection</b>  <i>The Stories Julian Tells</i> by Ann Cameron  Or  <i>The Lighthouse Family: The Storm</i> by Cynthia Rylant</p> <p style="text-align: center;"><b>Writing to Texts</b></p> <p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>• Two-column notes</li> <li>• Chapter summaries</li> <li>• Constructed responses</li> <li>• Subject area journal entries</li> </ul> <p><b>Analysis</b>  Explain how Julian’s feelings about eating the fig leaves changed over the course of the chapter “Because of Figs.” Cite examples from the text to illustrate key points.  Or  Compare and contrast Pandora’s feelings and life when she lived alone at the lighthouse to when the mice and Seabold entered her life. Use text evidence and signal words to recount the events.</p> <p><b>Narrative Writing</b>  <i>The Stories Julian Tells</i> is an example of a series of personal narratives. Using the story as a model, write a personal narrative about a major event in your life, such as the time when you lost your first tooth. Use some of the same strategies the author used to develop your narrative.  Or  You are Pandora and Seabold is in the midst of readying his boat to return to sea. Write a farewell letter to Seabold. Include text evidence about the experiences they have shared at the lighthouse.</p>
<p><b>Week 7- Week 9</b></p>	<p style="text-align: center;"><b>Reading Complex Text</b></p> <p><b>Focus on Literature</b></p> <ul style="list-style-type: none"> <li>• Summarize a story</li> <li>• Determine the sequence of events in a reading passage</li> <li>• Compare and contrast information in texts</li> <li>• Cite evidence from text</li> <li>• Identify cause and effect situations in a passage</li> <li>• Make generalizations about text or situations</li> </ul> <p><b>Short text selections</b></p> <ul style="list-style-type: none"> <li>• <i>America’s Champion Swimmer: Gertrude Ederle</i></li> <li>• <i>Suki’s Kimono</i></li> <li>• Selected texts for research project</li> </ul> <p style="text-align: center;"><b>Writing to Texts</b></p> <p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>• Two-column notes (T-Chart)</li> <li>• Chapter summaries</li> <li>• Constructed responses</li> <li>• Subject area journal entries</li> </ul>

	<p><b>Analysis (Cause and Effect)</b> Students will summarize a text by retelling the events in chronological order and describing the relationship between the events of that occurred (cause) and their effect, as it relates to the plot of the story.</p> <p><b>Research Report</b> Use an online directory to gather information about a person or topic and use that information to write a <b>how-to paper</b> about that topic. For example, students could research information about rock collecting and describe how to start a rock collection or they can research how to become a competitive swimmer like Gertrude Ederle and write a paper about how to become a champion swimmer. Students should also be prepared to present their information to classmates.</p>
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**For Reading and Writing in Each Module**

	Cite evidence	Analyze content	Study and apply grammar	Study and apply vocabulary	Conduct Discussions	Report Findings
Every Quarter	Cite evidence from text when speaking or writing about texts. (RL/RI 3.1)	Carefully examine what is said in a text before speaking or writing about it. (RL/RI 3.2-9, SL 3.2-3)	Edit and revise writing for errors in language conventions. (L3.1-2)  Use correct grammar when speaking. (SL3.6)	Use a variety of learned strategies to derive word meaning in context. (L.3.4.5, 6)	Develop and practice classroom routines and procedure.  Participate actively in classroom discussions. (SL.3.1)	Oral Report on information from research report (SL3. 4)

**Reading Foundational Skills**

Phonics and Word Recognition	Fluency
<p><b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Irregular plurals</li> <li>• <i>r</i>-controlled vowels</li> <li>• Prefixes <i>pre-</i>, <i>mid-</i>, <i>over-</i>, and <i>out-</i></li> <li>• suffixes <i>-er</i>, <i>-or</i>, <i>-ess</i>, <i>-ist</i></li> <li>• syllable pattern VCCCV</li> <li>• Syllables V/V</li> <li>• Syllable patterns CVVC, CVV</li> </ul>	<p><b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>By the end of the nine weeks, read at a rate of 102-112 WCPM; adjust rate as appropriate to the text and the task.</p>

