



Comprehensive Curriculum

Revised 2008

Grade 3 English Language Arts



Louisiana Department of
EDUCATION

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**Grade 3
English Language Arts**

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Louisiana Comprehensive Curriculum, Revised 2008

Course Introduction

The Louisiana Department of Education issued the *Comprehensive Curriculum* in 2005. The curriculum has been revised based on teacher feedback, an external review by a team of content experts from outside the state, and input from course writers. As in the first edition, the *Louisiana Comprehensive Curriculum*, revised 2008 is aligned with state content standards, as defined by Grade-Level Expectations (GLEs), and organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning. The order of the units ensures that all GLEs to be tested are addressed prior to the administration of iLEAP assessments.

District Implementation Guidelines

Local districts are responsible for implementation and monitoring of the *Louisiana Comprehensive Curriculum* and have been delegated the responsibility to decide if

- units are to be taught in the order presented
- substitutions of equivalent activities are allowed
- GLEs can be adequately addressed using fewer activities than presented
- permitted changes are to be made at the district, school, or teacher level

Districts have been requested to inform teachers of decisions made.

Implementation of Activities in the Classroom

Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Comprehensive Curriculum. Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the Grade-Level Expectations associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

New Features

Content Area Literacy Strategies are an integral part of approximately one-third of the activities. Strategy names are italicized. The link ([view literacy strategy descriptions](#)) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at <http://www.louisianaschools.net/lde/uploads/11056.doc>.

A *Materials List* is provided for each activity and *Blackline Masters (BLMs)* are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for each course.

The *Access Guide to the Comprehensive Curriculum* is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. The *Access Guide* will be piloted during the 2008-2009 school year in Grades 4 and 8, with other grades to be added over time. Click on the *Access Guide* icon found on the first page of each unit or by going directly to the url <http://mconn.doe.state.la.us/accessguide/default.aspx>.



Grade 3
English Language Arts
Unit 1: Let's Read

Time Frame: Approximately four weeks



Unit Description

This unit focuses on reading and responding to a variety of texts, including fiction and nonfiction. The unit is taught through read-alouds and through shared, guided, and independent reading. The unit examines literary elements (setting, plot, character, theme, and conflict), identifies literary devices, and compares/contrasts texts. The unit also focuses on identifying the characteristics of a number of genres (e.g., poetry, fables, fairy tales, biography, autobiography, myths, legends, and folktales). There is emphasis on responding to texts in a variety of ways (orally, by using graphic organizers and through writing sentences and paragraphs, as well as by compiling information in a *PowerPoint*® presentation). Special attention is given to guide students to eliminate run-on sentences from their writings. Emphasis on correct usage of basic grammar skills is placed on writing throughout this unit, while focus is given to understanding that the subject of a sentence is simply who or what the sentence is about. Vocabulary instruction is ongoing throughout the school year and is relevant to the unit being studied.

Student Understandings

Students will demonstrate comprehension by describing and discussing literary elements, identifying devices and genres, and comparing/contrasting texts. Drawing from prior knowledge and life experiences, students will develop their reading skills and ability to respond to a variety of texts.

Guiding Questions

1. Can students compare and contrast the theme, setting, plot, and characters of two different stories?
2. Can students read and respond to a variety of texts, including fiction and nonfiction?
3. Can students identify the characteristics of a number of genres (e.g., poem, fable, fairy tale, biography, autobiography, and folktale)?
4. Can students respond to texts using prior knowledge and life experiences?
5. Can students describe and discuss literary elements and identify literary devices?
6. Can students write using standard English, as well as apply correct punctuation and capitalization rules?

7. Can students determine the subject of a sentence?
8. Can students locate information using organizational features of a variety of resources, including electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features?

Unit 1 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
04.	Demonstrate knowledge of the meanings of common prefixes and suffixes (ELA-1-E1)
05.	Use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations (ELA-1-E1)
06b.	Determine meanings of unfamiliar words using a variety of strategies, including use of context clues (ELA-1-E1)
06c.	Determine meanings of unfamiliar words using a variety of strategies, including identification of base words and root words (ELA-1-E1)
08a.	Identify story elements including theme (ELA-1-E4)
08b.	Identify story elements including conflict (ELA-1-E4)
08c.	Identify story elements including character traits, feelings, and motivation (ELA-1-E4)
10.	Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses (ELA-1-E5)
11.	Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses (ELA-1-E6)
12.	Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression (ELA-1-E7)
13.	Read texts, chapter books, and informational materials silently at independent reading level (ELA-1-E7)
14.	Compare and contrast story elements, including setting, character, and events of two multicultural texts in oral, written, and visual responses (ELA-6-E1)
15.	Identify a variety of types of literature, including the myth and the legend, in oral and written responses (ELA-6-E2)
16.	Identify and explain the defining characteristics of various types of literature, including the folktale (ELA-6-E3)
17a.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including sequencing events (ELA-7-E1)
17b.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making predictions using information from texts (ELA-7-E2)
17c.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences and drawing conclusions about information in texts (ELA-7-E2)
17d.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts (ELA-7-E2)
17f.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying main ideas of texts (ELA-7-E2)

GLE #	GLE Text and Benchmarks
18.	Explain chosen solutions to problems in texts (ELA-7-E2)
19.	Identify an author's purpose for writing, including persuading, entertaining, and informing (ELA-7-E3)
21c.	Apply basic reasoning skills, including identifying multiple causes and/or effects in texts and real-life situations (ELA-7-E4)
21d.	Apply basic reasoning skills, including raising questions to obtain clarification and/or direct investigation (ELA-7-E4)
24a.	Develop compositions of two or more paragraphs using writing processes such as selecting a topic (ELA-2-E3)
29a.	Use standard English punctuation, including commas to separate phrases in a series (ELA-3-E2)
29b.	Use standard English punctuation, including commas to separate parts of addresses (ELA-3-E2)
30.	Capitalize the first word in direct quotations and proper adjectives (e.g., American flag, Mexican food) (ELA-3-E2)
31a.	Write using standard English structure and usage, including avoiding run-on sentences (ELA-3-E3)
31b.	Write using standard English structure and usage, including using verbs in the future tense (ELA-3-E3)
31c.	Write using standard English structure and usage, including making subjects and verbs agree in sentences with simple and compound subjects and predicates (ELA-3-E3)
42a.	Use active listening strategies, including asking questions and responding to ideas/opinions (ELA-4-E5)
42b.	Use active listening strategies, including giving oral responses, such as explanations of written and/or spoken texts (ELA-4-E5)
44.	Assume the role of discussion leader, contributor, and active listener (ELA-4-E7)
45a.	Locate information using organizational features of a variety of resources, including electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features (ELA-5-E1)

Sample Activities

The following four activities will preface each unit of the third grade ELA Comprehensive Curriculum. They are designed to establish routine and to promote reading and writing literacy.

Activity 1: Drop Everything and Read! (D.E.A.R.) (Ongoing) (GLE 13)

Materials List: a wide variety of trade books, non-fiction, classroom sets, and chapter books at various reading levels, student library books

D.E.A.R. is a designated time reserved in the classroom schedule for both students and their teachers to "drop everything and read." It supplements the standard reading program

by encouraging students to read independently. D.E.A.R. time provides an opportunity for students to read according to a variety of student interests and their abilities. D.E.A.R. should not take the place of regular guided reading instruction.

Activity 2: Daily Edits (Ongoing) (GLEs: 29a, 29b, 30, 31a, 31c)

Materials List: list of sample incorrect sentences, run-on sentences, overhead projector, transparencies, board or sentence strips (optional)

Building a foundation for Standard English usage is critical for student success in writing. Teachers will provide opportunities for students to examine sentences and determine capitalization, punctuation, usage, grammar and run-on mistakes. Mini-lessons will create opportunities for students to master punctuation, capitalization, usage and grammar rules and further apply the rules when writing complete sentences. Time may be allowed for guided practice and for follow-up with independent practice using similar sentences.

Mini-Lesson

- Teachers will present sample run-sentences on overhead, board or sentence strips.

Samples:

- Jane went to the store Robbyn went to the movie.
 - Ben Franklin invented many things he invented the first bifocals my grandfather wears bifocals.
 - Ralph looked out the window he saw it was going to rain.
 - The softball team won the championship this year they celebrated.
 - Laura Ingalls Wilder wrote books set in the late 19th century she wrote about long journeys in covered wagons I wonder what it would have been like to live during that period of time.
 - Sally received a new kitten for her birthday the kitten's name was Snowball.
- Teachers will read the sentences without pausing so students are able to “hear” that something is wrong with each sentence. Then, students will read them back, pausing when necessary. The mini-lesson will generate “teachable moments” to discuss why punctuation (comma or period) is needed when one pauses.
 - Teachers will model and help correct the sentences on the board or overhead while reminding students that after the period, a capital letter will be needed.
 - Finally, after the new sentences are written correctly, teachers will ask who or what each sentence is about. This part of the activity will provide an opportunity to introduce or review the subject of a sentence.

Activity 3: Writing Journal (Ongoing) (GLEs: 24a, 31a, 31b, 31c)

Materials List: journal, pencil, journal prompts

Students will make daily entries in their writer's notebook. A special section may serve as a writing journal. Teachers will allow students to make monthly, six weeks, or nine weeks section covers for each section of the journal. Journals may also be sectioned by themes corresponding to units in the comprehensive curriculum. Variations will make writing journals unique to each classroom while accomplishing the goal of daily writing. Ideas for journal writing include journal prompts related to holiday themes, friendly letters, free writes, diary entries, and many more.

