

- Big Ideas: Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.
- Concepts: Describe what students should know (key knowledge) as a result of this instruction specific to grade level.
- Competencies: Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.
- Essential Questions: Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

Grade: 3 Subject: ELA (Module 1) Duration: 120 min/day 9 weeks

	Reading Skills	I/D/ M/R	Grammar	I/D/ M/R	Spelling	I/D/ M/R	Writing	I/D/ M/R
Big Idea	Becoming a close reader through narrative text.	I	Rules of grammar and convention of language support clarity of communications between writer/speakers, and readers/listeners.	M	Understand a variety of spelling patterns to improve reading and writing skills	D	Writing to learn.	D
Misconceptions	Students feel close reading is “racing through the passages” and retelling information. Students point out what is similar and different between two texts on similar topics based on their background knowledge or perceptions.							
Proper Conceptions	Students should do a “close reading of text” through analyzing text read, questioning the text itself, interpreting what is written, and justifying their reasoning behind their interpretation - using text evidence to support their response. Students should be able to identify basic similarities in and differences between two texts on the same topic. Students will be required to determine whether the similarities and differences between the texts are due to author’s interpretation or based on factual information - drawing information from the text to support their conclusions.							
Essential Question:	How can close reading help me independently determine story elements and compare and contrast?		How do grammar and the conventions of language influence spoken and written communication?		How does mastering of spelling patterns assist with spelling accuracy?		How do students write clear and focused text to convey meaning?	
Concept	<ul style="list-style-type: none"> ● Main Idea ● Vocabulary Acquisition and Use ● Theme ● Evaluating Information (fact & opinion) (fiction & 		<ul style="list-style-type: none"> ● Parts of speech (Subject, predicate, nouns, verbs) ● COPS (Capitalization, order/organization, punctuation, & spelling/spacing) 		<ul style="list-style-type: none"> ● Short Vowels (Storytown Lsn 1, LETRS Module 3-Chapter 3) ● Long vowel and team digraphs (Storytown Lsn 3, LETRS Module 3-Chapter 3) 		<ul style="list-style-type: none"> ● COPS (Capitalization, order/organization, punctuation, & spelling/spacing) ● Four types of sentences ● Organization for Writing 	

	<p>nonfiction)(compare & contrast)</p> <ul style="list-style-type: none"> ● Story genres 		<ul style="list-style-type: none"> ● Four types of sentences ● Fragments ● Run-on sentences 		<ul style="list-style-type: none"> ● Consonant digraphs (Storytown Lsn 7, LETRS Module 3-Chapter 3) ● Beginning consonant blends (Storytown LSN 9, LETRS Module 3-Chapter 3) ● Soft g, s, dge (Storytown Lsn 13, LETRS Module 3 -Chapter 3) 		<ul style="list-style-type: none"> ● Purpose (PIE), Audience and Task ● Editing marks 	
Competency/ Skills:	<ul style="list-style-type: none"> ● Determine the main idea of a text; recount the key details and explain how they support the main idea. ● Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. ● Describe how an author connects sentences and paragraphs in a text to support particular points. ● Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. ● Identify genres (fiction vs nonfiction) within passage. 		<ul style="list-style-type: none"> ● Identify the four types of sentences ● Utilize COPS correctly ● Identify subject/predicate and nouns/verbs ● Complete sentences ● Identify and correct fragments and run-on sentences 		<ul style="list-style-type: none"> ● Spell spelling words correctly ● Apply spelling patterns/phonics rules in writing 		<ul style="list-style-type: none"> ● Informational: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. ● Narrative: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. ● Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. ● Understand and identify the 	

