EAST ALLEN COUNTY SCHOOLS

• Bundle 4
• Grade 3
• Language Arts
Big Idea: Exploration

Exploring the World Around Us

### Enduring Understandings
- Charts, diagrams, pictures, maps, and drawings help the reader understand the main ideas and important details in a text.
- When people take time to hypothesize, research, and explore, they gain a deep understanding about a topic.
- Nonfiction gives the reader factual information about a topic.

### Essential Questions
- How do we use text features in a book to find information?
- What strategies might we use to conduct a short research project about a topic?
- How does exploration help us better understand the world?
- Why do authors write nonfiction?
- How is nonfiction different from fiction?

### CC/Learning Targets

| RI.2  | 3.3.1 | L.2 |
| RI.3  | 3.1.1 | L.4 |
| RI.4  | W.4   | 3.1.1|
| RI.5  | W.7   | 3.6.3|
| RI.7  | 3.4.4 | 3.6.9|
| RI.8  | L.1   | SL.2 |
| 3.2.6 |       | SL.4 |
| 3.2.8 |       |      |

### Core Vocabulary
- alphabetical order
- antecedent (see L.1f)
- complex sentences
- research projects

### Links to Technology
- Read Me Stories (app)
- Scholastic Storia (app)
- Bluster (app)
- Build a Word Express (app)
- A+ Spelling Test (app)
- Spelling Test (app)
- Tic Tac Toe (app)
- Phonics Genius (app)

### Bundle Performance Task(s)
As a whole class or in small groups, students will conduct a short research project on a science/social studies topic (such as Fort Wayne history, animals, simple machines, recycling). Students will gather related information from nonfiction text and write a short informative/explanatory paper about the topic. In their paper, students should introduce the topic, develop that topic with no less than one definition and three-five related facts/details. Students should use linking words and phrases to connect ideas, and provide a concluding statement. Students will write in complete simple, compound, and complex sentences with correct subject/verb agreement. Finally, students will illustrate their short informative/explanatory paper with a chart, diagram, picture, map or drawing that supports their writing.

