

GRADE: 3	GENRE/UNIT OF STUDY: Author Study
# weeks/month: January	Quarter: 3 Extended text: 0 Short text: 4-6
STAGE 1: DESIRED RESULTS	
<p>UNIT QUESTIONS: How does the illustration in a story add to what is written in the text? What is similar/different about the message(s), events, setting in two stories by the same author?</p>	
<p>CC READING #: RL 3.7 (illustrations) ; RL 3.9 (compare/contrast)</p>	
<p>WRITING FOCUS: Writing guided by illustration or written with necessary illustrations that accompany the text. (Picture/photo as a story starter, write how-to piece with illustrations)</p>	
<p>CC WRITING: W. 3.2 (write informative/explanatory text); 3.3 (<i>narratives - all addressed previously</i>); W3.10 (<i>sustained writing - repeated all year</i>)</p>	
<p>LANGUAGE: L3.1 h, i (conjunctions, simple/complex sentences), L3.2e-g (using Fry words in writing); L3.6 (<i>speak like a 3rd grader</i>)</p>	
<p>CC SPEAKING/LISTENING #: SL.3.3 (active listening); 3.4 (organize thoughts/facts & details); 3.6 (<i>all writing pieces are presented to the class to address standards for both speaker and listeners</i>).</p>	
<p>CC READING FOUNDATION #: RF3.3a & c (decoding/suffixes - ed, ing, less, ful); RF3.3 d (Fry #251-275),3.4a-c (reads grade level text - accurate/fluent) *<i>continue throughout year</i></p>	
STAGE 2: ASSESSMENT EVIDENCE	
<p>ONGOING FORMATIVE ASSESSMENTS: Handprint (use 2 hand prints to distinguish 2 stories), quick writes Anecdotal from guided reading for RF3.4c</p>	
<p>SUMMATIVE ASSESSMENTS (GRADED): WEEKLY- MONTHLY-</p>	
STAGE 3: LEARNING PLAN	
<p>TOPICS: Author study</p>	
<p>ACADEMIC VOCABULARY: compare/contrast, theme, plot</p>	
<p>COMPREHENSION STRATEGY #1: Inferring</p>	

COMPREHENSION STRATEGY #2(OPTIONAL): analyzing

READING RESPONSE FOCUS: comparing and contrasting (different text/same author), draw conclusions

POSSIBLE FICTION TEXTS: picture books – same author (Patricia Polacco, Chris VanAllsburg, Beatrix Potter, Roald Dahl, Avi) picture books

POSSIBLE NONFICTION TEXTS: N/A

GRADE: 3 text—famous Americans	GENRE/UNIT OF STUDY: Nonfiction/Historical
# weeks/month: February Short text: 1-2	Quarter: 3 Extended text: 1 (biography) 2-3 wks.
STAGE 1: DESIRED RESULTS	
<p>UNIT QUESTIONS: How do illustrations or text features help me understand what is written in the text? How is the text organized? How is information from two NF texts on the same topic alike and different? What is a biography? How does my life now compare to that of someone from the past?</p>	
<p>CC READING #: RI 3.4 (vocabulary); RI 3.7(text features/illustrations); RI 3.8 (text organization/sequence); RI 3.9 (compare/contrast)</p>	
<p>WRITING FOCUS: Informative writing in response to historical, biographical, or other non-fiction text</p>	
<p>CC WRITING: W. 3.2 (informative) ; W 3.7 (research project); W3.10 (sustained writing - repeated all year)</p>	
<p>LANGUAGE: L3.2e-g (using Fry words in writing); L3.6 (speak like a 3rd grader)</p>	
<p>CC SPEAKING/LISTENING #: SL 3.4 (organizing thoughts - non-fiction based)</p>	
<p>CC READING FOUNDATION #: RF3.3a & c (decoding/suffixes - tion, y, ly); RF3.3d (Fry #251-275),3.4a-c (reads grade level text - accurate/fluent)*<i>continue throughout year</i></p>	
STAGE 2: ASSESSMENT EVIDENCE	
<p>ONGOING FORMATIVE ASSESSMENTS: Handprint (non-fiction version), quick writes Anecdotal from guided reading for RF3.4c</p>	
<p>SUMMATIVE ASSESSMENTS (GRADED): WEEKLY- MONTHLY-</p>	
STAGE 3: LEARNING PLAN	
<p>TOPICS: Famous Americans, Related American History</p>	

Next Generation Science standard PS2-1 through 4 - Forces and Interactions

ACADEMIC VOCABULARY: determine, text features (charts, diagrams, tables, timelines, graphs),

COMPREHENSION STRATEGY #1: Evaluating

COMPREHENSION STRATEGY #2(OPTIONAL):

READING RESPONSE FOCUS: Compare/Contrast non-fiction texts on the same topic, Responding to non-fiction texts.

POSSIBLE FICTION TEXTS: N/A

POSSIBLE NONFICTION TEXTS: Story of Ruby Bridges, A-Z non-fiction, presidents biographies, MLK (black history), Ben Franklin (science connection), See Stout/Saveley for help.