							purpose of a passage.	
Assessment:	<ul style="list-style-type: none"> Students demonstrate comprehension by participating in discussions, writing responses, and using key details and evidence from text to support their thinking. (F/S) They explore author's point of view and also begin to infer meaning from texts. (F) They read for pleasure and choose books based on personal preference, topic, or author. (F) 		<p>Students will be able to:</p> <ul style="list-style-type: none"> Correctly write and identify the four types of sentences. (S/F) Identify subject and predicates within sentence (S/F) Identify nouns (abstract) and verbs within sentence (S/F) Identify and correct fragments and run-on sentences (S/F) 		<p>Students will be able to:</p> <ul style="list-style-type: none"> Spell spelling words correctly (S) Apply spelling patterns/phonics rules in writing (S/F) 		<ul style="list-style-type: none"> Students organize around a central idea and elaborate using complete sentences. Their writing is often divided into sections through beginning, middle, and end (F/S) . They listen to other's writing, offer feedback, and begin to consider suggestions from others about their own writing (F/S). 	
Resources: (Include extension and remediation)	<p>Storytown, Teacher Pay Teachers, Super Teacher Website, Title 1 Teacher</p> <p>Resources can be found throughout the series or supplemented by the teacher.</p>		<p>Storytown Grammar Lessons: 2, 3, 7, 19, 21, 22, 23, 24, & 29, Teacher, Pay Teachers, Super Teacher Website, Title 1 Teacher</p> <p>Resources can be found throughout the series or supplemented by the teacher.</p>		<p>Storytown (1, 3, 7, 9, 13), LETRS, Module 3- Chapters: 3</p> <p>Resources can be found throughout the series or supplemented by the teacher.</p>		<p>Storytown Writer's Companion, Teacher, Pay Teachers, Super Teacher Website, Title 1 Teacher, Ralph Fletcher Kit, Rick Morris Online, Read Write Think, Writing A-Z</p> <p>Resources can be found throughout the series or supplemented by the teacher.</p>	

<p>Standards:</p>	<p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>	<p>CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speak clearly with adequate volume, appropriate pacing, and clear pronunciation</p>
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Comments: Refer to Module 1 in SAS portal for more information.

Key: F-Formative & Summative

LETRS Module 3-Progression of Skills, p. 74-75

Grade: 3 Subject: ((Module 3) ELA Duration: 9 weeks

	Reading Skills	I//D/ M/R	Grammar	I/D/M /R	Spelling	I/D/M /R	Writing (Include Spelling)	I/D/M /R
Big Idea	Read informational text fluently with meaning and purpose.	I	Rules of grammar and convention of language support clarity of communications between writer/speakers, and readers/listeners.	D	Understand a variety of spelling patterns to improve reading and writing skills	D	Information/explanatory text	D
Misconceptions	Some students believe writing is a linear process and leave writing assignments to the last minute. Revisions are only made at the sentence level. Nor do they ask themselves “Is my argument clear, is it interesting?”							
Proper Conceptions	The writing process is complex and the process should be taught explicitly. Students need multiple opportunities to practice and revise.							
Essential Question:	How can I apply comprehension and vocabulary strategies to informational text in a wider variety of literary genres?		How do grammar and the conventions of language influence spoken and written communication?		How does mastering of spelling patterns assist with spelling accuracy?		How do students write informational/explanatory texts, using strong organizational structures to convey ideas and information clearly.	
Concept	<ul style="list-style-type: none"> Text Analysis-(point of view, infer, text evidence) Analysis Across Texts Collaborative Discussion Purpose, Audience and Task Graphic organizers Nonfiction text features Compare and contrast 		<ul style="list-style-type: none"> Simple/compound subject & predicate Common & proper nouns Capitalization of proper nouns & titles Plural and singular nouns Subject-verb agreement Verb tenses-simple and progressive 		<ul style="list-style-type: none"> Contractions (no resources) Vowel endings-ed, ing (Storytown Lsn 2, LETRS Module 3 Chapter 5) Plurals-s, es (Storytown Lesson 4, LETRS Module 3 Chapter 6) Vowel teams/diphthongs(Storytown Lsn 8, LETRS Module 3 Chapter 3) R-controlled vowels (Storytown Lsn 16, LETRS Module 3 Chapter 3) R-controlled vowels (Storytown Lsn 17, LETRS Module 3 Chapter 3) 		<ul style="list-style-type: none"> Content for Writing Develop the topic with facts, illustrations, and definitions. Organization for Writing Support an opinion with reasons Editing marks 	