As an extension, students can create a photo story of the research on the computer.
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Relates to…</th>
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<tbody>
<tr>
<td>The Eleventh Hour</td>
<td>Graeme Base</td>
<td>Alphabetical order</td>
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<tr>
<td>Grammar Tales: When Comma Came to Town</td>
<td>Samantha Berger</td>
<td>Commas</td>
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<tr>
<td>Eats, Shoots &amp; Leaves</td>
<td>Lynne Truss</td>
<td>Commas</td>
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<tr>
<td>Miss Alaineus: A Vocabulary Disaster</td>
<td>Debra Fransler</td>
<td>Commas, dictionary</td>
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<td>But and For, Yet and Nor: What is a Conjunction?</td>
<td>Brian P. Cleary</td>
<td>Conjunctions</td>
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<td>If You Were a Conjunction</td>
<td>Nancy Loewen</td>
<td>Conjunctions</td>
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<td>Just Me &amp; 6,000 Rats: A Tale of Conjunctions</td>
<td>Rick Walton</td>
<td>Conjunctions</td>
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<td>Fantastic! Wow! And Unreal! A Book About Interjections and Conjunctions</td>
<td>Ruth Heller</td>
<td>Conjunctions</td>
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<td>Sylvester and the Magic Pebble</td>
<td>William Steig</td>
<td>Context clues</td>
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<td>The Relatives Came</td>
<td>Cynthia Rylant</td>
<td>Informative/explanatory texts</td>
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<td>The Important Book</td>
<td>Margaret Wise Brown and Leonard Weisgard</td>
<td>Main idea</td>
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<td>A Chocolate Moose for Dinner</td>
<td>Fred Gwynne</td>
<td>Multiple-meaning words</td>
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<td>Grammar Tales: The Planet Without Pronouns</td>
<td>Justin McCory Martin</td>
<td>Pronoun and antecedent agreement</td>
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<td>Mine, All Mine</td>
<td>Ruth Heller</td>
<td>Pronouns</td>
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<td>I and You and Don’t Forget Who</td>
<td>Brian Cleary</td>
<td>Pronouns</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Category</td>
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<td>Wilma Unlimited: How Wilma Rudolph Became the World’s Fastest Woman</td>
<td>Kathleen Krull</td>
<td>Responses to Literature</td>
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<td>Mirette on the High Wire</td>
<td>Emily Arnold McCully</td>
<td>Responses to Literature</td>
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<td>Elbert’s Bad Word</td>
<td>Don Wood and Audrey Wood</td>
<td>Sentences</td>
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<td>Lucky Leaf</td>
<td>Kevin O’Malley</td>
<td>Sentences</td>
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<td>Amelia’s Notebook</td>
<td>Marissa Moss</td>
<td>Sources</td>
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<td>Hey World, Here I Am</td>
<td>Jean Little and Sue Truesdell</td>
<td>Sources</td>
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<td>Wheel of Subject-Verb Agreement</td>
<td>Pamela Hall</td>
<td>Subject and verb agreement</td>
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<tr>
<td>The Frail Snail on the Trail: A Long Vowel Sounds Book With Consonant Blends</td>
<td>Brian P. Cleary</td>
<td>Word families</td>
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<tr>
<td>Stop, Drop, and Flop in the Slop: A Short Vowel Sounds Book With Consonant Blends</td>
<td>Brian P. Cleary</td>
<td>Word families</td>
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<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) Determine the main idea of a text; recount the key details and explain how they support the main idea. | **Distinguish Main Idea/Details**  
- *Strategies That Work* 2 p. 167  
- *The Café*  
  Summarize Text pp. 164  
  Use Main Idea pp. 165  
  - *Who Eats What? Food Chains and Food Webs* by Patricia Lauber  
  - internet4classrooms  
  - Identifying the main idea  
  - *Reading Wonders* - Unit 3  
  -(WK 4) pp.T212 – T225, R/W Workshop *Bats Did It First* pp. 230 - 235  
- *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 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | **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*  
  Recognize Cause and Effect pp. 168  
  - *I Wonder Why Stars Twinkle* by Carole Stott  
  - *The Moon Book* by Gail Gibbons  
  - *The Reasons for Seasons* by Gail Gibbons  
  *Reading Wonders* - Unit 5  
  -(WK5) pp. T281A – T285, Anthology *It’s All In The Wind* pp. 456 - 461 | **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). |
| RI.4  | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | **Determine Meaning of Domain-specific Words**  
- Strategies That Work 2 p. 100  
- Learning Structures: Modules 8-13 Workbook by Ruby Payne pp. 29-37  
- The Continuum of Literacy Learning pp. 58-59  
- Words Their Way pp. 248 (game), 266-267 (vocabulary notebook idea)  
- Comprehending and Fluency pp. 524-533  
- Me and My Place in Space by Joan Sweeney  
- Weather and Climate by Barbara Taylor  
- Water in the Atmosphere by Isaac Nadeau | **Determine Meaning of Domain-specific Words**  
- Anecdotal records taken from literature discussions  
- Chart, map, cluster, or graph grade level words  
- Invent a board or floor game using grade-level appropriate words  
- Teacher observation of students playing vocabulary jeopardy  
- Student-generated jeopardy game  
- Keep a vocabulary notebook  
- Vocabulary quiz |
| RI.5  | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  
- Recognize titles, tables of contents, and chapter headings as an organizational structure of informational text.  
- Locate where the glossary and index are in a book.  
- Explain the purpose of the glossary and index.  
- Apply knowledge of the dictionary to understand the purpose and organizational structure of a glossary.  
- Utilize the glossary to understand and develop | **Use Text Features to Locate Information**  
- Strategies That Work 2 p. 160-161  
- The Comprehension Toolkit: Infer Meaning Lesson 13  
- The Continuum of Literacy Learning pp. 186-187  
- The Comprehension Toolkit: Activate and Connect Lesson 4  
- The Café  
  Use Text Features pp. 163  
- Hungry, Hungry Sharks by Joanna Cole  
- Stars by Seymour Simon  
- The Moon by Seymour Simon  
- Our World by National Geographic  
- The writing teacher strategy guide (scroll down to page 47, The Picture Worth a Thousand Words)  
- Using a table of contents  
- Using chapter headings  
- Using an index | **Use Text Features to Locate Information**  
- Strategies That Work 2: Assessing What We’ve Taught pp. 176-178  
- The Comprehension Toolkit: Infer Meaning Lesson 13 assessment, rubric and checklist pp. 69-73  
- Anecdotal records from Guided Reading  
- Teach someone else about a topic using text features in a book to quickly locate information & summarize key findings  
- Observation during research paper writing process  
- The Comprehension Toolkit: Activate and Connect Lesson 4 |
| 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). | Identify Answers in Text
- *Strategies That Work 2* pp. 81-82, 112-117
- *The Comprehension Toolkit: Monitor Comprehension* Lesson 3
  - The Café
    - Use the Picture pp. 171
    - Use Pictures pp. 186
  - *States of Matter* by Fiona Bayrock
  - *Take Me Out to the Ballgame* by Jim Burke
  - *Staying on target* (click on TIME for Kids graphic organizer, click on Stay on Target)
  - Identify important and unimportant details
  - Locating information in a story
- *Reading Wonders* - Unit 5
- *Strategies That Work 2*: Assessing What We’ve Taught pp. 84-89, 125-129
- *Reading Wonders* assessments
- Anecdotal records from Guided Reading
- Short answer and/or multiple choice
- Quiz
- Highlight answers in text
- Use think-marks with post-its
- Create a mobile with answers/illustrations/page number where the evidence was found |
| RI.8 [3.2.9] | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Recognize how the organizational structure can support comprehension of non- | Identify Sequence/Logical Order
- *Comprehending and Fluency* pp. 22, 186
- *Units of Study for Teaching Writing* Book 2
- *The Café*
  - Use Main Idea pp. 165
  - Recognize and Explain Cause and Effect pp. 168 | Identify Sequence/Logical Order
- *Reading Wonders* assessments
- Thinking map/graphic organizer
- Oral/written summary
- Storyboard, comic strip, flow map
- Picture timeline
- Sort known books by the style in |

