EAST ALLEN COUNTY SCHOOLS

- Bundle 2
- Grade 3
- Language Arts
Big Idea: Perspective

Enduring Understandings

When readers read, they ask questions, search for evidence, make and revise predictions, and reflect on the main ideas within the text.

We are all unique, and each of our stories matter.

Readers better understand a text when authors use logical sequence.

Tools and resources can help us become strategic readers and writers.

Essential Questions

What do readers think about when they read stories? Do writers also think about these things?

How do authors and readers choose a genre?

What can readers do if they don’t understand a word or passage?

How does writing a text with logical sequence help a reader comprehend?

How can our experiences influence what we read and write?

How do writers decide when they are finished with a piece of writing?

<table>
<thead>
<tr>
<th>CC/Learning Targets</th>
<th>Core Vocabulary</th>
<th>Links to Technology</th>
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<tbody>
<tr>
<td>RI.2 W.3 3.6.4</td>
<td>affix</td>
<td>Bluster (app)</td>
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<tr>
<td>RI.3 W.4 SL.2</td>
<td>declarative sentence</td>
<td>Build a Word Express (app)</td>
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<td>RI.4 W.5 SL.4</td>
<td>exclamatory sentence</td>
<td>A+ Spelling Test (app)</td>
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<tr>
<td>RI.7 L.1 SL.6</td>
<td>future verb tense</td>
<td>Spelling Test</td>
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<td>3.3.1 L.2</td>
<td>genres</td>
<td>Tic Tac Toe (app)</td>
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<tr>
<td>RF.3 L.4</td>
<td>imperative sentence</td>
<td>Phonics Genius (app)</td>
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<tr>
<td>RF.4 3.1.1</td>
<td>revisions</td>
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<tr>
<td>3.1.1</td>
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</table>

Bundle Performance Task(s)

Students will look through their Writer’s Notebook and select a seed idea describing a personal (real) experience or event. Students should sketch the small moment using illustrations that describe where, when, why, and how key events occurred. They will publish this seed idea using the writing process (rehearse/prewriting, draft, revise, edit, publish). When revising the story, students should focus on the logical sequence and descriptive details in the story. Within the personal narrative, students should write one or more short paragraphs sharing details about the experience that supports the main idea of the story.

In the personal narrative, students should correctly form and use regular and irregular verbs. They should also write in past-tense. Students should write using complete simple and compound sentences.