<p>Competency/Skills:</p>	<ul style="list-style-type: none"> ● Ask and answer questions about the text and make inferences from text; refer to text to support responses. ● Compare and contrast the most important points and key details presented in two texts on the same topic. ● Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. 	<ul style="list-style-type: none"> ● Identify & use simple/compound subject & predicates. ● Identify & use common and proper nouns. ● Identify & use plural and singular nouns. ● Write titles correctly. ● Identify and use verb tenses regular and irregular, progressive (be) 	<ul style="list-style-type: none"> ● Spell spelling words correctly ● Apply spelling patterns/phonics rules in writing 	<ul style="list-style-type: none"> ● Informational: Develop the topic with facts, definitions, details, and illustrations, as appropriate. ● Informational: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. ● Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. ● Listen to others' writing, offer feedback, and begin to consider suggestions from others about their own writing.
<p>Assessment:</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate comprehension by participating in discussions, writing responses, and using key details and 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate knowledge of singular/compound subject & predicate (F/S). ● Demonstrate knowledge of common/proper nouns (F/S). ● Students demonstrate 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Spell spelling words correctly (S) ● Apply spelling patterns/phonics rules in writing (S/F) 	<p>Students will be able to</p> <ul style="list-style-type: none"> ● Write informational/explanatory text using strong organizational structure conveying ideas and information clearly (F/S). ● (Student writing, writers

	<p>evidence from text to support their thinking (F/S).</p> <ul style="list-style-type: none"> ● Explore author's point of view and also begin to infer meaning from texts (F). ● Demonstrate comprehension by participating in discussions, writing responses, and using key details and evidence from text to support their thinking. Explore author point of view and also begin to infer meaning from texts (F/S). ● Read for pleasure and choose books based on personal preference, topic, or author (F). ● (Graphic organizers, exit slips, comprehension test, vocabulary test, retell) (F/S) 		<p>knowledge or singular/plural nouns (F/S).</p> <ul style="list-style-type: none"> ● (Storytown grammar, Study Island, teacher created)(F/S) 				<p>notebook, graphic organizers, rubrics, checklists) (F/S)</p>	
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Resources: (Include extension and remediation)	<p>Bookadventure.com, Storytown, Study Island, Marzano, SAS, Teacher Pay Teachers, Readworks.org, <u>Grade 3 Paired Passages: Linking Fact to Fiction</u> -book</p> <p>Resources can be found throughout the series or supplemented by the teacher.</p>		<p>Storytown Grammar- Lessons: 3, 7, 9, 19, 21,22, 23, 24, 26, 29, Study Island, GUM book, SAS, Teacher Pay Teachers, SRA Grammar Series</p> <p>Resources can be found throughout the series or supplemented by the teacher.</p>		<p>Storytown (lessons 2, 4, 8, 16, 17), LETRS, Module 3- Chapters: 3, 5, 6</p> <p>Resources can be found throughout the series or supplemented by the teacher.</p>		<p>Storytown Writer’s Companion, Ralph Fletcher Kit, Rick Morris Online, Read Write Think, Writing A-Z, Study Island</p> <p>Resources can be found throughout the series or supplemented by the teacher.</p>
Standards:	<p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>CC.1.3.3.B Ask and answer questions</p>		<p>CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>		<p>CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>		<p>CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.B Identify and introduce the topic.</p> <p>CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.E</p>

	about the text and make inferences from text; refer to text to support responses.					Choose words and phrases for effect. CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
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Comments: Refer to Module 3 in SAS portal for more information.