**\*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen. These standards are constant and should be taught throughout each quarter.**



## **Resources**

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# ELA Grade 3 Pacing Guide

## Quarter 4

**Essential Questions:** *What are the important elements of informational text and how are they connected to the main idea? How are a theme and a main idea alike and how are they different?? What does it mean to examine a topic and convey ideas?*

**Weekly tracker**

**Classroom Instruction**

**Week 1-  
Week 3**

***Reading Complex Text***

**Focus on Literature**

- Summarize a story, article, etc.
- Determine the sequence of events in a reading passage
- Compare and contrast information in texts
- Cite evidence from text to support key ideas
- Utilize text evidence to draw conclusion from text
- Make predictions about text and cite text evidence to support prediction
- Make generalizations about text
- Recognize when story is told from the first person point of view
- Use text features to aid in comprehension when reading expository nonfiction

**Short text selections**

- *Me and Uncle Romie*
- *The Story of the Statue of Liberty*
- *Talking Walls*

***Writing to Texts***

**Routine Writing**

- Graphic Organizers (T-chart, Venn, Double Bubble, etc.)
- Story summaries
- Constructed responses
- Subject area journal entries

**Analysis (Explanatory)**

The famous proverb says "Never judge a book by its cover". It means you can't tell everything about a person by their outward appearance. You have to get to know the type of person they are on the inside and the person's true character. Think about the story *Me and Uncle Romie*, explain how James' feeling about Uncle Romie on that first day compared to the day he left the city. Use text evidence to support your writing.

**Narrative Writing**

You have been hired to assist Bartholdi in the designing and building of the Statue of Liberty. Write a letter to your cousin in America describing the process by which the statue was created. Cite evidence from the story when retelling the events from your point of view.

**Week 4-  
Week 6**

***Reading Complex Text***

**Focus on Informational Text**

- Summarize a chapter or section of a text
- Identify and make generalizations
- Determine the main idea and supporting details
- Determine which details do/do not support the main idea
- Examine how the parts of an extended text fit together
- Cite evidence from text

	<p><b>Extended Text Selection</b>  <i>Bats: Creatures of the Night</i> by Joyce Milton</p> <p><b>Short Text</b>  Another text about bats (ex. <i>Bats</i> by Gail Gibbons, <i>Zippling, Zapping, Zooming Bats</i> by Ann Earle, <i>Bat Loves the Night</i> by Nicola Davis; <i>Screech: A Book about Bats</i> by Melvin &amp; Gilda Berger, <i>Bats</i> by Celia Bland, or <i>Stellaluna</i> by Janelle Cannon)</p> <p style="text-align: center;"><b>Writing to Texts</b></p> <p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers (T-chart, Venn, Double Bubble, etc.)</li> <li>• Story summaries</li> <li>• Constructed responses</li> <li>• Subject area journal entries</li> </ul> <p><b>Analysis</b>  Read two stories about bats. Have students create a chart &amp; take notes about each story. Write a paragraph summarizing two stories about the same topic, bats, then tell which story you prefer and why, citing evidence from both texts to support key reasons.</p> <p><b>Narrative Writing</b>  Read <i>Stellaluna</i> (teacher read aloud or students read). In <i>Stellaluna</i>, a baby bat had to live like a bird in order to survive without her mother. The bat and birds became very close friends despite their differences. Write your own story about unlikely animal friends. Choose two animals and write a narrative in which one animal must act like the other in order to survive, just like <i>Stellaluna</i>. Use facts and details from the story to help you build yours.</p>
<p><b>Week 7- Week 9</b></p>	<p style="text-align: center;"><b>Reading Complex Text</b></p> <p><b>Focus on Literature</b></p> <ul style="list-style-type: none"> <li>• Determine how story elements advance a text (Plot and theme)</li> <li>• Describe cause and effect relationships within texts</li> <li>• Identify and make generalizations</li> <li>• Determine the main idea and supporting details</li> <li>• Determine which details do/do not support the main idea</li> <li>• Examine how the parts of a chapter book fit together</li> <li>• Cite evidence from text</li> </ul> <p><b>Short text selections</b>  <i>Two Bad Ants</i>  <i>Elena’s Serenade</i>  <i>Texts appropriate for research project</i></p> <p style="text-align: center;"><b>Writing to Texts</b></p> <p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers (T-chart, Venn, Double Bubble, etc.)</li> <li>• Story summaries</li> <li>• Constructed responses</li> <li>• Subject area journal entries</li> </ul> <p><b>Analysis (Opinion)</b>  Write a paper evaluating the ants’ decision to stay in “this unnatural place” rather than return home.</p> <p><b>Optional:</b> Author Study: Compare and Contrast two books written by the same author. [For example, Chris Van Allsburg, the author of <i>Two Bad Ants</i>, wrote several books such as <i>The Sweetest Fig</i>, <i>Jumanji</i>, etc.) Have students create a chart and take notes about the plot, theme, setting, language (figurative language, vivid words), common elements, etc.] Evaluate the chart, discuss what two stories do and do not have in common. Then, write a paragraph comparing and</p>