Activity 4: Vocabulary Activities (Ongoing) (GLEs: 04, 05, 06b, 06c)

Materials List: dictionaries, alphabet chart, word list, board/overhead, transparencies, Vocabulary Self-Awareness Chart BLM

Teachers will involve students with vocabulary activities to allow them opportunities to practice skills and to reinforce new lists of words. Using context clues to expand and develop vocabulary will be an added tool to help students understand text and aid in reading comprehension.

Game Suggestion: Using a Dictionary

Teachers will discuss the idea that words can be found in the front, middle, or back of a dictionary and will point out these parts of the alphabet chart. Teachers will discuss ABC order with students and refer to the dictionary to provide instruction for students. Students will race to find a vocabulary word on the board or overhead. Teachers will remind students to remember the strategy of using front, middle, or back of the dictionary depending on the word. The game may be extended with students being given a list of words, and then they race to see who can find the page numbers of all words the quickest.

Note: It may help to divide the class into small groups. Weaker students will have more opportunity to locate words and feel successful while learning in a smaller group.

Game Suggestions: *Vocabulary Self-Awareness*

Before reading a story, students receive a list of vocabulary words and complete a *vocabulary self-awareness* ([view literacy strategy descriptions](#)) of their knowledge of the words by using a Vocabulary Self-Awareness Chart BLM like the one below. Students do not receive definitions or examples at this stage. They rate their understanding of each word with either a "+" (understand well), a "√" (limited understanding or unsure), or a "—" (don't know). After reading the story and being exposed to other information, students return to the chart and add new information to it. The goal is to replace all check

marks and minus signs with plus signs. Students will be given many opportunities to revisit their vocabulary charts to revise their entries.

Vocabulary Self-Awareness Chart

Word	+	√	--	Example	Definition

Activity 5: Introduce a Variety of Literature (GLEs: 10, 11, 15, 16, 17d, 30)

Materials List: variety of literary works (e.g., fiction; folktales, tall tales, myths and legends, fantasy, realism [realistic and historical], and nonfiction [informational and biographical]), chart paper, markers, board, overhead/transparencies, Personal Reading Inventory Sheet BLM, Book Report Form BLM

Each student brings four of his or her favorite literary works to class and tells why each story is engaging. Students chart those reasons in small groups and then combine them into a class list. Students categorize their books by similar types of works. The teacher explains that readers may have a variety of reading selections they find interesting. The types of literature or genres include works of fiction (e.g., folktales, tall tales, myths and legends, fantasy, realism [realistic and historical]) and nonfiction (e.g., informational and biographical). The completed class list remains visible for students to review as they study types of genres. Students may use a Personal Reading Inventory Sheet BLM to begin keeping a record of books they read. A Book Report Form BLM will be copied into a reading journal and kept to help students categorize books.

The following web site provides a place for students and teachers to type in the genre style and the readability level of a book they wish to read, click submit, and suggested titles are then generated in a list: http://www.bookadventure.org/ki/bs/ki_bs_helpfind.asp.

Mini-Lesson

Using favorite works brought by students will be a way to introduce quotes.

- After each student has shared his/her favorite books, the teacher will model on the board or an overhead transparency what the student says. Example:
 - Emily says, “This is my favorite book of all time!”
 - Lee said, “Well, Huck Finn is my favorite.”
 - Terrell remarked, “Out of all the books, *Hank, the Cow Dog* is my favorite.”
- Each time a quote is written, the teacher will emphasize the punctuation, especially the capital letter of the first word of the quote.

Activity 6: Characteristics of Genres (GLEs: **16, 17d, 19**)

Materials List: teacher-selected fiction book, word grid, story cube pattern for students, Genre Characteristic Grid BLM, overhead, transparencies

Teachers model, coach, and apply what readers do prior to reading a selection to set a purpose for what is to be gained from reading. Before reading, students review strategies such as building background knowledge and skimming text to establish expectations.

Students review characteristics of various genres. For example, myth includes the following characteristics:

- a brief explanation of the natural world and how it came to be
- characters are non-human
- often associated with rituals or religion
- plot may involve interplay between worlds

Each genre has characteristics teachers demonstrate as they model, coach, and guide students through readers' workshops. Picture walks prior to reading will allow opportunity for students to make predictions.

Using a *word grid* ([view literacy strategy descriptions](#)) like the Genre Characteristic Grid BLM, students will work as a class to categorize selected favorite works of literature by genre, such as fiction works (e.g., folktales, tall tales, myths and legends, fantasy, realism [realistic and historical]) and nonfiction works (e.g., informational and biographical). After reviewing several genres, the students will use the class-developed *word grid* to define distinguishing and overlapping characteristics of various genres, and complete a story cube to provide characteristics of one particular genre using the following website: http://atozteacherstuff.com/pdf.htm?cube_outline.pdf.

Mini-Lesson

- Provide directions for using a *word grid*.
 - A plus sign will represent a characteristic of the genre type.
 - A minus sign will denote the characteristic does not exist.
 - Look at the parts of the *word grid* together and discuss them.
- Prior to an independent activity, a class *word grid* may be completed on an overhead transparency to demonstrate how to complete a *word grid*.

Note: Taking time to explain fully how to use a word grid will eliminate a need for a mini-lesson the next time a word grid is used. Simple review in future lessons will suffice.

The *word grid* will help distinguish between the genre types. Student discussion may be supported as the teacher provides input about the genre types. Students should be made aware that the *word grid* will not necessarily contain all characteristics but should include the obvious ones and can always be added to later.

Sample

GENRE Yes= + No= -	Tells about other cultures	Exaggerates	Based on real people and/or events	Humorous	Tells the story of one's life	Teaches a moral or lesson	Events from previous time	Creative	Make believe	Future world	Factual	Passed down through generations
Legends												
Myths												
Tall Tales												

Following a whole group discussion, students will complete a *word grid* for each title chosen. The *word grid* activity will provide an opportunity for students to demonstrate their ability to distinguish between genre types. *Word grids* similar to the one above may be developed by the teacher.

Activity 7: Myths and Legends (GLEs: 15, 16, 45a)

Materials List: several myths and legends, Folklore Organizer BLM, computers for web search, vocabulary cards, 3"x 5" and 5"x 7" index cards, reading journal, board

Following the reading of a couple of myths and legends by Rudyard Kipling and others, students will participate in a class discussion to help them see that a myth is a story that helps explain things in nature. For example, Rudyard Kipling's *Just So Stories* provides several bizarre phenomena for students to consider as told through myths or legends. Students will listen to explanations by the teacher about how authors like Rudyard Kipling write stories to explain how the elephant got its trunk, why a giraffe has a long neck, or how a cheetah got its spots. Students will review definitions for myth and legend with the teacher and write them in a reading journal. Students may visit the web for other myths and legends and record on a *graphic organizer* ([view literacy strategy descriptions](#)) similar to the Folklore Organizer BLM how they were able to identify the specific characteristics for each and refer to the resource list at the end of the unit.

Suggested websites for myths and legends

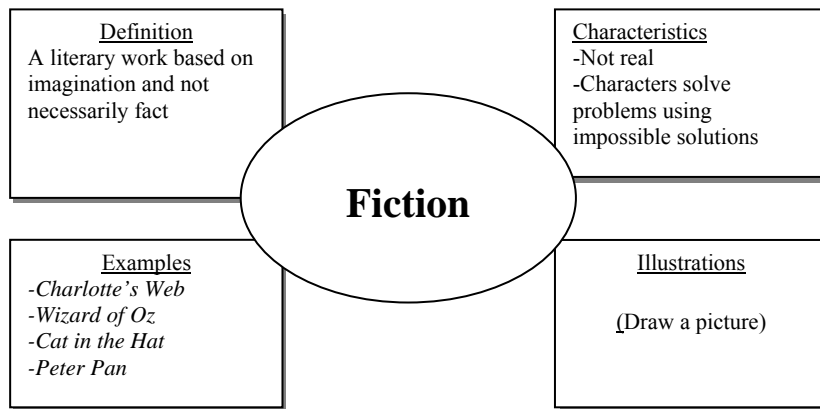
- <http://www.cdli.ca/CITE/legends.htm>
- <http://www.storiestogrowby.com/choose.php>
- <http://etext.lib.virginia.edu/toc/modeng/public/ZitLege.html> (old Indian legends)

Myths are traditional, typically ancient stories dealing with supernatural beings, ancestors, or heroes that serve as a fundamental type in the world view of a people, explaining aspects of the natural world or delineating the psychology, customs, or ideals of society. Myths also include popular beliefs or stories that have become associated with a person, institution, or occurrence, especially one considered to illustrate a cultural ideal.

Legends are unverified stories handed down from earlier times, especially those popularly believed to be historical.

To develop students' knowledge of key vocabulary associated with different genres, the teacher has them create *vocabulary cards* ([view literacy strategy descriptions](#)) for each genre type. Teachers distribute 3"x 5" or 5"x 7" inch index cards to students and ask them to follow directions in creating a sample card. On the board is placed a targeted word in the middle of the card, as in the example below. Students provide a definition. It is best if a word can be defined in students' own words and with a written definition in the appropriate space. Next, students list the characteristics of the word and write that information in the appropriate space; they provide examples of the term and include one or two of the best ones in the designated area on the card. Finally, students create a simple illustration of the term in the last area of the card.

Vocabulary Card Sample



Once a sample card is created, students make their own *vocabulary cards* for the other related terms. They take time to review the words on the cards, then find a partner to quiz and hold each other accountable for accurate information on the cards. Students need multiple exposures and opportunities throughout the genre study unit and beyond to reflect on and manipulate key vocabulary in order to learn it well.