Key: F-Formative & Summative

LETRS Module 3-Progression of Skills, p. 74-75

Grade: 3 **Subject:** ELA (Module 4) **Duration:** 6 weeks

	Reading Skills	I//D/ M/R	Grammar	I//D/ M/R	Spelling	I//D/ M/R	Writing	I//D/ M/R
Big Idea	Evaluating and making comparisons through and across informational texts.	D	Rules of grammar and convention of language support clarity of communications between writer/speakers, and readers/listeners.	M	Understand a variety of spelling patterns to improve reading and writing skills.		Expanding and embedding ideas in Opinion, Informational, and Narrative.	D
Misconceptions	None							
Proper Conceptions	<p>Reading is a skill and not an indicator of intelligence.</p> <p>Reading slowly and being accurate is more desirable than reading fast and inaccurate, no matter what type of text is being read.</p>							
Essential Question:	How can students apply informational text structure and an understanding of contextual vocabulary to aid in comprehension?		How do grammar and the conventions of language influence spoken and written communication?		How does mastering of spelling patterns assist with spelling accuracy?		How does gathering information from passages and incorporating experiences support my writing?	
Concept	<ul style="list-style-type: none"> Text Analysis Analysis Across Texts Evaluating Arguments Text Structure Sources of Information Collaborative Discussion 		<ul style="list-style-type: none"> Subject & object pronouns Pronoun-antecedent agreement Possessive nouns-use of apostrophe Adjectives - words/phrases for effect Compound, simple, complex sentences -(use of conjunctions) 		<ul style="list-style-type: none"> Silent Letters/Ghost Letter Digraphs (Storytown Lsn 12, LETRS Module 3 Chapter 3) Closed/open syllables V/CV, VC/V Storytown Lsn 14, LETRS Module 3 Chapter 5) Vowel Teams- oo, ui (Storytown Lsn 21, LETRS Module 3 Chapter 3) Consonant -le, (Storytown Lsn 11, LETRS Module 3 Chapter 5) 		<ul style="list-style-type: none"> Differences between (PIE) Persuasive-Opinion), Informative, Entertain-Narrative) Examine informational text Sources of Information Focus for Writing Content for Writing Organization for Writing Editing marks 	

	<ul style="list-style-type: none"> ● Evaluating Information ● Point of View ● Contextual Vocabulary 						
Competency/Skills:	<ul style="list-style-type: none"> ● Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence and cause and effect. ● Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that 	<ul style="list-style-type: none"> ● Identify and use pronouns. ● Use pronoun and antecedent correctly. ● Identify and use possessive nouns. ● Identify and use adjectives. ● Identify and use compound, complex, and simple sentences. 	<ul style="list-style-type: none"> ● Spell spelling words correctly ● Apply spelling patterns/phonics rules in writing 	<ul style="list-style-type: none"> ● Informational: Develop the topic with facts, definitions, details, and illustrations, as appropriate. Opinion: Support an opinion with reasons. Narrative: Establish a situation and introduce a narrator and/or characters. ● Informational: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. Opinion: Create an organizational structure that includes reasons linked in a logical order with a concluding 			

	<p>signal spatial and temporal relationships.</p> <ul style="list-style-type: none"> ● Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. 						<p>statement or section. Narrative: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p> <ul style="list-style-type: none"> ● Opinion: Use a variety of words and sentence types to appeal to the audience. Informational and Narrative: Choose words and phrases for effect. ● Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. ● Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. ● They listen to other's writing, 	
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							offer feedback, and begin to consider suggestions from others about their own writing.
Assessment:	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Use key details from text to support thinking (F/S) ● Identify author's point of view (F/S) ● Infer meaning from texts (F) ● Sequence events within a text (F/S) ● Identify cause and effects (F/S) ● Discuss contextual vocabulary (F) ● (Storytown, Study Island, SAS, Teacher created) (F/S) 		<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Identify and use pronouns. (F/S). ● Use pronoun and antecedent correctly (F/S). ● Identify and use possessive nouns (F/S). ● Identify and use adjectives (F/S). ● Identify and use compound, complex, and simple sentences (F/S). ● (Storytown, Study Island, SAS, Teacher created) (F/S) 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Spell spelling words correctly (S) ● Apply spelling patterns/phonics rules in writing (F/S) 		<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Use graphic organizers, webs, etc. to brainstorm. (F/S) ● Write an opinion, narrative, and informational piece. (F/S) ● Provide and support reasoning within opinion and informational writing. (F/S) ● (student writing, checklist, rubric)(F/S)
Resources: (Include extension and remediation)	<p>Storytown, Study Island, Teachers Pay Teachers, Super Teacher, SAS, Teacher created</p> <p>Resources can be found throughout the series or supplemented by the teacher.</p>		<p>Storytown Grammar-Lessons: 6, 11, 13, 14, 16, Study Island, GUM book, SAS, Teacher Pay Teachers, SRA Grammar Series, Teacher created</p> <p>Resources can be found throughout the series or supplemented by the teacher.</p>		<p>Storytown (lesson 11, 12, 14, 21), LETRS-Module 3 Chapters 3, 5</p> <p>Resources can be found throughout the series or supplemented by the teacher.</p>		<p>Storytown Writer's Companion, Ralph Fletcher Kit, Teacher Pay Teachers, Study Island, , Teacher Created) Drops in a Bucket book, Rick Morris Online, Read Write Think, Writing A-Z</p> <p>Resources can be found throughout the series or supplemented by the teacher.</p>

<p>Standards:</p>	<p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p>	<p>CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>CC.1.4.3.G Write opinion pieces on familiar topics or texts.</p> <p>CC.1.4.3.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p>
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Comments: Refer to Module 4 in SAS portal for more information.