- Write Source p. 299
 *Reading Wonders* - Unit 4
 - (WK 4) pp. T206 – T217, R/W Workshop *First in Flights* pp. 304 - 307
 - (WK4) pp. T217A – T221, Anthology *Hot Air Balloons* pp. 343 - 359

Assessment, rubric and checklist pp. 39-43
# Reading Workshop

## Fiction and Informational Text

- *D is for Democracy* by Elissa Grodin and Victor Jhasz
- *S is for Story: A Writer’s Craft* by Esther Hershenhorn
- *The Magic School Bus Gets Eaten: A Book About Food Chains* by Pat Relf and Carolyn Bracken
- *Weather and Climate* by Barbara Taylor

## Organization

- **Organization | Developing Paragraph Writing**
- **Lesson on sequencing**
- **What's the order?**
- **Create your own comic strip**
- **Story scramble game**

## Writing

- **Write Source** pp. 50, 117

## Reading Wonders - Unit 6

- *(WK4) pp. T217A – T221, Anthology Alligators and Crocodiles* pp. 520 – 545

## Locate Information

- **Locate Information**
- **Strategies That Work 2** p. 166
- **Units of Study for Teaching Writing** Book 5 (will be used in next bundle)
- **The ComprehensionToolkit: Infer Meaning** Lesson 14