As an extension, students might write a friendly letter to a family member, close friend, or teacher. In the letter, they should share their small moment story (personal narrative) with the person.
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Relates to…</th>
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<tbody>
<tr>
<td><em>Once There Was a Bull…(frog)</em></td>
<td>Rick Walton</td>
<td>Compound nouns</td>
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<td><em>If You Were a Compound Word</em></td>
<td>Speed Shaskan</td>
<td>Compound nouns</td>
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<td><em>Baloney (Henry P.)</em></td>
<td>Jon Scieska and Lane Smith</td>
<td>Context clues</td>
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<td><em>Alfie the Apostrophe</em></td>
<td>Moira Rose Donahue</td>
<td>Contractions</td>
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<tr>
<td><em>If You Were a Contraction</em></td>
<td>Speed Shaskan</td>
<td>Contractions</td>
</tr>
<tr>
<td><em>Grammar Tales: Francine Fribble, Proofreading Policewoman</em></td>
<td>Justin McCory Marting</td>
<td>Edit, proofreading, conventions</td>
</tr>
<tr>
<td><em>Twenty-Odd Ducks: Why Every Punctuation Mark Counts</em></td>
<td>Lynn Truss</td>
<td>Edit, proofreading, conventions</td>
</tr>
<tr>
<td><em>The Punctuation Station</em></td>
<td>Brian Cleary</td>
<td>Edit, proofreading, conventions</td>
</tr>
<tr>
<td><em>Punctuation Celebration</em></td>
<td>Elsa Knight Bruno</td>
<td>Edit, proofreading, conventions</td>
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<tr>
<td><em>Once Upon a Time, the End</em></td>
<td>Geoffry Kloske</td>
<td>Focus and progression of writing ideas</td>
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<tr>
<td><em>States of Matter</em></td>
<td>Fiona Bayrock</td>
<td>Identify answers in text</td>
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<tr>
<td><em>Take Me Out to the Ballgame</em></td>
<td>Jim Burke</td>
<td>Identify answers in text</td>
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<td><em>Ish</em></td>
<td>Peter H. Reynolds</td>
<td>Main idea</td>
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<td><em>A Chocolate Moose for Dinner</em></td>
<td>Fred Gwynne</td>
<td>Multiple meaning words, syllables</td>
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<td><em>But Excuse Me That is My Book</em></td>
<td>Lauren Child</td>
<td>Perspective, Genre</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Theme</td>
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<td>Smoky Night</td>
<td>Eve Bunting</td>
<td>Perspective, Genre</td>
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<tr>
<td>Sister Anne’s Hands</td>
<td>Marybeth Lorbiecki</td>
<td>Perspective, meaning of words</td>
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<tr>
<td>The Armadillo from Amarillo</td>
<td>Lynne Cherry</td>
<td>Perspective, recount an experience</td>
</tr>
<tr>
<td>The Leaving Morning</td>
<td>Angela Johnson</td>
<td>Perspective, recount an experience</td>
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<td>Just Plain Fancy</td>
<td>Patricia Pollaco</td>
<td>Perspective, word families</td>
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<tr>
<td>A Symphony of Whales</td>
<td>Steve Schuch</td>
<td>Perspective, word families</td>
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<tr>
<td>Owl Moon</td>
<td>Jane Yolen</td>
<td>Plot</td>
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<td>The Relatives Came</td>
<td>Cynthia Rylant</td>
<td>Plot</td>
</tr>
<tr>
<td>Pit Stop Prefixes</td>
<td>Michael Ruscoe</td>
<td>Prefixes</td>
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<tr>
<td>Come On, Rain!</td>
<td>Karen Hesse</td>
<td>Prefixes, suffixes, affixes</td>
</tr>
<tr>
<td>Fortunately</td>
<td>Remy Charlip</td>
<td>Prefixes, suffixes, affixes</td>
</tr>
<tr>
<td>In November</td>
<td>Cynthia Rylant</td>
<td>Produce writing</td>
</tr>
<tr>
<td>Big Blue</td>
<td>Shelly Gill</td>
<td>Produce writing</td>
</tr>
<tr>
<td>Skippyjon Jones</td>
<td>Judy Schachner</td>
<td>Read unfamiliar words</td>
</tr>
<tr>
<td>All About Frogs</td>
<td>Jim Arnosky</td>
<td>Relationship between ideas</td>
</tr>
<tr>
<td>Show, Don’t Tell: Secrets of Writing</td>
<td>Josephine Nobisso</td>
<td>Revision</td>
</tr>
<tr>
<td>Grammar Tales: The No-Good, Rotten, Run-On Sentences</td>
<td>Liza Charlesworth</td>
<td>Sentences</td>
</tr>
<tr>
<td><strong>Recommended Read-Alouds</strong></td>
<td><strong>Author</strong></td>
<td><strong>Focus</strong></td>
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<tr>
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<tr>
<td><em>Punctuation Takes a Vacation</em></td>
<td>Robin Pulver</td>
<td>Sentences</td>
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<tr>
<td><em>Nouns and Verbs Have a Field Day</em></td>
<td>Robin Pulver</td>
<td>Sentences, nouns, verbs</td>
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<tr>
<td><em>Soccer Goal Suffixes</em></td>
<td>Michael Ruscoe</td>
<td>Suffixes</td>
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<tr>
<td><em>Rattletrap Car</em></td>
<td>Phyllis Root</td>
<td>Syllables</td>
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<tr>
<td><em>Slide and Slurp, Scratch and Burp: More About Verbs</em></td>
<td>Brian Cleary</td>
<td>Verbs</td>
</tr>
<tr>
<td>CC/Learning Targets</td>
<td>Resource of Ideas</td>
<td>Evidence of Learning</td>
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</tbody>
</table>
| **RI.2**  
(3.2.5) | **Distinguish Main Idea/Details**  
- *Strategies That Work 2* pp. 166-167  
- *The Café*  
  Summarize Text pp. 164  
  Use Main Idea pp. 165  
- **IDOE Resources**  
- *Identifying the main idea*  
- *Smekens-Determining the Main Idea in text*  
  *Reading Wonders* - Unit 3  
  -(WK 3) pp. T142 – T152, R/W Workshop *Earth and It’s Neighbors* pp. 215-218  
  -(WK3) pp. T159A – T163, Anthology *Earth* pp. 240 - 257 | **Distinguish Main Idea/Details**  
- *Strategies That Work 2*:  
  Assessing What We’ve Taught pp. 176-178  
- *Reading Wonders* assessments  
- *Thinking map/graphic organizer*  
- Oral or written summary  
- *Reader’s Notebook letter*  
- Booktalk  
- Teach a classmate about the main ideas and supporting details learned about a topic |
| **RI.3** | **Relationship Between Events/Ideas/Procedures**  
- *6 + 1 Traits of Writing* pp. 91-94  
- *Interactive Writing* pp. 140-146  
- *Guiding Readers and Writers* pp. 402-404  
- *Comprehending and Fluency* p. 58  
- *The Continuum* pp. 128-133  
- *The Café*  
  *All About Frogs* by Jim Arnosky  
  *Reading Wonders* - Unit 4 | **Relationship Between Events/Ideas/Procedures**  
- Mix It Up activity from *6 + 1 Traits of Writing* p. 94  
- Putting It in Order activity from *6 + 1 Traits of Writing* p. 94  
- Step by Step activity from *6 + 1 Traits of Writing* p. 94  
- Complete a transition chart with transitional words and phrases found in informational text (*6 + 1 Traits of Writing* p. 93). |
### Reading Workshop