Key: F-Formative & Summative

LETRS Module 3-Progression of Skills, p. 74-75

Grade: 3 Subject: ELA (Module 5 & 7) Duration: 120 min/day 6 weeks

	Reading Skills	I//D/ M/R	Grammar	I//D/ M/R	Spelling	I//D/ M/R	Writing	I//D/ M/R
Big Idea	Literary analysis of narrative structure including fables, myths, and legends.	I, D	Rules of grammar and convention of language support clarity of communications between writer/speakers, and readers/listeners.	M	Understand a variety of spelling patterns to improve reading and writing skills.	D	Strengthening narrative writing through dialogue.	I
Misconceptions	When writing, authors always have one distinct audience or one distinct purpose. If the purpose is to entertain, then the work must be funny or have a happy ending. In Readers Theater is only for small children or for those with extensive theatrical experience. Students must memorize their parts, scripts are difficult to find and adapt, and a great deal of time and preparation are required for this instructional technique.							
Proper Conceptions	Authors may have in mind multiple audiences, and purposes may be mixed. In this sense, "to entertain" means simply to keep you interested in what will happen next. Story telling of any kind--dramatic, action-packed, romantic, tear-jerker, you name it--all count as entertainment. So it is with the author's purpose, "to entertain." Readers Theater is for any age and reading ability. Possible scripts exist in any material used in the classroom, and that these scripts may quickly be adapted by the students and performed soon afterwards. Readers Theater is not limited to those students with a high level of speaking proficiency; instead, students of all levels can participate in this activity which can involve the entire class.							
Essential Question:	How does focusing on narrative structures (character's, central message, lesson, or moral, and, point of view) help me comprehend the passage?		How do grammar and the conventions of language influence spoken and written communication?		How does mastering of spelling patterns assist with spelling accuracy?		How can effective use of dialogue and vivid language in my writing capture the reader's imagination?	
Concept	<ul style="list-style-type: none"> Text Analysis Point of View (first, second) Theme/Central Message, Lesson, Moral Text Structure Dialogue Figurative Language 		<ul style="list-style-type: none"> Dialogue Commas-dialogue, list, address Quotation marks Adverbs-comparative, superlative 		<ul style="list-style-type: none"> Compound words (Storytown Lsn 6, LETRS Module 3 Chapter 5) Vowel Variants-au, aw, ew, eu (Storytown Lsn 22, LETRS Module 3 Chapter 3) Suffixes -er, est, ful, ly (Storytown Lsn 18, LETRS Module 3 Chapter 6) 		<ul style="list-style-type: none"> Words and phrases to convey ideas precisely (word choice) Vary word and phrases for effect Text Structure Writing Style Focus of topic Dialogue 	

							<ul style="list-style-type: none"> ● Editing marks
Competency/Skills:	<ul style="list-style-type: none"> ● Explain the point of view of the author. ● Read dialogue with expression. ● Ask and answer text based questions by locating evidence within text. ● Identify figurative language and interpret the meaning. ● Refer to parts of text when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections. ● Engage effectively in 		<ul style="list-style-type: none"> ● Correctly apply quotation marks and commas to dialogue, list, and address ● Identify and use adverbs 		<ul style="list-style-type: none"> ● Spell spelling words correctly ● Apply spelling patterns/phonics rules in writing 		<ul style="list-style-type: none"> ● Narrative: Establish a situation and introduce a narrator and/or characters. ● Organize an event sequence that unfolds naturally using temporal words and phrases to signal event order provide a sense of closure. ● Begin incorporating dialogue (using words for effect) into writing structure. ● Listen to others' writing, offer feedback, and begin to consider suggestions from others about their own writing.