Activity 8: “During Reading” Strategies (GLEs: 17b, 17c, 17d, 17f, 18, 21c, 21d)

Materials List: questions for students to sort, Work of literature, Story Map BLM copies for each student, Sample Story Map BLM, Venn diagram, Problem/Solution Story Chart BLM, Story Map

A work of literature is read and reread aloud by the teacher to model, coach, and apply “during reading” strategies, focusing on only one at a time — making predictions, reading and verifying, questioning and reading to confirm, and activating prior knowledge.

Students will use strategies to:

- comprehend story events
- identify story elements, including character traits and actions, theme, and conflict

- make inferences and/or verbal connections
- examine the story's use of pronouns to determine first- or third-person point of view

Students will listen to the read-aloud to recognize and respond orally and in writing to literal and inferential questions they construct, or they will sort questions provided. For each text structure, students will demonstrate comprehension by developing one or more of the following: Story Map BLM, Venn diagram, Problem-Solving Story Chart BLM (self- or teacher-made), making connections among texts, prior knowledge, or real-life experiences.

Activity 9: Story Impressions in Color (GLEs: 08a, 08c, 10, 11, 13, 17a, 17b, 17c, 19)

Materials List: teacher-created list of words or phrases that reveal aspects of the selected story, color-coded web map for each student (optional), board/overhead/worksheet, color-coded transparency for teacher, teacher-chosen selection (fiction or nonfiction), sentence strips for sequencing, construction paper and glue

STEP ONE: Story Impressions is a reading strategy to provide students with an opportunity to predict what is going to happen in the story. The teacher presents a specific theme or topic to introduce a work of literature. Next, students work with a teacher-created list of words or fragments that reveal key aspects of the story, including setting, character names or descriptions, plot, and resolution. The lists of words and/or phrases are written either on the board or on an overhead. The teacher may wish to list them on a worksheet that is given to each student. After reading the set of fragments together, students will be asked to use the clues to compose a story of their own before reading the actual selection. Stories will be shared with the group before reading the actual story. Once the actual selection has been read by the students, the class will compare its predictions to the elements of the actual story.

STEP TWO: Using color-coded webbing as a graphic organizer to activate prior knowledge and increase comprehension, the class will web the events of the actual story. Three colors will be used to represent 1) prior knowledge, 2) literature predictions, and 3) corrections or actual events and elements discovered through reading the literature independently; and the colors will provide visual representation for students to make strong connections.

After students complete the webbing process, they will sequence the actual story events and determine the author's purpose (to entertain, to inform, to persuade), using information gathered on the visual color-coded web. The entire process will further demonstrate students' abilities to organize ideas and will be used as a pre-reading strategy. Story Impressions will help students learn to predict prior to reading and will strengthen their comprehension skills.

Note: Story Impressions may be used with any story throughout the year as a pre-reading strategy.

Activity 10: Reading Fluency Workshop (GLEs: 08c, 12, 42a, 44, 45a)

Materials List: books or passages at the students' independent reading levels or word cards, timer, Venn diagram, two similar selections from different cultures, reading goal chart, teacher-created *Power Point*® presentation demonstrating "How To Make a *Power Point*® Presentation," computers for web search and *Power Point*® presentations, materials for making posters/mobiles, Social Studies/Science texts

Students will set goals for reading, including developing meaning of unfamiliar words using reference aids; improving their speed of reading; connecting what they read with prior knowledge, demonstrating oral fluency of at least 110 words per minute in grade-level texts, comparing and contrasting literature from different cultures, and/or explaining the effect of oral, written, and visual responses. Social studies and science texts and trade books, as well as other non-fiction titles, will be utilized to motivate students. Students read silently at the independent level and connect ideas and events using project-based assessments such as a poster, mobile, or *Power Point*® presentation. Posters/mobiles may be used by students to "advertise" books read or to express favorite parts of books. Venn diagrams may be used to compare and contrast literature. Reading goals will be set and adjusted throughout the year to aid student vocabulary development and increase fluency rate.

Mini-Lesson

- Students' computer skills and reading fluency levels, as well as motivation to read, will increase as students research topics on the Internet. Students will practice locating information using pull-down menus, icons, keyword searches, passwords, and entry menu features while surfing the worldwide web on the Internet. Social studies and science topics will be utilized to further pursue non-fiction material being studied across the curriculum.
- Teacher provides instruction on "How To Make a *Power Point*® Presentation" (http://www.actden.com/pp/unit2/2_main.htm -*Power Point*® in the Classroom tutorial) and allows time for students to practice the skill. Students will create *Power Point*® presentations of their own. Students will be assigned to small groups to create projects on the computer. In the small group settings, students will assume the various roles of discussion leader, contributor, and active listener to produce the final project. Students should be allowed to assume all roles at some point while working on the group projects. Final projects should be shared.

Teacher Note: Careful attention should be given to the selection of decodable text to accommodate the varied reading levels of the students. Texts should be selected so students can read at their independent (95% or above accuracy) reading level. Students may use the five-finger rule to determine if the text is too difficult. (Five Finger Rule:

Hold up one finger for each unknown word on any page of the book. If you can hold up five fingers on one page, the text is not at the independent reading level.)

Activity 11: Correcting Run-On Sentences (GLEs: 29b, 30, 31a, 31c)

Materials List: list of sample run-on sentences, sentence strips (optional), board/overhead/transparencies

Students will look at a list of run-on sentences on the board or overhead projector and discuss what makes them run-on sentences – incorrect punctuation and too many ideas in the same sentence, etc. Teachers will allow time for guided practice and follow up with independent practice using similar sentences. Students will work in pairs or small groups to correct sentences and then share them on the board, overhead projector, or sentence strips.

Activity 12: Multicultural Story Comparisons (GLEs: 08a, 08b, 08c, 10, 11, 13, 14, 15, 16, 17a, 17b, 17c, 17d, 19)

Materials List: similar pieces of work from different cultures (e.g., *Lon Po Po & Little Red Riding Hood*, different cultural versions of *Cinderella*; *The Princess and the Golden Shoes*-Scottish; *The Little Glass Slipper*-French; *The Golden Sandal*-Middle Eastern), *The Three Little Pigs & The Three Little Javelinas*, story webs or maps, sequencing sentence strips, Venn diagram, response journals

A story from one culture is read aloud after students make oral predictions (e.g., *Little Red Riding Hood*, *Cinderella*, *The Three Little Pigs*, etc). Periodically, the teacher will stop reading to guide students to make inferences and summarize portions of the text. After reading the literature, teachers will model ways for determining theme and conflict in a work of literature. They will provide opportunities for students to recognize author's purpose and to apply strategies to recognize story elements, including theme and conflict. Students will construct story webs and maps to demonstrate comprehension in response journals. Then, a similar version from a different culture (e.g., *Lon Po Po*, *The Princess and the Golden Shoes*, *The Three Little Javelinas*, etc.) will be read aloud using the same format, followed by allowing students to add to their response journals. Students will sequence the events in each story and will compare and contrast the pieces of literature by using a Venn diagram as they further discuss differences in cultures.

Activity 13: Reading-Interest Groups (GLEs: 42a, 42b, 44)

Materials List: variety of literature (can be leveled readers, books from your reading center, or books students may have from home), Genre Interest Self-Evaluation Form BLM for each student, Book Report Form BLM (see Activity 5)

Students meet in genre or interest groups to discuss what they are reading independently by using text at their independent reading levels (95% known words). Students will keep a record of group meetings using the Genre Interest Self-Evaluation Form BLM. Students use a Book Report Form BLM to record information generated about how a book is organized. Students also use the Book Report Form BLM to record answers to questions about the author's intent, the author's life experiences as reflected in the literature, examples of elements of the genre (based on their study of the characteristics and elements of the genre); and/or the author's style, language, and voice. Teachers will encourage students to refer to organizers and journal entries completed earlier in this unit of study. Students actively listen and pose questions to build a community of readers. Students keep notations and consider other works to read and include in their record of books and stories.

Sample Assessments

General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

General Assessments

- Students will categorize books by genre after reading them aloud and discussing the elements that define particular genre styles.
- Students will record thoughts, ideas, and comments in reading response journals as they read stories and other genre styles. The journal will be used as a reference for future discussions and assignments.
- Students will organize information they read in a variety of ways for stronger comprehension:
 - Book Report Form BLM
 - color-coded story webs to link prior knowledge, predictions, and actual story information
 - Venn diagrams to compare and contrast
 - story cubes to provide visuals for sequencing
 - charts/forms to record information

Activity-Specific Assessments

- Activity 5: The teacher will observe and create anecdotal records of student charts and oral presentations to the class. During genre introduction, charts will not be assessed, but guidance will be provided by the teacher to check for understanding. The same activity may be completed later as a review, and the teacher can assess, using a teacher-made tool, according to accuracy of student genre charts.
- Activity 6: Students will construct a story cube to display the characteristics of a particular genre type. Students may also be given an opportunity to complete a Venn diagram to compare and contrast genre types.
- Activity 7: Students will participate in a discussion about myths and legends to understand the design of both genre types. They may be given a teacher-made form to identify and record characteristics of myths and legends. The form may be used as an assessment tool and should include some of the following:
 - myth or legend title
 - main characters (e.g., attitudes, behaviors, personalities, etc.)
 - actions involving characters
 - lessons learned
 - major events
 - identification of the story as a *myth* or *legend*
- Activity 10: Students will construct story webs and maps after each story is read aloud to/with them the second time. The webs and maps may be created on paper or in more creative formats such as posters/mobiles. *Power Point*® presentations will offer students another creative format for presenting story webs and maps using technology. They will then complete the Venn diagram to compare and contrast the stories from different cultures. The teacher will model how to compare and contrast works of literature prior to assessment.
- Activity 13: Students will complete a line on the Genre Self-Evaluation BLM each time the group meets. The form will record preparedness, goals, opinions, and students' assessments of their parts in the discussion. The "notes" section is available for student and/or teacher comments. New forms will be distributed each time a new book is read and discussed.