## Locate Information

- **The Emperor's Egg** by Martin Jenkins
- **The Magic School Bus Gets Eaten: A Book About Food Chains** by Pat Relf and Carolyn Bracken
- **Weather and Climate** by Barbara Taylor
- **Hungry, Hungry Sharks** by Joanna Cole

## Locate Information

- **The Reading Lady**

## Understand

- Locate appropriate and significant information from the text, including problem and solutions.
- Understand that some informational texts can be written in narrative form (biographies, autobiography).
- Recognize that these genres account for an individual's life and times usually highlighted significant aspects that often enable a reader to live-through his/her life experiences.

## Assessing

- **Assessing What We’ve Taught** pp. 176-178
- **The ComprehensionToolkit: Infer Meaning** Lesson 14 assessment, rubric and checklist pp. 69-73
- Anecdotal records from Guided Reading
- Short answer and/or multiple choice quiz
- Highlight answers in text
- Use Think-marks with post-its
Recognize the facts, including such things as the person’s words, historical contexts, interviews with associates and family, primary source documents (i.e. photos, maps, biographies, eye-witness accounts) that have been gathered and synthesized for biographies or autobiographies. Consider the influence of a person on history and oneself after reading biographies and autobiographies.

3.2.8 Distinguish between cause and effect and fact and opinion in informational text.

- Define facts as things that can be proven by observation, surveys, electronic resources, interview with expert, and print resources.
- Define that opinions reflect the writer's point-of-view.
- Analyze the causes and effects in a piece of non-fiction text.
- Identify the facts and opinions in a piece of non-fiction text.
- Analyze the facts and opinions in a piece of non-fiction text.
- Recognize words that signal fact or opinion such as feel, believe, always, never, none, most, least, best, and worst.

**Distinguish Fact/Opinion**
- *Strategies That Work 2* p. 99, 169
- *Comprehending and Fluency* pp. 22, 185-186
- *The Comprehension Toolkit: Summarize and Synthesize* Lesson 25
- *Rattlesnake Dance: True Tales, Mysteries, and Rattlesnake Ceremonies* by Jennifer Dewey
- *Determining fact or opinion guide*
- *Fact and opinion jeopardy*
- *Lesson on fact and opinion*
- *Fact and opinion lesson 2*
- *Binky's fact and opinion activity* (click on play game)

**Distinguish Cause/Effect**
- *Strategies That Work 2* p. 99
- *Learning Structures: modules 8-13 Workbook* by Ruby Payne p. 61

**Distinguish Fact/Opinion**
- *Strategies That Work 2: Assessing What We’ve Taught* pp. 105-108
- Hold up fact or opinion answer cards after fact/opinion statements are made by the teacher
- Fact and opinion sentence sorts
- Highlight or chart context clues for opinions
- True/False quiz

Create a mobile with answers/illustrations/page number where the evidence was found.
### 3.3.1 Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.
- Determine the genre of a text by identifying its literary and structural features.
- Describe how one topic is shown

### Recognize Genres
- Comprehending and Fluency pp. 13-31, 367-371
- The Continuum of Literacy Learning pp. 58-59
- But Excuse Me That is My Book by Lauren Child
- Is There Life in Outer Space? By Franklyn M. Branley
- Me and My Place in Space by Joan Sweeney

### Recognize Genres
- Evidence from Reader’s Notebook
- Booktalk
- Teacher observation during Reader’s Workshop
- Create a tree thinking map

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### Reading Workshop

- The Emperor’s Egg by Martin Jenkins
- The Magic School Bus Gets Eaten: A Book About Food Chains by Pat Relf and Carolyn Bracken
- Weather and Climate by Barbara Taylor
- Hungry, Hungry Sharks by Joanna Cole

- [http://www.teachingvision.org/resources/rw.html](http://www.teachingvision.org/resources/rw.html) (click on TIME for Kids graphic organizer, click on Cause and Effect chart)
- Lesson on cause and effect on studyzone