	<p>a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> ● Identify theme of passage 						
Assessment:	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify point of view, theme, dialogue & story elements) (F/S) ● Identify figurative language and interpret meaning (F) ● Identify central message, lesson, or moral of the story and provide evidence to support (F/S). ● (Storytown, Study Island, SAS, Marzano, Teacher created) (F/S) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Correct apply quotation marks and commas to dialogue (F/S). ● Identify and use verb tenses (F/S). ● Identify and use adverbs (F/S). ● (Storytown grammar, Study Island, GUM book, SRA Grammar, SAS, Teacher Pay Teachers, Teacher Created) (F/S) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Spell spelling words correctly (F) ● Apply spelling patterns/phonics rules in writing (F/S) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Write a narrative piece using punctuation in dialogue (F/S). ● Utilize vivid language to improve writing (F/S). 			

<p>Resources: (Include extension and remediation)</p>	<p>Storytown, Study Island, SAS, Teacher created, Storytown Powerpoints</p> <p>Resources can be found throughout the series or supplemented by the teacher.</p>	<p>Storytown Grammar- Lessons: 4, 27, 29, Storytown Writer’s Companion Lesson 18, Study Island, GUM book, SAS, Teacher Pay Teachers, SRA Grammar Series, Teacher created</p> <p>Resources can be found throughout the series or supplemented by the teacher.</p>	<p>Storytown (lessons 6, 18, 22), LETRS Module 3 Chapters 3, 5, 6</p> <p>Resources can be found throughout the series or supplemented by the teacher.</p>	<p>Storytown Writer’s Companion, Ralph Fletcher Kit, Teacher Pay Teachers, Study Island, , Teacher Created) Drops in a Bucket book, Rick Morris Online, Read Write Think, Writing A-Z</p> <p>Resources can be found throughout the series or supplemented by the teacher.</p>
<p>Standards:</p>	<p>CC.1.2.3.D Explain the point of view of the author.</p> <p>CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from</p>	<p>CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>CC.1.4.3.G Write opinion pieces on familiar topics or texts.</p> <p>CC.1.4.3.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the</p>

	non-literal meaning as well as shades of meaning among related words.						response of characters to situations.	
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Comments: Refer to Module 5 & 7 in SAS portal for more information.

Key: F-Formative & Summative

LETRS Module 3-Progression of Skills, p. 74-75

Grade: 3 Subject: ELA (Module 2 & 6) Duration: 120 min/day 6 weeks

	Reading Skills	I//D/ M/R	Grammar	I//D/ M/R	Spelling	I//D/ M/R	Writing	I / D / M / R
Big Idea	Reading to build knowledge about a topic and share understandings in various ways.	D	Rules of grammar and convention of language support clarity of communications between writer/speakers, and readers/listeners.	I/D	Understanding a variety of spelling patterns to improve reading and writing skills	D	Writing research based narratives	I
Misconceptions	<p>Students generally feel the knowledge they have about a topic or subject is correct and their personal experiences that are not always related to text can be very entrenched in student thinking. In addition, new experiences are interpreted through these erroneous understandings, thereby interfering with being able to correctly grasp new information. Some students believe that writing is an inborn talent: Either you have it, or you do not. They believe that some people inherit a so-called writing gene, while others do not have this "gift" and will never be able to write well.</p> <p>Some students believe that narrative pieces are not supported by research.</p> <p>Students tend to think the teacher is the only person who will be reading their writing and is the audience for whom they write to.</p> <p>Following an organizational structure is boring and uncreative.</p>							
Proper Conceptions	<p>Students should be able to ask and answer questions about the text and make inferences from text. This may or may not conform to students' perceptions. Students should refer to text to support responses.</p> <p>Effective writers have multiple opportunities to practice and refine the craft of writing while understanding the process of writing.</p> <p>Narratives can be research-based through real life situations and/or characters.</p> <p>Authentic writing experiences require students to be aware of many different audiences (teachers, classmates, the community, etc.). Writing is more exciting when it is shared.</p> <p>Following an organizational structure helps to form a writer's thoughts based on textual evidence while communicating intentions to an audience.</p>							
Essential Question:	How do I gather information from reading various genres to gain knowledge?		How do grammar and the conventions of language influence spoken and written communication?		How does mastering of spelling patterns assist with spelling accuracy?		How does conducting research and utilizing graphic organizers improve my writing?	