Resources

- Alternate author suggestions and titles of appropriate folklore: myths and legends for study in Activity 5:
 - Bruchac, Joseph. *Heroes and Heroines, Monsters and Magic*
 - Daly, Niki. *Why the Sun and Moon Live in the Sky*
 - dePaola, Tomie. *The Legend of the Indian Paint Brush*
 - Keenan, Sheila. *Gods, Goddesses, and Monsters: An Encyclopedia of World Mythology*
 - Monroe, Jean Guard and Ray A. Williamson. *They Dance in The Sky* (Native American Star Myths)
 - North American Native Indian Myth. *Bigfoot*
 - Schlosser, S.E. (retold by) *Johnny Appleseed, Casey Jones*,
 - Schlosser, S.E. (retold by) Louisiana Tale (Koasati Tribe) *Why Opossum has a Pouch*
 - Walker, Paul. *Giants! Stories from Around the World*
 - Wargin, Kathy-jo. *The Legend of Sleeping Bear*
- Suggested myths include:
 - Kipling, Rudyard. *How the Camel Got His Hump*
 - Kipling, Rudyard. *How the Leopard Got His Spots*
 - Retold by Sanjit. *How the Bear Lost his Tail*
 - A Cherokee Story retold by Sanjit. *Why Opossum's Tail Is Bare*
- Suggested myths include:
 - Based on a Native American Indian Legend retold by Agor. *Why Bat Has No Friends*
 - Australian Aboriginal Legend. *How Kangaroo Got His Tail*
 - Chinese Legend. *Sunwukong*
 - A Korean tale retold by Oban. *The Ungrateful Tiger*
 - An Italian Lore. *The Legend of La Befana*
 - Native American - Seneca legend retold by Oban. *The Storytelling Stone*
 - Polacco, Patricia. *Babushka's Doll*
 - Reasoner, Charles. *Night Owl & the Rooster : A Haitian Legend*
 - Swiss Legend. *William Tell*
- **Website Resources**
 - http://www.readwritethink.org/lesson_images/lesson270/genre_sheet.pdf
List of genres and characteristics for each- Printable Blackline
 - http://www.gcms.k12.il.us/gcmsel/lynnet/literary_genres.htm
List of genres and characteristics for each
 - http://www.bookadventure.org/ki/bs/ki_bs_helpfind.asp
Provides a place for students to click on the genre style and the readability level of a book they wish to read, and then possible titles are generated in a list for them to choose from.

Grade 3
English Language Arts
Unit 2: Thinking Critically

Time Frame: Approximately four weeks



Unit Description

The focus of this unit is on critical-thinking skills, including cause and effect relationships, predictions, and comparing and contrasting. Identifying the author's purpose in a text, distinguishing fact from opinion, and explaining selected solutions to problems in texts highlight opportunities and develop critical-thinking. Skimming and scanning skills are used to find specific information. Simple research provides an opportunity to distinguish between important and unimportant information to produce written reports with oral presentations following the writing process (pre-write, drafts, edits and revisions, final drafts, and publishing). Oral and written responses are an integral part of the unit as are activities that foster critical-thinking skills in connection with stories read. Vocabulary instruction is ongoing throughout the school year and is relevant to the unit being studied.

Student Understandings

Students realize that gathering important information to organize in simple report form involves critical thinking about texts. They develop critical-thinking skills by identifying and discussing cause and effect relationships, making predictions, and comparing/contrasting elements of stories. Such activities provide a foundation for gathering information and naturally lead students to begin writing and preparing brief oral presentations.

Guiding Questions

1. Can students discuss cause and effect relationships in stories and informational works?
2. Can students compare and contrast story elements (e.g., themes, topics, conflicts)?
3. Can students identify the author's purpose?
4. Can students distinguish fact from opinion?
5. Can students use skimming and scanning skills to find information?
6. Can students organize important information to construct written and oral reports?

Unit 2 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
04.	Demonstrate knowledge of the meanings of common prefixes and suffixes (ELA-1-E1)
05.	Use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations (ELA-1-E1)
06b.	Determine meanings of unfamiliar words using a variety of strategies, including use of context clues (ELA-1-E1)
06c.	Determine meanings of unfamiliar words using a variety of strategies, including identification of base words and root words (ELA-1-E1)
13.	Read texts, chapter books, and informational materials silently at independent reading level (ELA-1-E7)
17e.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including distinguishing between a main idea and a summary (ELA-7-E1)
21a.	Apply basic reasoning skills, including identifying differences between fact and opinion (ELA-7-E4)
21d.	Apply basic reasoning skills, including raising questions to obtain clarification and/or direct investigation (ELA-7-E4)
21e.	Apply basic reasoning skills, including connecting what is learned to real-life situations (ELA-7-E4)
23.	Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose (ELA-2-E2)
24a.	Develop compositions of two or more paragraphs using writing processes such as selecting a topic (ELA-2-E3)
24b.	Develop compositions of two or more paragraphs using writing processes such as prewriting using strategies such as brainstorming, locating information, and generating graphic organizers (ELA-2-E3)
24c.	Develop compositions of two or more paragraphs using writing processes such as drafting (ELA-2-E3)
24d.	Develop compositions of two or more paragraphs using writing processes such as conferencing with teachers (ELA-2-E3)
24e.	Develop compositions of two or more paragraphs using writing processes such as revising and proofreading (ELA-2-E3)
24f.	Develop compositions of two or more paragraphs using writing processes such as creating a final draft for publication (ELA-2-E3)
29a.	Use standard English punctuation, including commas to separate phrases in a series (ELA-3-E2)
29b.	Use standard English punctuation, including commas to separate parts of addresses (ELA-3-E2)
30.	Capitalize the first word in direct quotations and proper adjectives (e.g., American flag, Mexican food) (ELA-3-E2)
31a.	Write using standard English structure and usage, including avoiding run-on sentences (ELA-3-E3)

GLE #	GLE Text and Benchmarks
31b.	Write using standard English structure and usage, including using verbs in the future tense (ELA-3-E3)
31c.	Write using standard English structure and usage, including making subjects and verbs agree in sentences with simple and compound subjects and predicates (ELA-3-E3)
35.	Alphabetize to the third letter (ELA-3-E5)
37.	Use clear diction and tone and adjust volume and tempo to stress important ideas when speaking (ELA-4-E1)
38.	Give and follow precise directions and instructions (ELA-4-E2)
40b.	Give rehearsed oral presentations that include relevant facts and details from multiple sources (ELA-4-E4)
45a.	Locate information using organizational features of a variety of resources, including electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features (ELA-5-E1)
45b.	Locate information using organizational features of a variety of resources, including printed text such as indices, tables of contents, glossaries, charts, captions, chapter headings and subheadings (ELA-5-E1)
45c.	Locate information using organizational features of a variety of resources, including the Dewey Decimal system (ELA-5-E1)
45d.	Locate information using organizational features of a variety of resources, including electronic and online catalogs (ELA-5-E1)
46.	Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs (ELA-5-E2)
47.	Determine appropriateness of collected information for a specified purpose (ELA-5-E2)
48.	Use key words to take notes from written sources (ELA-5-E3)
49.	Complete simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3)
52.	Locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps (ELA-5-E6)

Sample Activities

The following four activities will preface each unit of the third grade ELA Comprehensive Curriculum. They are designed to establish routine and to promote reading and writing literacy.

Activity 1: Drop Everything and Read! (D.E.A.R.) (Ongoing) (GLE 13)

Materials List: a wide variety of trade books, non-fiction, classroom sets, and chapter books at various reading levels, student library books

D.E.A.R. is a designated time reserved in the classroom schedule for both students and their teachers to "drop everything and read." It supplements the standard reading program by encouraging students to read independently. D.E.A.R. time provides an opportunity for students to read according to a variety of student interests and abilities. D.E.A.R. should not take the place of regular guided reading instruction.

Activity 2: Daily Edits (Ongoing) (GLEs: 29a, 29b, 30, 31a, 31c)

Materials List: teacher-prepared list of sample incorrect sentences, run-on sentences, overhead projector, transparencies, board or sentence strips (optional)

Building a foundation for Standard English usage is critical for student success in writing. Teacher will prepare examples of sentences with run-on and incorrect grammar and usage for students to examine and correct. Mini-lessons will create opportunities for students to master punctuation, capitalization, usage and grammar rules and to further apply the rules when writing complete sentences. Time may be allowed for guided practice and for follow-up with independent practice using similar sentences.

Mini-Lesson

The teacher will model writing on a specific topic for students. Teachers will focus on and point out punctuation, capitalization, usage and grammar rules, and students will be involved with edits prior to a final draft. Practice and review may be created at this point before requiring students to practice applying skills using an authentic writing topic of their own.

Have students write on an authentic topic such as a new classroom rule. Students can write reasons why and how the rule will improve the classroom and should persuade the teacher to see their point of view. The focus of the writing sample should be mastery of punctuation, capitalization, usage and grammar rules, and correction of run-on sentences. Students may achieve the objectives of the lesson through individual and small group conferences with the teacher. Similar topics will provide more practice for students.

Activity 3: Writing Journal (Ongoing) (GLEs: 24a, 31a, 31b, 31c)

Materials List: journal, pencil, journal prompts

Students will make daily entries in their writer's notebooks. A special section may serve as a writing journal. Teachers will allow students to make monthly, six weeks, or nine weeks section covers for each section of the journal. Journals may also be sectioned by themes corresponding to units in the comprehensive curriculum. Variations will make writing journals unique to each classroom while accomplishing the goal of daily writing. Ideas for journal writing include journal prompts related to holiday themes, friendly letters, free writes, diary entries, and many more.