Reading Wonders - Unit 3
- (WK 5) pp. T278 – T289, RW Workshop The Long Road to Oregon pp. 246 - 249
- (WK5) pp. T289A – T293, Anthology Riding the Rails West pp. 272 - 277

- Write a persuasive piece including facts and opinions

**Distinguish Cause/Effect**
- Strategies That Work 2: Assessing What We’ve Taught pp. 105-108
- Reading Wonders assessments
- Play cause and effect memory or partner match-up using student-generated cause and effect cards
- Chart cause and effect relationships on a thinking map or graphic organizer
- Write a cause and effect story piggybacking off of If You Give a Mouse a Cookie or similar story
- Highlight causes and effects in text
- Chart causes and effects found in student/teacher actions throughout the day
- Quiz (matching or short answer)
<table>
<thead>
<tr>
<th><strong>Reading Workshop</strong></th>
<th><strong>G3 - Bundle 4</strong></th>
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<tbody>
<tr>
<td>differently in various genres.</td>
<td>categorizing different common genres</td>
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<tr>
<td>- Online stories of different genres from starfall.com (click on the genre and story of your choice) - Storyline online - Children's storybooks online - Reading Genres (posters for use in the classroom)</td>
<td>- Poetry Anthology</td>
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<tr>
<th><strong>3.1.1</strong></th>
<th><strong>Know and Use Word Families</strong></th>
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<tr>
<td>Know and use more difficult word families when reading unfamiliar words.</td>
<td>Know and Use Word Families</td>
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<tr>
<td>- Find in reading texts spelling patterns most commonly used in English Language.</td>
<td>- Word Study Lesson Teaching Resources pp. 121, 124</td>
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<tr>
<td>- Use knowledge of these spelling patterns as a strategy for figuring out an unfamiliar word in the context of authentic texts.</td>
<td>- Words Their Way pp. 170-179</td>
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<td>- Buddy Spelling activities</td>
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<td></td>
<td>- Anecdotal records from Guided Reading</td>
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<td></td>
<td>- Observation of students playing word family games</td>
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<tr>
<th><strong>Correlating CC/Learning Targets</strong></th>
<th><strong>Teacher Notes</strong></th>
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<tr>
<td>RI.1</td>
<td>RL.5</td>
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<td>RI.5</td>
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<td>RI.6</td>
<td>RL.10</td>
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<tr>
<td>RI.9</td>
<td>3.3.1</td>
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<td>3.2.4</td>
<td>RF.3</td>
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<td>RL.1</td>
<td>RF.4</td>
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<td>RL.3</td>
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</table>
### CC/Learning Targets

**W.2**

- **(3.5.2)** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  
  a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

  b. Develop the topic with facts, definitions, and details.

  c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

  d. Provide a concluding statement or section.

### Resource of Ideas

**Write Informative/Explanatory Texts**

- Strategies That Work 2 pp. 136-137
- Launching the Writing Workshop pp. 49-54, 55-57, 85-86, 99-104
- Learning Structures: modules 8-13 Workbook by Ruby Payne p.58
- Units of Study for Teaching Writing Book 1
- The Continuum of Literacy Learning pp. 128-133
- The Relatives Came by Cynthia Rylant
  
- Organizers for writing on writingfun.com
- Write a descriptive piece with a writer
- Video Prompts for Writing
- Write Source pp. 12, 60-87

**Reading Wonders** – Unit 2

- (WK 6) (Informative Text) pp. T352 – T363

**Lucy Calkins eDocs**

Unit 5: Informational Writing pp. 73-87

### Evidence of Learning

**Write Informative/Explanatory Texts**

- Units of Study for Teaching Writing assessment rubric
- ISTEP rubric or the 6+1Traits of Writing rubric assessment
- Published writing sample