<p>Concept</p>	<ul style="list-style-type: none"> ● Text analysis ● Genres-purpose ● Locate information ● Gather Evidence ● Speaking & Listening Skills 		<ul style="list-style-type: none"> ● Model auxiliaries (can, may, must) ● Prepositions & Prepositional Phrases ● Interjections ● Words and phrases to convey ideas precisely (word choice) 		<ul style="list-style-type: none"> ● Prefixes -un, re, dis (Storytown Lsn 19, LETRS Module 3 Chapter 6) ● Schwa (Storytown Lsn 24, LETRS Module 3 Chapter 3) ● Suffixes -ment, less, ness (Storytown Lsn 28, Module 3 Chapter 6) ● Suffixes -tion, sion, Storytown Lsn 26, LETRS Module 3 Chapter 6) ● Suffixes -able, -ous (Storytown Lsn 28, LETRS Module 3 Chapter 6) 		<ul style="list-style-type: none"> ● Focus for Writing ● Content for Writing ● Writing Style ● Technology and Publication ● Multimedia ● Purpose, Audience and Task
<p>Competency/Skills:</p>	<ul style="list-style-type: none"> ● Ask and answer questions about the text and make inferences from text; refer to text to support responses. ● Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., books in a series). ● Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. ● Report on a topic or text, tell a story, or 		<ul style="list-style-type: none"> ● Identify and begin to use auxiliaries in questions. ● Recognize prepositional and prepositional phrases in written text ● Recognize interjections in written text ● Begin to use varied words and phrases in conversation and writing 		<ul style="list-style-type: none"> ● Spell spelling words correctly ● Apply spelling patterns/phonics rules in writing 		<ul style="list-style-type: none"> ● Search on various topics using computers and books ● Complete/create a graphic organizer ● Introduce and develop a topic ● Introduce narrator and characters ● Support an opinion with reasons ● Use a variety of words and sentence types ● Use sequence appropriately

	<p>recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <ul style="list-style-type: none"> ● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 						
Assessment:	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use text to locate information and answer questions (F). ● Compare and contrast important points based on two texts on the same topic(F/S) . ● Read and comprehend fiction and nonfiction on grade level through proficient, independent reading (F/S). ● Use accurate grade appropriate conversation (F). 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify and use model auxiliaries (F). ● Identify and use prepositions and prepositional phrases (F). ● Identify and use interjections (F). ● Use varied word choice in discussion and written work to convey precise ideas (synonyms, antonyms) (F/S). 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Spell spelling words correctly (S) ● Apply spelling patterns/phonics rules in writing (S/F) 		<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Research and locate information on a selected topic (F/S). ● Create and complete a graphic organizer including text based information (F/S). ● Create 1-3 paragraphs following writing structure (F/S). ● Speak clearly using appropriate rate, volume, and pace on presentation of research topic (F/S).

	<ul style="list-style-type: none"> Orally report on a topic with appropriate facts and details (F/S). 						
<p>Resources: (Include extension and remediation)</p>	<p>Storytown, 25 Complex Text Passages to Meet the Common Core-book, Paired Passage Linking Facts to Fiction-book, Make it Real-book, Reading Detective-book, SAS, Teacher Pay Teacher, Super Teacher, Study Island, Teacher Created</p> <p>Resources can be found throughout the series or supplemented by the teacher.</p>	<p>Use outside sources-not available in Storytown, Study Island, GUM book, SAS, Teacher Pay Teachers, SRA Grammar Series, Teacher created</p> <p>Resources can be found throughout the series or supplemented by the teacher.</p>	<p>Storytown (lessons 19, 24, 26, 28), LETRS Module 3 Chapter 3 & 6</p> <p>Resources can be found throughout the series or supplemented by the teacher.</p>	<p>Storytown Writer's Companion, Teachers Pay Teachers, Scholastic Nonfiction Writing-book, Teacher created-rubrics, checklist, Rick Morris online, Read Write Think, Writing A-Z</p> <p>Resources can be found throughout the series or supplemented by the teacher.</p>			

<p>Standards:</p>	<p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.2.3.E Use text features and search tools to locate and interpret information.</p> <p>CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an</p>	<p>CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
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	<p>experience with appropriate facts and relevant, descriptive details, speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E</p> <p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>						
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Comments: Refer to Module 2 & 6 in SAS portal for more information.

Key: F-Formative & Summative