**RI.4 (3.1.5)**
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

<table>
<thead>
<tr>
<th>Determine Meaning of Domain-specific Words</th>
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<tbody>
<tr>
<td>- <em>Strategies That Work</em> 2 p. 100</td>
</tr>
<tr>
<td>- <em>Learning Structures: Modules 8-13 Workbook</em> by Ruby Payne pp. 29-37</td>
</tr>
<tr>
<td>- <em>The Continuum of Literacy Learning</em> pp. 58-59</td>
</tr>
<tr>
<td>- <em>Words Their Way</em> pp. 248 (game), 266-267 (vocabulary notebook idea)</td>
</tr>
<tr>
<td>- <em>Sister Anne’s Hands</em> by Marybeth Lorbiecki</td>
</tr>
<tr>
<td>- <a href="http://www.classicstorkids.com/terms/">http://www.classicstorkids.com/terms/</a> (musical online dictionary)</td>
</tr>
<tr>
<td>- <a href="#">Animated word play activity</a> (click on word play at bottom of page, click on play game)</td>
</tr>
<tr>
<td>- <em>Write Source</em> pp. 433-436, pp. 8-9</td>
</tr>
</tbody>
</table>

*Reading Wonders*
- Any story

<table>
<thead>
<tr>
<th>Determine Meaning of Domain-specific Words</th>
</tr>
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<tbody>
<tr>
<td>- Anecdotal records taken from literature discussions</td>
</tr>
<tr>
<td>- Chart, map, cluster, or graph grade level words</td>
</tr>
<tr>
<td>- Invent a board or floor game using grade-level appropriate words</td>
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<tr>
<td>- Teacher observation of students playing vocabulary jeopardy</td>
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<tr>
<td>- Student-generated jeopardy game</td>
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<tr>
<td>- Keep a vocabulary notebook</td>
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<tr>
<td>- Vocabulary quiz</td>
</tr>
</tbody>
</table>

### RI.7 (3.2.3)
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

<table>
<thead>
<tr>
<th>Make and Revise Predictions</th>
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<tbody>
<tr>
<td>- <em>Comprehending and Fluency</em> pp. 53</td>
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<tr>
<td>- <em>Prompting Guide</em> p. 7</td>
</tr>
<tr>
<td>- <em>The Continuum of Literacy Learning</em> pp. 58-59</td>
</tr>
<tr>
<td>- <em>Prediction Games</em></td>
</tr>
<tr>
<td>- <em>IDOE Resources</em></td>
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</table>

*Reading Wonders - Unit 2*

<table>
<thead>
<tr>
<th>Make and Revise Predictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- <em>Reading Wonders</em> assessments</td>
</tr>
<tr>
<td>- Anecdotal records taken during literature discussions</td>
</tr>
<tr>
<td>- Think-Pair-Share before, during, and after a read aloud about predictions made and revised</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify Answers in Text</th>
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<tr>
<td>- <em>Strategies That Work</em> 2: Assessing What We’ve Taught</td>
</tr>
</tbody>
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*Instructional Objectives:*

- **RI.4 (3.1.5)**
  - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

- **RI.7 (3.2.3)**
  - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
### Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.
- Recognize that writers choose genres to represent their meanings in different ways.
- Recognize forms of poems (rhyming and free verse).
- Recognize that some poems are particular to culture (Haiku).