**Write Responses to Literature**

- Units of Study for Teaching Writing Assessment Rubric
- Written reflection
- Oral/written summary
- Write a letter to the author
- Short answer quiz
- Evidence from Reader's Notebook

**Write Responses to Literature**

- Launching the Writing Workshop p. 70
- Comprehending and Fluency pp. 372, 439-499
- Units of Study for Teaching Writing Book 5
- The Comprehension Toolkit: Determine Importance Lesson 21
- The Continuum of Literacy Learning pp. 80-81, 128-133

- Wilma Unlimited: How Wilma Rudolph Became the World’s Fastest Women by Kathleen Krull
- Mirette on the High Wire by Emily Arnold McCully

- The writing teacher strategy guide (scroll down to page 24, Writing in Reading with W-W-H)
<table>
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<td>W.4 (3.4.3) (3.4.9)</td>
<td>-Personal written response to literature</td>
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| 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.) | **Create Single Paragraphs**
- Units of Study for Teaching Writing Book 4
- A Box of Friends by Pam Munoz Ryan
- Putting sentences in order
- Tips for writing a paragraph
- How to write a paragraph
- Sandwich paragraph planner
- Write Source 42-55, 182-187

| **Organize Ideas**
- Units of Study for Teaching Writing Book 4
- Putting sentences in order
- Tips for writing a paragraph
- How to write a paragraph
- Sandwich paragraph planner |

| **W.7 (3.5.8)** | -Writing sample
- Highlight topic sentence in writing sample
- Writing conferences
- Evidence from letters in Reader’s Notebook

| **Organize Ideas**
- Units of Study for Teaching Writing Book 4
- Putting sentences in order
- Tips for writing a paragraph
- How to write a paragraph
- Sandwich paragraph planner |

<table>
<thead>
<tr>
<th>Conduct short research projects that build knowledge about a topic.</th>
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<tbody>
<tr>
<td>a. Understand how to conduct shared research using various sources and tools.</td>
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<tr>
<td>b. Examine information gathered during shared research.</td>
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<tr>
<td>c. Discriminate between relevant and</td>
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| **Write a Research Report**
- Learning Structures: modules 8-13 Workbook by Ruby Payne p. 16
- The Continuum of Literacy Learning pp. 128-133
- The writing teacher strategy guide (scroll down to page 12, Research)
- Writing citations
- Organizers for writing on writingfun.com
- Forms of writing
- Write Source pp. 142-169, 310-335, 342-347, 444-445 |