Activity 4: Vocabulary Activities (Ongoing) (GLEs: 04, 05, 06b, 06c, 35)

Materials List: paper, vocabulary list, reference aids, (crayons, markers, or colored pencils for illustrations), list of verbs or other parts of speech (optional)

Teachers will involve students with vocabulary activities to allow them opportunities to practice skills and to reinforce new lists of words. Using context clues to expand and develop vocabulary will be an added tool to help students understand text and aid in reading comprehension.

Game Suggestion: ABC Book- Using a Dictionary

Students will construct an ABC book using vocabulary words in context. They will add to the ABC book throughout the year. Students will be responsible for writing the word and the definition. Then, students will draw a picture to illustrate the vocabulary word. The process of making the book will provide practice using each vocabulary word, and students will practice ABC order each time they add new vocabulary words to their book while putting new pages in the correct place. Students may wish to use the alphabet chart and/or dictionary to guide their book-making.

Optional: Similar to the ABC book, a verb book may be assembled using the same idea as above. Students may then illustrate the action. Other parts of speech may be addressed in the same way while reinforcing the alphabetizing skill.

Activity 5: Examining Benchmark Reports (GLEs: 45a, 45b, 47, 48)

Materials List: classroom computers or access to computer lab, pen, paper, net TV (optional), highlighters, printers, learning log prompts, board/overhead/transparencies, Animal Report Samples BLM, Blank Research Organization Form BLM, learning log

Students learn to use the computer as a tool and examine models on sites (such as www.webquest.org) created by peers around the country. The menu allows teachers to

view exemplary, adequate, and new (called “top,” “middling,” and “new”) webquests for their grade levels. For example, for grades 3 through 5, English and language arts, the *Forest Forever* webquest combines language arts, science, and social studies. The webquest instructions provide background information, how to proceed with the research project, and how students’ projects will be evaluated. Students determine what makes a quality research report, book report, or other published work. Students print those models and highlight features used in the model.

While searching webquests and reviewing benchmark reports, the teacher will have students record answers to questions in a *learning log* ([view literacy strategy descriptions](#)) format. The teacher models the approach by placing on the board or overhead sample *learning log* notes using the Sample Research Report BLM. A Blank Research Organization Form is available for students to use in collecting research for reports. The teacher explains the value of organizing notes in this format and lets students know the purpose of the log is to have a reference for their own research papers. Students personalize their learning log covers with their names, illustrations, and/or pictures from websites or magazines.

As students search and read benchmarks reports, the teacher presents a list of *learning log* prompts for them to discuss in their writing. The writing may be completed while students are reviewing benchmark reports or as a reflective thinking about what was learned from each report. The teacher structures the list of prompts so students write for no more than five to ten minutes. Prompts to include in the *learning log* may resemble the following examples below:

- explain how the author gets the attention of the reader in the beginning (the “hook”)
- describe what sources are used in these projects, print and electronic (e.g., where the writer learned information before writing a report)
- discuss which search engines were used
- describe how the research report is organized
- explain how the writer uses sources and avoids plagiarism
- explain how the writer has summarized important ideas and concepts

Activity 6: Fact or Opinion? (GLE: 21a, 21e)

Materials List: sentence strips, large labels with fact and opinion, text such as *The Great Kapok Tree*, blank Fact and Opinion Chart BLM, newspapers and advertisements

Students will learn definitions for both fact and opinion, focusing on words that signal opinions. A class chart will be used to organize two columns: one labeled *Fact* and the other, *Opinion*. The blank Fact and Opinion Chart BLM may be used to record facts and opinions. Students will categorize sentence strips containing fact and opinion statements and justify their decisions. Students may post sentence strips under the correct column and refer to the examples when later developing fact and opinion statements of their own

to share with classmates. Students will then read a text such as *The Great Kapok Tree* and write fact and opinion statements discovered in the story. Students will compare and record statements in the same two-column organization previously used. After classifying statements, the students will review the meanings of fact and opinion statements and words that signal opinion statements. As students review statements they will look to see what can be “proven,” which would make the statement a fact. Also, after looking at opinions, students will brainstorm clue words that can make a statement an opinion. Example words: might, may, never, few, some, probably, etc.

Teachers may follow up a lesson on fact and opinion with an additional lesson using previously recorded TV commercials. Prior to the lesson, teachers record 5-10 commercials from television. Any type of commercial will work as long as the content is suitable for third graders. Commercials that work best are such things as cleaning products or food items. Have students divide their paper into 2 columns, labeling one as “facts” and the others as “opinions.” As students watch the commercials, have them carefully listen to every statement and tally whether the statement was a fact or an opinion.

Optional Activities:

1. *Have students make posters or guides containing opinion words to add to their binders.*
2. *Divide students into groups to create their own commercials. Have them include at least 3 facts and 3 opinions for their “product.” Perform commercials and tally again.*

Activity 7: Choosing an Interesting Topic (GLEs: 21d, 45d, 46, 52)

Materials List: list of topics, variety of resources, brainstorm, teacher modeling examples, split-page notetaking, and/or other graphic organizers, computers or access to lab, encyclopedias

Students listen and participate while teachers model how to conduct a research project with a focused topic. Students have some prior knowledge of the topic, such as an author study, a content area study, a real-world issue, or a problem or interest of genuine doubt. Students may *brainstorm* ([view literacy strategy descriptions](#)) questions, clarify unclear questions, combine similar questions, and determine one or two key questions worth investigating. The brainstorming process will allow students a way to narrow their questions and ultimately, choose a topic. Once a topic is chosen, students will learn to organize information using a *split-page notetaking* ([view literacy strategy descriptions](#)) format and/or other graphic organizers (e.g., web, list, or teacher-made organizer).

Date: Class:	Topic: Giant Pandas
Classification	--mammal, bears, Ursidae family
Habitat	--central western and southwestern China
Diet	--99% bamboo, they also eat honey, eggs, fish and yams

Then students explore additional resources as the teacher models and coaches, such as library and online databases, the Internet, periodicals, surveys, and reference books. Students should begin documenting all resources to later use in bibliographical information.

Activity 8: Grouping Information by Interests (GLEs: 45a, 45b, 45c, 45d, 46, 48, 49)

Materials List: topic list, resources, Blank Outline Form BLM , encyclopedias, Internet access, trade books, and periodicals, brainstorm key research words

Students *brainstorm* ([view literacy strategy descriptions](#)) key words to use in print and technology sources. They are guided in ways to determine the most effective sources to use, beginning with broader resources and then more specific, such as library and online databases, the Internet, periodicals, and surveys. Students learn as the teacher models how these sources can reveal key words to conduct searches and which search engines are most helpful.

Students will complete teacher- created organizers for simple outlines with main topics and subtopics as they conduct simple research of their own. A mini-lesson will provide an opportunity for students to learn and practice making a simple outline using the Blank Outline Form BLM. Content area texts may be used to show students how to outline using chapter titles, lesson headings, subheadings, and important information within paragraphs. Students will then meet as a class while the teacher models and guides the class to construct a simple outline for a report using previous web searches and various resources provided, noting each phase of inquiry, deciding how to make it more efficient, and making recommendations for individual or small-group outlines that will lead to report writing.

Activity 9: Gathering Information for a Written Report: Mini-lessons (GLEs: 17e, 24b, 24c, 24d, 24e, 24f, 49)

Materials List: paper, pencil, resources, writer's notebook, encyclopedias, access to computers for web searches, variety of resources, book for the teacher to use as a read aloud and think aloud, an article or story for the students to practice skimming

The teacher guides students as they refer to the class inquiry for future projects in any subject area. First, they consider a topic. The class narrows the topic and poses a series of questions based on an issue, problem, or question of genuine doubt or tension. Students clarify, categorize questions, and select those worth investigating. Students prepare to conference with the teacher and peer group to share their progress. The class sets goals with a timeline for the project, completing web searches, and use of other resources. Students collect data using more than one resource. Students complete simple outlines with main ideas and subtopics. Mini-lessons on skimming and scanning material are conducted throughout the gathering and writing process to aid students in making wise use of their time and resources. Then students follow writing procedures as they complete a prewriting activity, first draft, editing, revisions, final draft, and publish a one- or two-paragraph written report.

Skimming: Teacher uses a read aloud and think aloud to locate evidence while quickly skimming and scanning through a story. Teacher tells students that many times readers skim and scan quickly to locate information and identify the main ideas in the text to support thinking and that good readers can locate information quickly and demonstrate the process. Teacher reviews the steps for skimming with students and has them practice using an article or story provided by the teacher as they skim to answer questions.

Steps for skimming

- Read the title, subtitles and subheading to find out what the text is about.
- Look at the illustrations to give you further information about the topic.
- Read the first and last sentence of each paragraph.
- Don't read every word or every sentence. Let your eyes skim over the text, taking in key words.
- Continue to think about the meaning of the text.

Scanning: Teacher explains the difference between skimming and scanning. Students will understand that scanning is a fast reading technique used to look up specific information. Students will look up phone numbers, read small ads in newspapers, browse television schedules, timetables, lists, catalogs, and/or web pages for specific information. Students will be reminded that scanning is to be used to quickly find information, not to read every word. Students will review the steps for scanning.

Steps for scanning

- Do not try to read every word. Instead let your eyes move quickly across the page until you find what you are looking for.
- Use clues on the page, such as headings and titles, to help you.