#### Recognize Genres
- **Comprehending and Fluency** pp. 13-31, 367-371
- **The Continuum of Literacy Learning** pp. 58-59
- **Units of Study for Teaching Writing Book 2**
  - *But Excuse Me That is My Book* by Lauren Child
  - *Smoky Night* by Eve Bunting

#### Online stories of different genres from starfall.com
(click on the genre and story of your choice)
### Reading Workshop

- Recognize and hypothesize about craft decisions
- Recognize that a script (drama) is meant to be performed.
- Identify and describe how textual features and organizational structures of drama/scripts are used (setting, characters, speaker, dialogue, stage direction, scenes, acts, etc.).
- Recognize fictions (story), identify the basic story elements (dialogue, plot, paragraph, title, imaginary, point of view, speaker, narrator, main characters, main ideas, main events, setting, etc.), and describe the elements used in various stories.
- Recognize literary non-fiction, identify features of non-fiction (setting, point of view, purpose, audience, factual, speaker, narrator, main characters, main ideas, main events), and describe the features used in various works.

**RF.3 (3.1.2)**

- Know and apply grade-level phonics and word analysis skills in decoding words.
  - c. Decode multi-syllable words.

**Read Multi-syllable Words**
- *Continuum of Literacy Learning* pp. 210-211
- *Word Matters Appendix 16*
- *Prompting Guide* pp. 7-9, 12-14
- *Words Their Way* pp. 220-233 (research), 234-248 (activities, games), 379 (word lists)

- *Storyline online*
- *Children's storybooks online*
- *Listen to a story on bookpop.com*

**Reading Wonders**
- Any story

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**Read Multi-syllable Words**
- *Word Study Lessons Teaching Resources* pp. 88-89
- *Reading Wonders assessments*
- Observation of students playing syllable games (Slap Jack, Crazy Eight...)

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**EAST ALLEN COUNTY SCHOOLS**

**DREAM IT. DO IT.**
**Reading Workshop**

<table>
<thead>
<tr>
<th>RF.4 (3.1.3)</th>
<th>Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</th>
<th><strong>Read Grade Level Text</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Read Grade Level Text</strong></td>
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</tr>
</tbody>
</table>
| | - Comprehending and Fluency pp. 25-29, 62-104  
- Prompting Guide pp. 8-9, 12-14, 17-20  
- The Café  
Monitor and Fix Up pp. 156  
Skip the Work pp. 176  
Trade a Word pp. 177  
Reread Text pp. 180  
Adjust and Apply pp. 182  
Cross Checking pp. 170  
Use Pictures pp. 186  
Use Word Parts pp. 187  
-IDOE Resources | - Word Study Lessons Teaching Resources pp. 122-123  
- Comprehending and Fluency pp. 51, 95-104  
- Reading Wonders assessments  
- Anecdotal records from Guided Reading  
- Timed readings (students graph progress)  
- Reader's Theatre performance  
- Dramatic reading  
- Song/Rap |
### Reading Workshop

**3.1.1** Know and use more difficult word families when reading unfamiliar words.
- Find in reading texts spelling patterns most commonly used in English Language.
- Use knowledge of these spelling patterns as a strategy for figuring out an unfamiliar word in the context of authentic texts.

**Know and Use Word Families**
- *Launching the Writing Workshop* pp. 45-47
- *Continuum of Literacy Learning* pp. 210-211
- *Word Matters* Appendix 15
- *Prompting Guide* pp. 7-9, 12-14, 33
- *Words Their Way* pp. 154-156 (pace & sequence), 170-179, 198-214, 244 (games), 384-392 (word lists)

**IDOE Resources**
- Word find puzzle maker
- Create a crossword puzzle
- Create your own rap with Shock’s Beatbox

**Correlating CC/Learning Targets**

| RI.1 | RL.5 |
| RI.5 | RL.10 |
| RI.8 | 3.3.1 |
| RI.10 | 3.3.8 |
| 3.2.4 | RF.3 |
| RL.3 | RF.4 |

**Teacher Notes**

- *Word Study Lessons Teaching Resources* pp. 121, 124
- *Words Their Way* pp. 170-179
- Buddy Spelling activities
- Anecdotal records from Guided Reading
- Observation of students playing word family games