| **Write a Research Report**
- ISTEP or 6+1 Traits of Writing rubric
- Research writing sample
- Oral report |
<table>
<thead>
<tr>
<th>Writing Workshop</th>
<th></th>
<th>G3 - Bundle 4</th>
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<tr>
<th>3.4.4</th>
<th>Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia (guide words), and online resources).</th>
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<tbody>
<tr>
<td></td>
<td><strong>Use Dictionary</strong></td>
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<tr>
<td></td>
<td>- Word Study Lessons pp. 469-472m 477-480</td>
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<td></td>
<td>- Launching the Writing Workshop p. 47</td>
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<tr>
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<td>- Word Matters pp. 163-167</td>
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<td>- Miss Alaineus: A Vocabulary Disaster by Debra Fransler</td>
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<td></td>
<td>- Write Source p. 434</td>
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<td>-(WK 1) pp. T30</td>
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<td>Reading Wonders – Unit 2</td>
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<td>-(WK 1) pp. T30</td>
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<td><strong>Lucy Calkins eDocs</strong></td>
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<td>Unit 5: Informational Writing pp. 73-87</td>
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<td>Unit 7: Genre Studies (Articles) pp. 107</td>
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<td>Unit 9: Revisions pp. 122-130</td>
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<td>W.5 W.6</td>
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<tr>
<td>CC/Learning Targets</td>
<td>Resource of Ideas</td>
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| **L.1** (3.6.5) (3.6.2) | **Abstract Nouns:** **Correctly Use Parts of Speech**  
- *Continuum of Literacy Learning* pp. 210-211  
**Subject/Verb Agreement and Pronoun/Antecedent Agreement:** **Correctly Use Parts of Speech**  
- *Continuum of Literacy Learning* pp. 210-211  
- *Word Matters* Appendix 19  
- *Words Their Way* pp. 234 (activities), 394-395 (word list)  
- *Word Study Lessons* pp. 309-316, 321-324  
**Conjunctions:** **Correctly Use Parts of Speech**  
- *Grammar Tales: The Planet Without Pronouns* by Justin McCory Martin  
- *Mine, All Mine* by Ruth Heller  
- *I and You and Don’t Forget Who* by Brian Cleary  
- *Wisc-online.com*  
- *Reading Wonders – Unit 3*  
- *(WK 2) (ISubject/Verb Agreement)* pp. T102 – T103, R/W Workshop pp. 483  
**Conjunctions:** **Correctly Use Parts of Speech**  
- *But and For, Yet and Nor: What is a Conjunction?* by Brian P. Clearly  
- *If You Were a Conjunction* by Nancy Loewen  
- *Just Me & 6,000 Rats: A Tale of Conjunctions* by Rick Walton  
- *Fantastic! Wow! And Unreal! A Book About Interjections and Conjunctions* by Ruth Heller  
- *Write Source* pp. 392-393, 538, 542 (Conjunctions) | **Abstract Nouns:** **Correctly Use Parts of Speech**  
- Identify and highlight in text  
- Interactive edit  
- Writing sample  
- Writing conferences  
- Buddy Spelling activities  
- Create a taxonomy of abstract nouns chart  
**Subject/Verb Agreement and Pronoun/Antecedent Agreement:** **Correctly Use Parts of Speech**  
- *Word Study Lessons Teaching Resources* p. 61  
- Fill in the blank quiz  
- Evidence in writing sample  
- Teacher observation  
- Identify and highlight in text  
- *Reading Wonders Assessments*  
- *Word Study Lessons Teaching Resources* p. 55  
- Highlight a pronoun in text and in the same color highlight its antecedent  
- Literature discussions in Guided Reading  
- Quiz (multiple choice)  
**Conjunctions:** **Correctly Use Parts of Speech**  
- Identify and highlight in text |
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<tr>
<th><strong>Language and Word Study</strong></th>
<th><strong>G3 - Bundle 4</strong></th>
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| **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  
- *Elbert’s Bad Word* by Don and Audrey Wood  
- *Lucky Leaf* by Kevin O’Malley  
- *Lessons from geocity.com* (click on six traits resources)  
- *Using exclamation points*  
- *Grasslands punctuation game*  
- *Language Arts Skill Builders*  
- *Write Source* pp. 394-413 (Writing Sentences)  
- *Write Source* pp. 446-449 (Ending Punctuation)  
- *Write Source* pp. 397-398 (Complete Predicate)  
- *Reading Wonders – Unit 1*  
| **Use Commas** | - *Interactive edit*  
- *Writing sample*  
- *Writing conferences*  
| **Write Complete Sentences** | - *6+1 Traits of Writing: Grades 3 and Up* pp. 181-195  
- *Anecdotal records from student writing samples*  
- *Quiz*  
- *Writing conferences*  
- *Write complete sentences on sentence strips. Cut the strip apart between the complete subject and complete predicate*  
- *Brainstorm silly sentences*  
- *Students write questions to conduct an interview and record answers in complete sentences*  
| **L.2 (3.6.6) (3.1.7)** | **Use Commas**  
- *Prompting Guide* p. 31  
- *The Continuum of Literacy Learning* pp. 128-133  
- *The Café*  
  - Use Punctuation to Enhance Phrasing pp. 183  
| **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**  
| b. Use commas in addresses.  
g. Consult reference materials, including beginning dictionaries, as needed to | **Use Dictionary**  
- *Use a dictionary for research*  
| **Use Commas** | - *Interactive edit*  
- *Address envelopes to a pen pal*  
- *Letter writing sample*  
- *Evidence in Reader’s Notebook*  
- *Journals*  
| **Use Commas** | - *Interactive edit*  
- *Address envelopes to a pen pal*  
- *Letter writing sample*  
- *Evidence in Reader’s Notebook*  
- *Journals*  
| **Use Dictionary** | - *Use a dictionary for research*  