- In a dictionary or phone book, use the 'header' words to help you scan. You can find these in bold type at the top of each page.
- If you are reading for study, start by thinking of or writing down some questions that you want to answer. Doing this can focus your mind and help you find the facts or information you need more easily.
- Many texts use A-Z order. These include everyday materials such as the phone book and indexes to books and catalogues.
- There are many ways to practice scanning skills. Try looking up a favorite recipe in the index of a cookbook, search for a plumber in your local Yellow Pages, or scan web pages on the Internet to find specific information.

Activity 10: Gathering Information for an Oral Report: Mini-lessons (GLEs: 21e, 23, 37, 49)

Materials List: pencil, paper, list of topics, resources, index cards for note cards, sample note cards, and sample teacher presentation

Students will use reports written in Activity 9 as they learn to organize notes for an oral presentation of their reports. Student progress is observed as the teacher conducts mini-lessons on constructing simple outlines and organizing notes for oral reports for the whole class, small group, or individual students to facilitate oral report projects. Students will need guidance about how to narrow their topic and how to generate interpretative or evaluative questions with a complexity worth investigating. Students also need support while reading, summarizing, and determining the most important ideas in the various sources to provide evidence and data for their questions. Students learn to use key questions they determine are relevant to compose an oral report. Students plan their oral report by making a written draft or composing a set of notes (speaking points), using a simple outline with main ideas and subtopics following a model. Students will practice presenting in small group.

Activity 11: Presentation Time (GLEs: 37, 38, 40b)

Materials List: student note cards, Oral Presentation Rubric BLM (websites available as samples)

Students are guided to determine speaking and listening skills while constructing a simple class oral presentation rubric.

Rubric Websites:

- <http://rubistar.4teachers.org/index.php>
- <http://www.ncsu.edu/midlink/rub.pres.html>,
- <http://www.tcet.unt.edu/START/instruct/general/oral.htm>,
http://www.louisianavoices.org/unit3/edu_unit3_rubric_for_oral.html

Rubrics should include information about resources and the effectiveness and dynamics

of the group process, as well as cooperative learning, listening, posing questions, and overall presentation skills. Students present brief oral reports on the topics they have researched and written about. Classmates will use the Oral Presentation Rubric BLM to provide feedback to the presenter in the form of constructive criticism. Students will circle 1, 2, or 3, with 3 being the best score, according to the characteristics of the presentation. Allowing students opportunities early in the school year to use simple rubrics to critique peer presentations will reinforce critical thinking and provide a focus for future, more in-depth writings.

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

General Assessments

- The student will use graphic organizers (outlines, etc.) to brainstorm questions, clarify unclear questions, combine similar questions, and determine one or two key questions worth investigating.
- The student will use a rubric prior to topic research to provide guidelines for completing the research activities.
- Students will make simple outlines as a starting point for compiling notes for an oral presentation. The outlines will be turned in with compiled notes.

Activity-Specific Assessments

- Activity 6: Students will demonstrate their abilities to differentiate between fact and opinion statements. The teacher may use sentences from a recent story or from blanket statements pertaining to a third grader's life.
- Activity 7: Students will organize information on a specific topic using any or all of the following ways to sort and narrow their research:
 - webbing of an interesting topic of research
 - student-created list of gathered information
 - teacher-made organizers
- Activity 8: Students will organize the following materials to guide their research prior to a whole-class discussion.
 - Class-constructed rubric
 - Teacher-made organizer or form (outline format) including:
 - main topic
 - subtopics
 - supporting details

- Activity 9: Research reports will be written by students and should include:
 - gathered information on a specific topic (teacher-made report form)
 - prewrite
 - first draft
 - editing (self and peer edits)
 - final draft
 - published report
 - writer and illustrator
 - typed report
 - poster
 - *PowerPoint*® presentation
 - Activity 11: Oral presentations will be scored using:
 - class-constructed rubric
 - teacher-constructed rubric (May be the same version students use.)
- Rubrics should include points for organization, interest, delivery, knowledge of content.

Grade 3
English Language Arts
Unit 3: Write On Target

Time Frame: Approximately four weeks



Unit Description

Writing to respond is emphasized throughout all of the units, but this unit focuses on the writing process, writing applications, and punctuation. Paragraphs and stories are written using prewriting, drafting, revising, editing, and publishing. Modeling of the writing process and opportunities for practice are presented. Personal and formal letters, along with expository, descriptive, narrative, and persuasive compositions, will be written. Compositions will contain two or more paragraphs and will include a central idea, a topic sentence, and supporting details in a logical order, as well as standard punctuation and language usage. Vocabulary instruction is ongoing throughout the school year and is relevant to the unit being studied.

Student Understandings

Students will routinely use the writing process and writing applications to prepare compositions. The writing process and writing applications are the two major focuses of the unit. The topics or prompts used in instruction will be linked to classroom reading assignments and real-life situations. Writing will be specifically taught in this unit, but writing activities will be assigned and extended throughout the year to ensure mastery. Models and opportunities for student practice on the four forms of discourse will be available throughout the entire year.

Guiding Questions

1. Can students write simple expository, descriptive, narrative, and persuasive compositions?
2. Can students write personal and formal letters?
3. Can students write a multiparagraph composition with a central idea, a topic sentence, and supporting details in a logical order?
4. Can students use standard punctuation and language usage when writing?
5. Can students use the writing process (prewriting, drafting, revising, editing, and publishing) when asked to write various types of compositions?

Unit 3 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
01.	Decode words using knowledge of base words, root words, and common prefixes and suffixes (ELA-1-E1)
02.	Decode similar words (e.g., <i>supper</i> vs. <i>super</i>) using knowledge of basic syllabication rules (ELA-1-E1)
04.	Demonstrate knowledge of the meanings of common prefixes and suffixes (ELA-1-E1)
05.	Use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations (ELA-1-E1)
06c.	Determine meanings of unfamiliar words using a variety of strategies, including identification of base words and root words (ELA-1-E1)
08a.	Identify story elements including theme (ELA-1-E4)
08b.	Identify story elements including conflict (ELA-1-E4)
08c.	Identify story elements including character traits, feelings, and motivation (ELA-1-E4)
09.	Identify literary devices, including idioms and personification (ELA-1-E4)
10.	Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses (ELA-1-E5)
11.	Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses (ELA-1-E6)
13.	Read texts, chapter books, and informational materials silently at independent reading level (ELA-1-E7)
14.	Compare and contrast story elements, including setting, character, and events of two multicultural texts in oral, written, and visual responses (ELA-6-E1)
16.	Identify and explain the defining characteristics of various types of literature, including the folktale (ELA-6-E3)
17b.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making predictions using information from texts (ELA-7-E1)
17c.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences and drawing conclusions about information in texts (ELA-7-E1)
18.	Explain chosen solutions to problems in texts (ELA-7-E2)
19.	Identify an author's purpose for writing, including persuading, entertaining, and informing (ELA-7-E3)
20.	Explain the author's viewpoint using information from the text (ELA-7-E3)
21e.	Apply basic reasoning skills, including connecting what is learned to real-life situations (ELA-7-E4)
22a.	Write compositions of two or more paragraphs that are organized with a central idea (ELA-2-E1)
22b.	Write compositions of two or more paragraphs that are organized with a logical, sequential order (ELA-2-E1)

22c.	Write compositions of two or more paragraphs that are organized with supporting details that develop ideas (ELA-2-E1)
22d.	Write compositions of two or more paragraphs that are organized with transitional words within and between paragraphs (ELA-2-E1)
23.	Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose (ELA-2-E2)
24a.	Develop compositions of two or more paragraphs using writing processes such as selecting a topic (ELA-2-E3)
24b.	Develop compositions of two or more paragraphs using writing processes such as prewriting using strategies such as brainstorming, locating information, and generating graphic organizers (ELA-2-E3)
24c.	Develop compositions of two or more paragraphs using writing processes such as drafting (ELA-2-E3)
24d.	Develop compositions of two or more paragraphs using writing processes such as conferencing with teachers (ELA-2-E3)
24e.	Develop compositions of two or more paragraphs using writing processes such as revising and proofreading (ELA-2-E3)
24f.	Develop compositions of two or more paragraphs using writing processes such as creating a final draft for publication (ELA-2-E3)
25.	Develop organized one- and two-paragraph compositions using description and narration (ELA-2-E4)
26.	Use a variety of literary devices, including idioms and personification, in written responses and compositions (ELA-2-E5)
27a.	Write for various purposes, including informal letters using appropriate letter format (ELA-2-E6)
27b.	Write for various purposes, including book reports and informational compositions that include main ideas and significant details from the text (ELA-2-E6)
28.	Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs (ELA-3-E1)
29a.	Use standard English punctuation, including commas to separate phrases in a series (ELA-3-E2)
29b.	Use standard English punctuation, including commas to separate parts of addresses (ELA-3-E2)
30.	Capitalize the first word in direct quotations and proper adjectives (e.g., American flag, Mexican food) (ELA-3-E2)
31a.	Write using standard English structure and usage, including avoiding run-on sentences (ELA-3-E3)
31b.	Write using standard English structure and usage, including using verbs in the future tense (ELA-3-E3)
31c.	Write using standard English structure and usage, including making subjects and verbs agree in sentences with simple and compound subjects and predicates (ELA-3-E3)
32a.	Apply knowledge of parts of speech in writing, including using standard future verb tenses (ELA-3-E4)