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**Reading Wonders**
- *Any story*
<table>
<thead>
<tr>
<th>CC/Learning Targets</th>
<th>Resource of Ideas</th>
<th>Evidence of Learning</th>
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</thead>
<tbody>
<tr>
<td><strong>W.3 (3.5.1)</strong></td>
<td><strong>Write Narratives Developing Plot</strong></td>
<td><strong>Write Narratives Developing Plot</strong></td>
</tr>
</tbody>
</table>
| Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | - Units of Study for Teaching Writing  Book 2 (Personal Narrative)  
- The Continuum of Literacy Learning pp. 128-133  
- Strategies That Work 2 pp. 136-137  
- Launching the Writing Workshop pp. 49-54, 55-57, 85-86, 99-104  
- Owl Moon by Jane Yolen  
- The Relatives Came by Cynthia Rylant  
- IDOE Resources  
- Writing a narrative  
- Forms of writing  
- Write a descriptive piece with a writer  
- Write Source pp. 12, 60-87  
- Write Source pp. 12, 60-87, 96-127  
| Reading Wonders - Unit 1  
-(WK 3)(Organization) pp. T166 – T167  
-(WK 6)(Personal Narrative) pp. T358 – T359  
| Lucy Calkins eDocs  
Unit 2: Raising the Quality of Narrative Writing pp. 30-40  
Unit 7: Genre Studies pp. 102-104, pp. 106-107  |
| **W.4 (3.4.3) (3.4.9)** | **Create Single Paragraphs** | **Create Single Paragraphs** |
| With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | - In November by Cynthia Rylant  
- Big Blue Shelly Gill  
- Smekens paragraph  
- Tips for writing a paragraph  
- How to write a paragraph  
- Sandwich paragraph planner  
| Write sample  
Highlight topic sentence in writing sample  
Writing conferences  
Evidence from letters in Reader’s Notebook  |
<p>| <strong>Organize Ideas</strong> | <strong>Writing sample</strong> | <strong>Writing sample</strong> |</p>
<table>
<thead>
<tr>
<th>Writing Workshop</th>
<th>G3 - Bundle 2</th>
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<tbody>
<tr>
<td><strong>Reading Wonders - Unit 1</strong>&lt;br&gt;- (WK 2) (Word Choice) pp. T100 – T101&lt;br&gt;- (WK 2) (Organization) pp. T166 - 167</td>
<td></td>
</tr>
</tbody>
</table>
| **Organize Ideas**<br>- *6+1 Traits of Writing: Grades 3 and Up*<br>- *Units of Study for Teaching Writing* Book 2<br>- *The Continuum of Literacy Learning* pp. 128-133
- Tips for writing a paragraph
- How to write a paragraph
- Sandwich paragraph planner
- Write Source pp. 42-55 |
| **Highlight topic sentence in writing sample**<br>- **Writing conferences**<br>- Paste cut-apart mixed-up sentences from a mentor text together in a paragraph in logical order<br>- Rubric assessment<br>- Evidence from letters in Reader’s Notebook |
| **Revise Writing for Meaning**<br>- Launching the Writing Workshop pp. 99-107<br>- *6+1 Traits of Writing: Grades 3 and Up* Chapter 1<br>- *Units of Study for Teaching Writing* Book 2<br>- *The Continuum of Literacy Learning* pp. 128-133
- Show, Don’t Tell!: Secrets of Writing by Josephine Nobisso |
| **Revise Writing for Meaning**<br>- Writing sample<br>- Writing conferences<br>- Interactive edit<br>- 6+1 Traits of Writing rubric |
| **Proofread**<br>- *6+1 Traits of Writing: Grades 3 and Up* pp. 221-237
- ISTEP or 6+1 Traits of Writing rubric<br>- Writing sample<br>- Writing conferences<br>- District writing prompt<br>- Interactive edit |
| **With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**
- Recognize that writers reread and make revisions in order to convey their meanings more effectively.
- Compose using multiple strategies for revision (cut parts out, add parts in, move things around) in order to convey their meanings more effectively. |
| **Show, Don’t Tell!: Secrets of Writing by Josephine Nobisso** |
| **ISTEP or 6+1 Traits of Writing rubric** |
| **Writing sample**<br>- Writing conferences<br>- Interactive edit<br>- District writing prompt<br>- Interactive edit |
| **Writing sample**<br>- Writing conferences<br>- Interactive edit<br>- District writing prompt<br>- Interactive edit |
(WK 3) (Planning) pp. T166 – T167

Lucy Calkins eDocs
Unit 2: Raising the Quality of Narrative Writing pp. 30-40
Unit 9: Revision pp. 122-130

Proofread
- Launching the Writing Workshop pp. 93-94, 95-98
- Word Matters pp. 163-167
- Guiding Readers and Writers p. 70 (mini lessons)
- 6+1 Traits of Writing: Grades 3 and Up Chapter 1, Chapter 7
- Units of Study for Teaching Writing Book 2
- Prompting Guide p. 31
- The Continuum of Literacy Learning pp. 128-133

Grammar Tales: Francine Fribble, Proofreading Policewoman by Justin McCory Marting
- Twenty-Odd Ducks: Why Every Punctuation Mark Counts! by Lynn Truss
- The Punctuation Station by Brian Cleary
- Punctuation Celebration by Elsa Knight Bruno

-six Traits website from writingfix.com
- Lessons from geocity.com (click on six traits resources)
- Miss maggie edit dan's copy game (go to language arts, click on Edit Dan's Copy!)

