

<b>GRADE:</b> 3	<b>GENRE/UNIT OF STUDY:</b> Communities (Pilgrims, Native Americans, Pioneers, Settlers)
<b># weeks/month:</b> November/December	<b>Quarter:</b> 2 <b>Extended text:</b> 1 <b>Short text:</b> 5-9
<b>STAGE 1: DESIRED RESULTS</b>	
<b>UNIT QUESTIONS:</b> How have communities changed over time? How does my community relate to the rest of the world? How do we determine the central message or moral of a text? How do events, ideas, or steps in a text relate to one another? How do we use connecting to understand what we read? How do we use analyzing to understand what we read? How is a play organized?	
<b>CC READING #:</b> RI 3.3 (relate events); RL 3.2 (recount stories); RL 3.5b (dramas)	
<b>WRITING FOCUS:</b> opinion piece	
<b>CC WRITING:</b> W 3.1 (opinion piece); W 3.7 (research project); W3.10 (sustained writing - repeated all year)	
<b>LANGUAGE:</b> L3.1 f (verbs); L3.1g (er/est); L3.2b, d, e-g (commas/apostrophes); L3.6 (speak like a 3 <sup>rd</sup> grader)	
<b>CC SPEAKING/LISTENING #:</b> SL3.2 (main idea/details)	
<b>CC READING FOUNDATION #:</b> RF3.3a & c (decoding/prefixes - <b>de, mis, multi, review all previous, suffixes - er, est</b> ); RF3.3 d (Fry #226-250); RF3.4a-c (read grade level text - accurate/fluent) <i>*continue throughout year</i>	
<b>STAGE 2: ASSESSMENT EVIDENCE</b>	
<b>ONGOING FORMATIVE ASSESSMENTS:</b> Circle/triangle/square, timed pair share Anecdotal from guided reading for RF3.4c	
<b>SUMMATIVE ASSESSMENTS (GRADED):</b> <b>WEEKLY-</b> Academic vocabulary quiz (rich words can be added per individual teacher), Fry sight words on spelling test, Anecdotal from guided reading for RF3.4c	
<b>MONTHLY-</b> Cumulative academic (& rich, per teacher) vocabulary test, Cumulative Fry spelling test & oral reading of words checklist, 3 <sup>rd</sup> grade common 2 <sup>nd</sup> Q assessment (Compass Learning)	
<b>STAGE 3: LEARNING PLAN</b>	
<b>TOPICS:</b> past/present communities (geography) Next Generation Science standard - LS 2-1, LS 4-1, 3, 4: interdependent relationships and ecosystems	
<b>ACADEMIC VOCABULARY:</b> determine, central message, moral, scene, drama, antecedent, comparative, superlative	

**COMPREHENSION STRATEGY #1:** connecting

**COMPREHENSION STRATEGY #2(OPTIONAL):** analyzing

**READING RESPONSE FOCUS:** Recounting the message, purpose, moral, or lesson of a story. Describe the cause and effect. Make connections and analyze text.

**POSSIBLE FICTION TEXTS:** Molly's Pilgrim, Little House on the Prairie series, How Glooskap Found Summer,(a-z), folktales (Terrible Eek) , Gift of the Magi, and fables Use [www.readinga-z.com](http://www.readinga-z.com) as source.

**POSSIBLE NONFICTION TEXTS:** digital text "If I Lived....series"; "Graphic History series" "Your Life as a....series";