GLE #	GLE Text and Benchmarks
32b.	Apply knowledge of parts of speech in writing, including using standard future verb tenses using a variety of conjunctions, such as <i>although</i> , <i>since</i> , <i>until</i> , and <i>while</i> , in constructing sentences (ELA-3-E4)
32c.	Apply knowledge of parts of speech in writing, including using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions (ELA-3-E4)
32d.	Apply knowledge of parts of speech in writing, including identifying and using irregular plural nouns correctly (ELA-3-E4)
32e.	Apply knowledge of parts of speech in writing, including using first-, second-, and third-person pronouns correctly (ELA-3-E4)
32f.	Apply knowledge of parts of speech in writing, including selecting and using adverbs that modify according to time, place, manner, and degree (ELA-3-E4)
32g.	Apply knowledge of parts of speech in writing, including identifying and using irregular verb tenses (ELA-3-E4)
33a.	Spell grade-appropriate words, including multisyllabic words made up of both base words and roots and common prefixes and suffixes (ELA-3-E5)
33b.	Spell grade-appropriate words, including compound words (ELA-3-E5)
33c.	Spell grade-appropriate words, including common homophones (ELA-3-E5)
34.	Follow common spelling generalizations, including <i>qu-</i> , <i>consonant doubling</i> , and <i>changing -y to -i</i> (ELA-3-E5)
35.	Alphabetize to the third letter (ELA-3-E5)
39b.	Tell a complex story that includes ideas and details organized chronologically (ELA-4-E3)
41.	Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts) (ELA-4-E4)
42a.	Use active listening strategies, including asking questions and responding to ideas/opinions (ELA-4-E5)
42b.	Use active listening strategies, giving oral responses, such as explanations of written and/or spoken texts (ELA-4-E5)
43.	Compare ideas and points of view from a wide variety of media, including television, video, music, the Web, charts, and print materials (ELA-4-E6)
44.	Assume the role of discussion leader, contributor, and active listener (ELA-4-E7)
45a.	Locate information using organizational features of a variety of resources including electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features (ELA-5-E1)
51.	Use simple bibliographic information to cite source (ELA-5-E5)

Sample Activities

The following four activities will preface each unit of the third grade ELA Comprehensive Curriculum. They are designed to establish routine and to promote reading and writing literacy.

Activity 1: Drop Everything and Read! (D.E.A.R.) (Ongoing) (GLE 13)

Materials List: a wide variety of trade books, non-fiction, classroom sets, and chapter books at various reading levels, student library books

D.E.A.R. is a designated time reserved in the classroom schedule for both students and their teachers to "drop everything and read." It supplements the standard reading program by encouraging students to read independently. D.E.A.R. time provides an opportunity for students to read according to a variety of student interests and their abilities. D.E.A.R. **should not** take the place of regular guided reading instruction.

Activity 2: Daily Edits (Ongoing) (GLEs: 29a, 29b, 30, 31a, 31c)

Materials List: list of sample incorrect sentences, run-on sentences, overhead projector, transparencies, Net TV (optional), board or sentence strips (optional)

Building a foundation for Standard English usage is critical for student success in writing. Teachers will provide opportunities for students to examine sentences and determine capitalization, punctuation, usage, grammar and run-on mistakes. Mini-lessons will create opportunities for students to master punctuation, capitalization, usage and grammar rules and further apply the rules when writing complete sentences. Time may be allowed for guided practice and for follow-up with independent practice using similar sentences.

Mini Lesson -Punctuation

Provide students with a half sheet on construction paper or cardstock of one of each of the following punctuation marks- comma, period, question mark, and exclamation mark. Students may also draw one of each on 4 separate index cards. Students will use their own set of punctuation marks to play a game. The teacher will show a sentence on the overhead projector or Net TV, and students will hold up the correct punctuation mark to complete the sentence. One student will be chosen to read the sentence aloud. Brief discussions may be held to determine why one mark is used instead of another. Quotation marks may be added for more practice.

Activity 3: Writing Journal (Ongoing) (GLEs: 24a, 31a, 31b, 31c)

Materials List: journal, pencil

Students will make daily entries in their writer's notebook. A special section may serve as a writing journal. Teachers will allow students to make monthly, six weeks, or nine weeks section covers for each section of the journal. Journals may also be sectioned by themes corresponding to units in the comprehensive curriculum. Variations will make writing journals unique to each classroom while accomplishing the goal of daily writing. Ideas for journal writing include journal prompts related to holiday themes, friendly letters, free writes, diary entries, and many more.

Activity 4: Vocabulary Activities (Ongoing) (GLEs: 04, 05, 06c, 35)

Materials List: paper, vocabulary list, root word, prefix and suffix word lists, vocabulary chart

Teachers will involve students with vocabulary activities to allow them opportunities to practice skills and to reinforce new lists of words. Using context clues to expand and develop vocabulary will be an added tool to help students understand text and aid in reading comprehension.

Game Suggestion: Root Words

Activity: Create a center activity or worksheet for students to practice building words using root words, prefixes, and suffixes. Suggestion: Ask students "How many root words can you grow from each word below?" Then, give an example such as: light-lighter, lightest; view-preview, review. Give a list of root words and have students form new words. Students may also be required to find root words of their own and "grow" words from them. Weekly vocabulary lists may lend themselves to this game.

Game Suggestion: Vocabulary Self-Awareness

Activity: Before reading a story, students receive a list of vocabulary words and complete a *vocabulary self-awareness* ([view literacy strategy descriptions](#)) of their knowledge of the words using a chart like the one below. Students do not receive definitions or examples at this stage. They rate their understanding of each word with either a "+" (understand well), a "√" (limited understanding or unsure), or a "—" (don't know). After reading the story and being exposed to other information, students return to the chart and add new information to it. The goal is to replace all check marks and minus signs with a plus sign. Students will be given many opportunities to revisit their vocabulary charts to revise their entries.

Vocabulary Self-Awareness Chart

Word	+	√	--	Example	Definition

Activity 5: Cultivate Writers (GLEs: 11, 14, 41, 42a, 42b, 44, 45a)

Materials List: teacher-selected book selections from various authors, Internet access, chart paper, markers

A focus for teachers is to create a culture of writers in their classrooms by conducting a class study of writers, their lives, and how they became writers. The Internet has resources for students to learn more about writers and see works published by peers from around the world. Providing a variety of reading and writing resources allows students to experience literature from different cultures and different points of view. Libraries have anthologies of children's writing for teachers and students to read aloud and discuss as a class. Students think about the following question: Why write? They take on roles as leader, contributor, and active listener while they *brainstorm* ([view literacy strategy descriptions](#)) and discuss in small and whole groups the purposes for writing and then create a class chart. Students will also examine their prior experiences in writing to determine their intents. Students share any samples they have.

Websites containing samples of third grade writing include the following:

- <http://www.ode.state.or.us/search/page/?=528>
- <http://www.thewritesource.com/models.htm>
- <http://www.fwps.org/cur/targets/>

Website for benchmark Grade 3 iLEAP Writing Rubric:

- <http://www.doe.state.la.us/lde/uploads/7741.pdf>

Activity 6: Writer's Notebook (GLEs: 01, 02, 04, 05, 06c, 08a, 08b, 08c, 22c, 23, 24b, 27b, 28, 29a, 29b, 30, 31a, 32e, 34, 51)

Materials List: binder for each student (Writer's Notebook), writing samples or templates for different types of writings (including, but not limited to: narrative, expository, persuasive, and procedural), rubric templates using websites, story starters or idea list, basic rules and tips for writing sheets

Students will compile and organize individual writer's notebooks as a reference tool with a collection of writing tips, ideas, and samples. Daily entries will be added by students to individual writer's notebooks that record observations, experiences, events, feelings, things they wonder about, connections to what they are learning, and conflicts that all serve as departure points for future writing. A *learning log* ([view literacy strategy descriptions](#)) section will be kept in the writer's notebooks for students to record new information and for reflection on information learned. Mini-lessons will focus on different ways writers gather ideas, jot down things, and find interesting words.

Compiling story webs, lists, labeled drawings, and simple sentences or ideas not only gives student writers starting points for future writing, but helps them realize that all of their writing will not be taken to the publishing stage and that good writers write a lot to find just one good idea. These entries provide ongoing drafts to select and use throughout the writing process. The notebook should include sections with benchmark samples for different types of discourse (e.g., narrative, expository, persuasive, and procedural), rubric templates, completed peer writings, and other ideas to serve as a starting point when writing. The notebook should also include a section for basic rules and tips for writing:

- basic capitalization and punctuation rules
- common rules for adding to base words
- basic syllabication rules
- meanings of common prefixes and suffixes
- a guide for uses of reference materials
- story elements (sample graphic organizer - Story Map BLM, Unit 1, Activity 8)
- samples and definitions of literary devices, including idioms and personification
- simple bibliographic cite source

Individual writer's notebooks will be ongoing projects. Each of the bulleted items above may be included in the writers' notebook in the form of Xeroxed copies or original student samples. Notebooks may become large and need to be split into volumes 1, 2, 3, etc. Students will refer to writer's notebooks as they would any other reference material available in the classroom.

Rubric Websites

- <http://www.ncsu.edu/midlink/rub.pres.html>,
- <http://www.tcet.unt.edu/START/instruct/general/oral.htm>,
- http://www.louisianavoices.org/unit3/edu_unit3_rubric_for_oral.html

Activity 7: What Do You Like to Read? (GLEs: 10, 11, 16, 17b, 18, 19, 20, 42a, 42b, 44)

Materials List: student-selected pieces of writing, graphic organizer- What Do You Like To Read? BLM

Students bring selected pieces of text, including magazines, articles, books, and short stories, and discuss why these are worth reading. Using a *graphic organizer* ([view literacy strategy descriptions](#)) "What Do You Like To Read?" provided by the teacher, students identify and chart what type of discourse (e.g., narrative, expository, persuasive, and procedural) their selections are, how they are organized, who the intended audience is, how the writer has used literary devices (e.g., metaphors, similes, alliteration), and what the important ideas are. Students will identify the author's purpose and viewpoint for each of the selections chosen. Students discuss and identify reasons or writing factors that make a piece enjoyable to read. Discussions will take place in small and whole class

groups where students assume the role of discussion leader, contributor, and active listener. Discussions may be held to determine why some titles are more readable, enjoyable, or popular than others. Each piece of text or discourse will be examined in the same way and will be completed as a separate lesson or activity to allow time for students to grasp the characteristics of each type and to form concrete ideas for each type before moving on. Charts with headings, such as narrative, expository, persuasive, and procedural, may display selected pieces around the classroom throughout the unit of study as examples.