- Write Source pp. 446-542

Improve Focus/Progression of Writing Ideas
- Launching the Writing Workshop pp. 33-35, 37-43
- 6+1 Traits of Writing: Grades 3 and Up Chapter 1, Chapter 3
- Units of Study for Teaching Writing Book 2
- Once Upon a Time, the End by Geoffry Kloske

Improve Focus/Progression of Writing Ideas
- Writing sample
- Writing conferences
- Interactive edit
- 6+1 Traits of Writing rubric
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<thead>
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<th>Correlating CC/Learning Targets</th>
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<tbody>
<tr>
<td>W.6</td>
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<td>W.10</td>
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<td>CC/Learning Targets</td>
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<td><strong>L.1</strong> (3.6.2)</td>
<td><strong>Regular/Irregular Verbs/Verb Tenses</strong></td>
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<td>- <em>Continuum of Literacy</em> 12 Learning pp. 210-211</td>
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<td>- <em>Units of Study for Teaching Writing</em> Book 4</td>
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<td>- <em>Words Their Way</em> pp. 235-236 (sorting activities), 236-238 (inflectional ending activities)</td>
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<td>- <em>Fish ‘Em Up! game for adding endings</em> (go to language arts, click on Fish ‘Em Up! 2)</td>
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<td>- <em>Miss maggie clean up your grammar game</em> (go to language arts, click on Clean Up Your Grammar game)</td>
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<td></td>
<td>- <em>Write Source</em> pp. 381-386, 510-529</td>
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<td>- <em>Write Source</em> pp. 119, 381, 382, 522 (action, linking, helping)</td>
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<td><em>(WK 3) (Verb Tenses-past)</em> pp. T168 – T169, R/W Workshop pp. 481 – 486</td>
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<td><em>(WK 1) (Linking Verbs)</em> pp. T34 – T35, R/W Workshop pp. 481-486</td>
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- Write using compound nouns/compound words.
### Language and Word Study

(L.2 3.6.8) **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

#### Write Complete Sentences
- Launching the Writing Workshop pp. 87-92
- Learning Structures: modules 8-13 Workbook by Ruby Payne pp. 63-68
- 6+1 Traits of Writing: Grades 3 and Up Chapter 6
- Prompting Guide pp. 21, 31
- The Continuum of Literacy Learning pp. 128-133
- Grammar Tales: The No-Good, Rotten, Run-On Sentence by Liza Charlesworth
- Punctuation Takes a Vacation by Robin Pulver

#### IDOE Resources
- Punctuation for Writing
- Lessons from geocity.com (click on six traits resources)
- Using exclamation points
- Grasslands punctuation game

- Write Source pp. 394-413 (Writing Sentences)
- Write Source pp. 446-449 (Ending Punctuation)
- Write Source pp. 397-398 (Complete Predicate)
- Write Source pp. 409

**Reading Wonders** – Unit 1

#### Spell Words Correctly
- High Frequency Word List
- Launching the Writing Workshop pp. 45-47
- Continuum of Literacy Learning pp. 210-211

(L.2 3.6.8) **Spell Words Correctly**
- Word Study Lessons Teacher Resources pp. 6-24, 26-40, 42-52, 90
Language and Word Study

- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
  - Spell one-syllable words with blends.
  - Spell contractions remembering the apostrophe.
  - Spell correctly compound nouns.

- USEWord Matters pp. 76-103, 149-167, Appendix 27, 57-34
- Guiding Readers and Writers Appendix 4 (500+ Word List)
- Prompting Guide pp. 11, 27-29, 33
- Words Their Way pp. 166-169 (activities)
- Words Their Way pp. 198-214 (games), 234 (word sort), 376-378 (word list)
- Words Their Way pp. 214-216, 246
- Word Study Lessons pp. 131-138, 213-216, 239-246, 403-410
- Word Study Lessons pp. 333-336, 343-346
- Word Study Lessons pp. 75-82, 153-160, 223-226

- IDOE Resources
  - Grammar.ccc.commnet.edu
  - Create a crossword puzzle
  - Create your own rap with Shock’s Beatbox
  - Miss maggie fish ‘em up game for plurals (go to language arts, click on Fish ‘Em Up!)
  - Super match game with homophones (click on play game)
  - Homophone slideshow quiz
  - Homophones Its, it’s, there, their, and they’re quiz
  - Grammar.ccc.commnet.edu (blends)
  - Create your own rap with Shock’s Beatbox (blends)
  - Practice contractions
  - Teacher resources on contractions
  - Grammar.ccc.commnet.edu (patterns)
  - Miss maggie fish ‘em up game for plurals (go to language arts, click on Fish ‘Em Up!)
  - Super match game with homophones (click on play game)
  - Compound words lesson
  - Compound word game

