GRADE: 3	GENRE/UNIT OF STUDY: Fiction (novel)		
# weeks/month: September	Quarter: 1	Extended text: **1 (3 wks max)**	Short text: **1**

STAGE 1: DESIRED RESULTS

UNIT QUESTIONS:
What makes a text fiction?
How does asking questions help me understand what I read?
What role do characters play in how a story develops?
How do authors organize a novel? How does recalling help me understand the text?
How does monitoring help me understand the text?
How does questioning help me understand the text?

CC READING #: RL 3.1 (ask/answer questions); RL3.3 (describe characters/actions); RL 3.5 a (refer to chapters)

WRITING FOCUS: Narrative fiction piece
CC WRITING #: W3a-d (write narratives), W3.4 (organized writing - conference), W3.5 (stages of writing), W3.9 (respond to reading); W3.10 (routinely write - repeated all year)

LANGUAGE #: L3.1a,b,d (parts of speech); L3.2a,c,e-g (punctuation/spelling); L 3.3 (word choice); L3.4a-d (word parts/context clues); L3.6 (speak like a 3rd grader)

CC SPEAKING/LISTENING #: SL3.1a-d (discussions)

CC READING FOUNDATION #: RF3.3a & c (decoding/prefixes - **pre, non, in**); RF3.3d (Fry #201-225), RF3.4c (self-correct)
*****Pretest 1st 2 weeks of school of Fry 2nd 100 list both spelling and oral reading. (practice on ring cards)

STAGE 2: ASSESSMENT EVIDENCE

ONGOING FORMATIVE ASSESSMENTS:
 3-2-1 check for understanding
White boards/post-its check for understanding
Anecdotals from guided reading for RF3.4c
SUMMATIVE ASSESSMENTS (GRADED):
WEEKLY- Academic vocabulary quiz (rich words can be added per individual teacher), Fry sight words on spelling test
MONTHLY-Cumulative academic (& rich, per teacher) vocabulary test, Cumulative Fry spelling test & oral reading of words checklist

STAGE 3: LEARNING PLAN

ACADEMIC VOCABULARY: demonstrate, traits, motivations, sequence, refer, dialogue, quotations

COMPREHENSION STRATEGY #1: recall

COMPREHENSION STRATEGY #2: monitoring
COMPREHENSION STRATEGY #3: questioning
READING RESPONSE FOCUS: Describe characters and how their actions contribute to the sequence. (RL 3.3), recall what was read, generate questions about text read and answer own questions
POSSIBLE FICTION TEXTS: **Must be "complex text" Charlotte's Web, Cricket in Times Square
POSSIBLE NONFICTION TEXTS: N/A

GRADE: 3	**GENRE/UNIT OF STUDY:** Nonfiction (technical, scientific, informative)
# weeks/month: October	Quarter: 1 Extended text: **0** Short text: 4-5

STAGE 1: DESIRED RESULTS
UNIT QUESTIONS: What makes a text non-fiction? How does asking questions help me understand what I read? How does visualization help me understand what we read? How does the main idea help me understand what I read?
CC READING #: RI 3.1a,b (ask/answer questions); RI 3.2a-c (main idea)
WRITING FOCUS: informative/ explanatory lifecycle, research piece (spiders, sunflowers, bats, apples) CC WRITING #: W 3.2 a-d (plan/organize); W3.4 (organized writing - conference); W3.5 (stages of writing); W 3.7 (research project – simple, poster, etc.); W3.8, W3.9, W3.10 (routine writing - repeated all year)
LANGUAGE #: L 3.1c, e (parts of speech); L3.2e-g (spelling patterns); L3.4a-d (word parts/context clues); L3.6 (speak like a 3rd grader)
CC SPEAKING/LISTENING #: SL3.1a-d (discussions)
CC READING FOUNDATION #: RF3.3a & c (decoding/prefixes - **im, il, ir**); RF3.3d (Fry #201-225), RF3.4a-c (read grade level text – accurate/fluent) *continue throughout year*

STAGE 2: ASSESSMENT EVIDENCE
ONGOING FORMATIVE ASSESSMENTS: 3-2-1 check for understanding White boards/post-its check for understanding Exit slip/ticket (for non-fiction facts) SUMMATIVE ASSESSMENTS (GRADED): WEEKLY- Academic vocabulary quiz (rich words can be added per individual teacher), Fry sight words on spelling test, Anecdotals from guided reading for RF3.4c MONTHLY- Cumulative academic (& rich, per teacher) vocabulary test, Cumulative Fry spelling test & oral reading of words checklist, 3rd grade common 1st Q assessment

STAGE 3: LEARNING PLAN
TOPICS: Next Generation Science standard LS1a.--lifecycles of animals/plants (pumpkins, spiders, bats) *Start in September if possible*
ACADEMIC VOCABULARY: demonstrate, determine, text features, lifecycle, visualizing, questioning, egg, seed, reproduce, prey
COMPREHENSION STRATEGY #1: questioning

COMPREHENSION STRATEGY #2(OPTIONAL): visualizing
READING RESPONSE FOCUS: Determine main idea and give key details and explain with support. (RI 3.2) visualize with a brief description, generate questions about text read and answer own questions
POSSIBLE FICTION TEXTS: N/A
POSSIBLE NONFICTION TEXTS: Informative: pumpkins, bats, Technical: How spiders spin webs/catch prey, digital text   Possible Titles: (From Seed to Pumpkin) (From Seed to Plant)