

Inspired by the Sea

In this six-week unit of third grade, students read stories, poetry, and informational texts that are inspired by a love of or curiosity with the sea.

Essential Question

Why does the sea inspire writers?

Reading Standards for Informational Text	Resources, Materials, Activities & Assessments
<p>Key Ideas and Details RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>Craft and Structure RL.3.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>Integration of Knowledge and Ideas RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>RESOURCES: Guided Readers, Internet</p> <p>MATERIALS: Guided Readers; Journals; Smart board; Cereal Boxes; Graphic organizers; Exemplar text; <u>Sarah Plain and Tall</u></p> <p>ACTIVITIES: Read aloud; Reader’s Theatre; Cereal box book reports</p> <p>ASSESSMENT: Multiple choice/Open response; Rubric (as needed)</p>
Reading Standards: Foundational Skills	
<p>Key Ideas and Details RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Craft and Structure RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>Integration of Knowledge and Ideas RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	

Writing Standards	
<p>Text Types and Purposes</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><i>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</i></p> <p>Production and Distribution of Writing</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Range of Writing</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>RESOURCES: Internet, Promethean board</p> <p>MATERIALS: Sentence strips; Graphic organizer; Journal; Dialogue samples; Expository/Narrative text/writing</p> <p>ACTIVITIES: Use sentence strips to write dialogue; Write a whale story/Publish; Write to compare/contrast (Venn Diagram)</p> <p>ASSESSMENT: Writing to compare/contrast; Writing using dialogue; Rubric</p>
Speaking and Listening Standards	
<p>Comprehension and Collaboration</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><i>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic</i></p> <p><i>b. to explore ideas under discussion.</i></p> <p><i>d. Explain their own ideas and understanding in light of the discussion.</i></p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.3.4 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.</p> <p>SL.3. 6 Speak in complete</p>	<p>MATERIALS: Reader's Theatre; Read Aloud Poems; Microphones and boom box for sound and drama</p> <p>ACTIVITIES: Study and practice Reader's Theatre; Compare and contrast chart and give oral presentation</p> <p>ASSESSMENT: Rubric</p>

Language Standards	
<p>Conventions of Standard English</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. <i>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</i> b. <i>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</i> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> c. <i>Use commas and quotation marks in dialogue.</i> d. <i>Form and use possessives.</i> <p>Knowledge of Language</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. <i>Choose words and phrases for effect.</i> <p>Vocabulary Acquisition and Use</p> <p>L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> c. <i>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</i> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>RESOURCES: Smart board; Internet</p> <p>MATERIALS: Colored chart tablet; sentence strips</p> <p>ACTIVITIES: Word sort; Parts of speech identification; Verb tense usage in sentences</p> <p>ASSESSMENT: Multiple choice/Open response</p>
<p>Required Independent Reading Texts:</p>	
<p>Authentic Assessments:</p>	