- Word Study Lessons Teaching Resources pp. 6-52, 61, 91
- Reading Wonders assessments
- Anecdotal records from student writing samples
- Teacher observation of student participation in blend activities (sound boards, word hunts, diorama, match-up, Dominoes)
- Buddy Spelling activities
- Teacher observation of student participation in word sorts and pattern games
- Words Their Way pp. 214-216, 242, 246
- Identify and highlight in text
- Match pictures with words
- Write sentences using homophones and homographs
- Buddy Spelling activities

Use Prefixes/Suffixes to Determine Meaning

- Word Study Lessons Teaching Resources p. 93
- Quiz
- Teacher observation of student participation in games (Jeopardy, Uno, Prefix Spin Activity)
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<td><strong>-Once There Was a Bull…(frog) by Rick Walton (Compound words)</strong></td>
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<td><strong>-Allie the Apostrophe by Moira Rose Donahue (Contractions)</strong></td>
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<td><strong>-If You Were a Contraction by Speed Shaskan</strong></td>
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<td><strong>-If You Were a Compound Word by Speed Shaskan</strong></td>
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<td><strong>-Write Source pp. 121, 456, 496, 498</strong></td>
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<td><strong>-(WK 3) (Compound words) pp. T158 – T159</strong></td>
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<td><strong>Reading Wonders – Unit 5</strong></td>
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<td><strong>-(WK 1) (Compound words) pp. T36 – T37</strong></td>
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<td><strong>-Prefixes practice</strong></td>
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**Note:** The table structure is used to organize the information for easy reading and navigation.
## Language and Word Study

### L.4 (3.1.6) (3.1.8) (3.1.9)

**Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g.,)

#### Use Context to Find Meaning

- Strategies That Work 2 pp. 139, 140-141
- Continuum of Literacy Learning p. 211
- Prompting Guide pp. 7, 9, 13, 14
- The Comprehension Toolkit: Infer Meaning Lesson 10
- The Café
  - Tune in to Interesting Words pp. 185
- Baloney (Henry P.) by Jon Scieska and Lane Smith
- IDOE Resources
- FunBrain

#### Use Context to Find Meaning - Strategies That Work 2:
- Assessing What We’ve Taught pp. 148-153
- The Comprehension Toolkit: Infer Meaning Lesson 10 assessment, rubric and checklist pp. 69-73
- Anecdotal records from Guided Reading
- Think-Pair-Share to discuss possible meanings of unknown words
agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

-Context clues millionaire game (click on play HTML version)
-Write Source pp. 434-435, 437

**Use Affixes to Determine Meaning**
-Word Study Lessons pp. 391-394
-Continuum of Literacy Learning p. 211
-Word Matters Appendices 20-21
-Words Their Way pp. 230-231 (word sort), 243, 268, 270, 289 (games), 402 (word lists)
-Guiding Readers and Writers p. 374, 380
-The Café
Use Word Parts pp. 187

-Come On, Rain! By Karen Hesse
-Fortunately by Remy Charlip
-Pit Stop Prefixes by Michael Ruscoe
-Soccer Goal Suffixes by Michael Ruscoe

-Prefixes practice
-Practice using prefixes
-Suffixes practice
-Lesson using suffixes
-Understanding words
-Miss maggie short circuit game (go to language arts, click on Short Circuit)

-Write Source pp. 437-441 (Prefixes/Suffixes/Root Words)

**Identify Multiple-Meaning Words**
-Word Study Lessons pp.293-296
-Continuum of Literacy Learning p. 58-59, 210
-Word Matters Appendix 25

-A Chocolate Moose for Dinner by Fred Gwynne

-Quiz
-Think-notes in the margin or on post-it-notes for unknown words
-Cloze activities
-Guess the covered word

**Use Affixes to Determine Meaning**
-Word Study Lessons Teaching Resources p. 93
-Quiz
-Teacher observation of student participation in games (Jeopardy, Uno, Prefix Spin Activity).

**Identify Multiple-Meaning Words**
-Word Study Lesson Teaching Resources p. 59
-Draw illustrations of multiple meaning words and write definitions below each illustration
-Match pictures with words
-Write sentences using multiple-meaning words
-Make a flip book showing a word in sentences on front flaps and the meanings of the word inside.
## Language and Word Study

### 3.1.1 Know and use more difficult word families when reading unfamiliar words.
- Find in reading texts spelling patterns most commonly used in English Language.
- Use knowledge of these spelling patterns as a strategy for figuring out an unfamiliar word in the context of authentic texts.