contrasting the two books by this author or an author. Use this activity as a springboard for a discussion on how each author has his/her own style of writing.

**Research Report**

Brainstorm names of animals that are often found in literature (fox, snake, rabbit, turtle, spider, wolf, bear, etc.) Have students select one fiction & nonfiction text about this animal. Have students write an essay or create a PowerPoint explaining how animals are portrayed in literature versus their true personality or traits.

Or

**How-To Paper**

Write a “how to” paper explaining how to perform a task (ex. play soccer, regroup numbers, research a topic). Create a brochure that explains how to perform the task. It should include text features, be informative, and explain the steps one must perform to complete the task.

**For Reading and Writing in Each Module**

	<b>Cite evidence</b>	<b>Analyze content</b>	<b>Study and apply grammar</b>	<b>Study and apply vocabulary</b>	<b>Conduct Discussions</b>	<b>Report Findings</b>
<b>Every Quarter</b>	Cite evidence from text when speaking or writing about texts. (RL/RI 3.1)	Carefully examine what is said in a text before speaking or writing about it. (RL/RI 3.2-9, SL 3.2-3)	Edit and revise writing for errors in language conventions. (L3.1-2)  Use correct grammar when speaking. (SL3.6)	Use a variety of learned strategies to derive word meaning in context. (L.3.4.5, 6)	Develop and practice classroom routines and procedure.  Participate actively in classroom discussions. (SL.3.1)	Oral Report on information from research report (SL3. 4)

**Reading Foundational Skills**

<b>Phonics and Word Recognition</b>	<b>Fluency</b>
<p><b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Suffixes –y, -ish, -hood, -ment</li> <li>• Related Words</li> <li>• Vowel sound in ball</li> <li>• Multisyllable words</li> <li>• Syllables –tion, -sion, -ture</li> <li>• Schwa</li> <li>• Vowel sounds in <i>tooth</i> and <i>cook</i></li> </ul>	<p><b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>By the end of the nine weeks, read at a rate of 110-120 WCPM; adjust rate as appropriate to the text and the task</p>

\*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen. **These standards are constant and should be taught throughout each quarter.**

## **Resources**

*Grades 1-5 Boston Public Schools – Close Reading Lessons*

<http://bpscriculumandinstruction.weebly.com/close-reading-lesson-plans.html>*Boston Public Schools – Curriculum Maps page 7*

<http://bpscriculumandinstruction.weebly.com/elementary-curriculum-guides.html>

*Grades 1-5 Standards Guide*

[http://sayville.k12.ny.us/webpages/ccore/ela\\_resources\\_k-5.cfm?subpage=33875](http://sayville.k12.ny.us/webpages/ccore/ela_resources_k-5.cfm?subpage=33875)

*Grades 3-5 Edmodo*

<http://www.edmodo.com>

*Grades K-5 TEL- Tennessee Electronic Library*

<http://tntel.tnsos.org/curricular.htm>