Language and Word Study

check and correct spellings.
+ Use conventional form of commas in dates and locations.

-Grammar.ccc.commnet.edu
-Write Source pp. 450-455 (Commas)
Reading Wonders – Unit 2

Use Dictionary
-Word Study Lessons pp. 469-472m 477-480
-Lauching the Writing Workshop p. 47
-Word Matters pp. 163-167
-The Café
  -Use Dictionaries, Thesaurus, and Glossaries pp. 190
- Miss Alaineus: A Vocabulary Disaster by Debra Fransler
  -Write Source p. 434
Reading Wonders – Unit 1
-(WK Start Smart) (Dictionary) pp. S27 – S28

L.4
(3.1.6)
(3.1.7)
(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.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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
  -Use Word Parts pp. 187
  -Tune Into Interesting Words pp. 185
  -Use Prior Knowledge pp. 188
  -Use Pictures pp. 186
-Sylvester and the Magic Pebble by William Steig
-FunBrain
-Context clues millionaire game (click on play HTML version)

writing project
-Use pronunciation guide to assist sounding out unknown words
-Quiz
-Use the dictionary to find the correct meaning of a multiple-meaning word used in a sentence.)
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.

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)

Cloze activities
- Guess the covered word

Use Dictionary
- Use a dictionary for research writing project
- Use pronunciation guide to assist sounding out unknown words
- Quiz
- Use the dictionary to find the correct meaning of a multiple-meaning word used in a sentence.

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

| 3.6.3 | Identify and use subjects and verbs that are in agreement.  
| - | Write using subjects and verbs in agreement. | Use Subject/Verb Agreement  
| - | - Word Study Lessons pp. 301-304, 317-320  
| | - Continuum of Literacy Learning p. 210  
| | - Wheel of Subject-Verb Agreement by Pamela Hall  
| | - Write Source pp. 373-376, 381-386, 510-529  
| | Reading Wonders – Unit 3  
| | - The Frail Snail on the Trail: A Long Vowel Sounds Book With Consonant Blends by Brian P. Cleary  
| | - Stop, Drop, and Flop in the Slop: A Short Vowel Sounds Book With Consonant Blends by Brian P. Cleary | -Observation of students playing word family games  
| | - Word find puzzle maker  
| | - Create a crossword puzzle  
| | - Create your own rap with Shock's Beatbox | Use Subject/Verb Agreement  
| | - Word Study Lessons Teaching Resources p. 55  
| | - Anecdotal records from student writing samples  
| | - Cloze activities  
| | - Interactive edit  

| 3.6.9 | Arrange words in alphabetical order. | Arrange Words in ABC Order  
| - | - Word Study Lessons pp. 453-456  
| | - The Eleventh Hour by Graeme Base  
| | - Write Source p. 291 (Alphabet Poem) | - Word Study Lessons Teaching Resources p. 55  
| | Third grade language skills | - Quiz  
| | - Write an ABC book  
| | - Arrange word cards in ABC order  
| | - Teach a lesson  
| | - Create a taxonomy chart on a particular topic. Place the words |
### 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
- *The Important Book* by Margaret Wise Brown and Leonard Weisgard

- 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
- *Amelia’s Notebook* by Marissa Moss
- *Hey World, Here I Am* by Jean Little and Sue Truesdell

- 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

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