**Know and Use Word Families**
- Launching the Writing Workshop pp. 45-47
- Continuum of Literacy Learning pp. 210-211
- Word Matters Appendix 15
- Prompting Guide pp. 7-9, 12-14, 33
- Words Their Way pp. 154-156 (pace & sequence), 170-179, 198-214, 244 (games), 384-392 (word lists)
- Just Plain Fancy by Patricia Pollaco
- A Symphony of Whales by Steve Schuch
- Skippyjon Jones by Judy Schachner

- Word find puzzle maker
- Create a crossword puzzle

- Word Study Lessons pp. 481-484

### 3.1.2 Read words with several syllables.

**Read Multi-syllable Words**
- Word Study Lessons pp. 119-126, 399-402, 461-464
- Word Study Lessons pp. 217-220, 411-413
- Continuum of Literacy Learning pp. 210-211
- Word Matters Appendix 16
- Prompting Guide pp. 7-9, 12-14
- Words Their Way pp. 220-233 (research), 234-248 (activities, games), 379 (word lists)

- A Chocolate Moose for Dinner by Fred Gwynne

- Syllable patterns lesson

- Write Source pp. 300, 434-435 (in the Dictionary/Thesaurus)
### Identify and Use Verb Tenses

**Identify/Use Verb Tenses**

- Define past tense as a verb form that describes action or event that has already happened.
- Define present tense verb form that describes as action or event happening right now or at this time.
- Define future tense as verb form that describes action or event that has not yet happened.
- Recognize verb tenses of past, present, or future.
- Write using past, present, and future verb tenses conventionally.

- **Reading Wonders** – Unit 3
  - (WK 4) (Finale e Syllables) pp. T227

- **Identify/Use Verb Tenses**
  - *Continuum of Literacy Learning* pp. 210-211
  - *Word Matters Appendix 22*
  - *Units of Study for Teaching Writing* Book 4
  - *Words Their Way* pp. 235-236 (sorting activities), 236-238 (inflectional ending activities)
  - *Slide and Slurp, Scratch and Burp: More About Verbs* by Brian Cleary
  - *Englishpage.com*
  - *FunBrain*
  - *Future tense verbs lesson*
  - *Past tense verb lesson*
  - *Present tense verb lesson*
  - *Fish ‘Em Up! game for adding endings* (go to language arts, click on Fish ‘Em Up! 2)
  - *Write Source* pp. 381-386, 524 (Choosing Verbs)

- **Identify/Use Verb Tenses**
  - *Word Study Lesson Teaching Resources* p. 94
  - *Reading Wonders* assessments
  - Anecdotal records from student writing samples
  - Quiz
  - Teacher observation of student participation in sorting and inflectional endings activities

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**Reading Wonders** – Unit 3


**Reading Wonders** – Unit 4

<p>| SL.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Determine Main Ideas - The Comprehension Toolkit: Summarize and Synthesize Lesson 26 - <em>Ish</em> by Peter H. Reynolds - What is a story summary? - Practice writing a story summary - Tips on writing a summary - Write Source pp. 56-57, 306-309 | Determine Main Ideas - The Comprehension Toolkit: Summarize and Synthesize pp. 55-57, 61-67 - Booktalks - Writer/Author talks |
| SL.4 | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | Report on a Topic Using Several Sources - The Continuum of Literacy Learning pp. 186-187 - The Armadillo from Amarillo by Lynne Cherry - The Leaving Morning by Angela Johnson - Interviewing people using specific questions - Write a news story with a writer | Report on a Topic Using Several Sources - Oral presentation - Note-taking on a topic - Perform a mock newscast - Write a radio script to report on a topic |
| SL.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | Speak in Complete Sentences - The Continuum of Literacy Learning pp. 186-187 - Nouns and Verbs Have a Field Day by Robin Pulver | Speak in Complete Sentences - Participate in classroom discussions or debates - Participate in “Community Circle” activities - Present a booktalk - Anecdotal records from classroom discussions - Write simple sentences of each type as a class and practice as a class or with partners reading them with fluency; answer the questions in complete... |</p>
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**G3 - Bundle 2**

**Language and Word Study**

**Correlating CC/Learning Targets**

| L.1 | 3.1.3 |
| L.2 | 3.6.1 |
| L.3 | SL.1  |
| L.5 | SL.3  |

**Teacher Notes**