Teachers will discuss with students that reading skills are improved and fluency goals best met when the students choose texts that are not too easy and not too difficult. Teachers will instruct students to use the five-finger rule to independently determine whether a text is too difficult. Students will read a page of text and hold up one finger for each word they do not know. If there are five or more words in the text they do not know, the students will know the text is too difficult.

Activity 8: Conventions, Please (GLEs: 29a, 29b, 31b, 31c, 32a, 32b, 32c, 32d, 32e, 32f, 32g)

Materials List: selected texts with copies for students, highlighters

Students use examples provided by the teacher from selected pieces of text to highlight conventions of writing and the author's use of parts of speech appropriately, such as use of common interjections, use of transitive and intransitive verbs, correct subject-verb agreement, commas in a series, commas to separate parts of addresses, use of conjunctions, pronoun usage, selecting and using adverbs, and correct use of verb tense. Students work in pairs to review teacher-selected samples and record the conventions of writing and the parts of speech used by the authors using different colored markers for each of the parts of speech. The exercise can be modeled and completed more than once and will provide opportunities to strengthen students' abilities to examine good writing practices, thus strengthening their own writing abilities.

Activity 9: Parts of a Paragraph (GLEs: 24a, 28, 32c, 39b)

Materials List: poster (optional for teaching parts of a paragraph), sample topic sentences, chalkboard or overhead, books with simple paragraph format, markers, Xerox copies of paragraphs from the chosen reading selection, sentence strips

Teachers *brainstorm* ([view literacy strategy descriptions](#)) with students on "What is a paragraph?" Teachers lead students to determine the parts of a paragraph: topic sentence, details and facts, conclusion. Teachers begin by providing sample topic sentences for students and discussing what makes a good topic sentence. Then, have students come up with topic sentences of their own. They may work with a partner to accomplish the task.

- Although Italian foods are good, my favorite is pizza for many reasons.

- I love snacks, but there are three snacks I love most.
- My family plays several cool board games, but my favorite is Monopoly.

Teachers will be sure students understand that a topic sentence gives the reader a clear idea of what they will read. Details and facts support the main idea and make a paragraph interesting. The conclusion of a paragraph should tell the reader the main idea and restate the topic sentence, but it should not be exactly the same. Transitional words throughout a paragraph help readers know that a new idea is coming. Transitions are words like *first*, *next*, *then*, *finally*, *second*, *third*, and *last*.

Teachers may culminate the activity by reading a book that uses this type of paragraph format. *How to Lose All Your Friends* by Nancy Carlson is one example and many basal readers contain stories that would support the teaching of good paragraph writing. Teachers may distribute Xerox copies of paragraphs from the book they have chosen to share. Students will use them as they take apart a paragraph. They will write sentences on sentence strips, write their names on them, and place them under the correct headings on the wall or board. Teachers will review the parts of a paragraph as they look at the work students have completed.

Activity 10: Planning A Paragraph (GLEs 22a, 22c, 22d)

Materials List: graphic organizer for writing (optional), board, writer's notebook

Teachers will guide students through the process of pre-writing or planning a paragraph. A *graphic organizer* ([view literacy strategy descriptions](#)) may be used to help students plan their paragraphs and organize facts and details they plan to write about. A simple chart like the example will provide this type of organization. Students must first decide what they will write about, and then, they will use words or short phrases to record ideas they will use to write their paragraph.

Example:

Mammal

- warm-blooded (temperature stays the same)
- breathe with lungs (student response)
- drink from mother (student response)

Once students have skeleton plans for their paragraphs, they will record a fact or detail as shown in parenthesis above. Students may not have one for each idea, and some may have more than one. Students will be reminded that when they get ready to write a conclusion, they will need to begin with words like “in fact,” “to sum up,” “clearly,” and “as you can see,” but they can choose a conclusion that works well for their paragraphs. Group notes should be recorded and added to the sample or direction section of their writer's notebook for reference.

As the class completes the sample pre-writing activity together, students determine what they would like to write about individually. They use the process used in whole group. Students may share in pairs or small groups as the teacher checks for understanding.

Activity 11: Paragraph Writing (GLEs: 22a, 22b, 22c, 22d, 25, 28, 29a)

Materials List: planning sheets from activity 10, transparency with a paragraph, content area writing topics, overhead projector

To begin the paragraph writing process, students will need their planning sheets. Teachers begin by sharing a paragraph with students on overhead. The class will then write one together using a planning sheet made up by the teacher. In discussion, the teacher will review topic sentences, supporting details and facts, and conclusions. A focus will be given to transition words. Next, the teacher may walk students through a paragraph of their own. The teacher may write a topic on the board and have students list two or three planning ideas on paper. They may then discuss details aloud and record them on a second class paragraph. Students will be guided by the teacher as they think of pre-writing ideas and led into writing a paragraph of their own. Teachers will conference individually or in a small group after circulating and observing student paragraphs. At this point, students should be ready to write a paragraph and the next lesson will extend to more than one paragraph for students who are ready. Teachers may provide content area writing topics, Internet, library books, or books in the classroom for students to find more information about current topics being studied.

Activity 12: Content Area Writing (GLEs: 05, 10, 11, 17c, 21e, 23, 28, 29a, 43)

Materials List: content area project (experiment, historical event, math concept, art project), pencil, paper, copies of Venn Diagram BLM, overhead projector

Students will write to describe an experiment in science, an event in history, a concept in math, or a procedure for an art project. Students will be given opportunities to compare and contrast by creating a Venn diagram *graphic organizer* ([view literacy strategy descriptions](#)) followed by an explanation in paragraph form. The class will contribute to samples as the teacher guides, writing on the board or overhead projector. Students will recognize the importance of being able to communicate a thought process through writing. Many examples will be written as a class and added to the class copy of the writer's notebook for a reference guide to the various writing intents. Students may keep their content area writings in a journal or sections of the writer's notebook. At this point, content area assessments should include constructive response topics for students to apply content area writing skills.

Activity 13: Personal and Formal Letters (GLEs: 05, 09, 11, 21e, 23, 26, 27a, 28, 29a, 29b, 32a, 32b, 32c, 32d, 32e, 32f, 32g, 33a, 33b, 33c, 34)

Materials List: pencil, paper, writer's notebook, addresses of recipients, construction paper, class poster or transparency, magnetic tape, push pins or brads, Letter Writing Rubric BLM, Presentation Rubric BLM

Students will engage in a whole-group discussion as the teacher models letter writing, using a poster or transparency to show the parts of a personal letter. Students will participate in writing a class letter to the principal, librarian, cafeteria worker, etc. Although students' grammar knowledge and usage skills will be modeled and used throughout the year, mini-lessons will review grammar rules, including using reference materials, commas in a series and in separating parts of addresses; reviewing parts of speech; spelling rules (e.g., doubling, changing *y* to *i*, etc.); and other conventions of writing will take place at this point, also.

To engage students in an authentic writing application activity, they will be asked to work in pairs to using the following *RAFT Writing* ([view literacy strategy descriptions](#)):

R - Role- (role of **Cinderella**)

A - Audience (to whom or what the RAFT is being written- **Step-mother, step-sister**, or the **fairy godmother**)

F - Form (the form the writing will take, as in a letter, song, etc.- **Letter**)

T - Topic (the subject focus of the writing- **Feelings about “the ball”**)

In their *RAFT* letters, students will project themselves into unique roles and complete the writing assignment as they write a letter from the perspective of Cinderella. This form of writing gives students the freedom to write their thoughts about the events leading up to and taking place before and after “the ball,” while practicing the skills associated with letter writing. The teacher will review literary devices, such as personification examples found in the fairy tale of Cinderella. Teachers will suggest students focus on the skill of personification as they bring inanimate objects to life in their *RAFT* letter writings. Letters will be edited and revised by using reference materials. Final drafts and published copies will be shared in the classroom before being delivered to the recipients. Letters will be assessed using the Letter Writing Rubric BLM and the Presentation Rubric BLM will be used to assess student performance on oral presentations. Students will discuss how it made them feel to write a personal letter. Students will follow the same process to write formal letters to a business, author, or politician, etc. Students may send and receive pen pal letters after practicing applying letter-writing skills. Students will use dictionaries and thesauruses to edit letters and will refer to a sample letter chart on the wall. Peer-editing will allow students to practice proofreading as they continue to write letters throughout the year.

Activity 14: Write On (GLEs: 22a, 22b, 22c, 22d, 23, 24b, 32c)

Materials List: pencil, paper, writer's notebook, transparencies for modeling

Students continue to observe as the teacher models using mini-lessons for various writing intents, including narrative, expository, persuasive, and procedural, to teach elements and features. Students continue writing entries in their writers' notebooks. Students often will choose to write in narrative form and select a topic or theme of genuine interest. They practice the writing process through prewriting, drafting, revising, editing, and publishing. Students write at least two or more paragraphs and construct rubrics for organization, content, and conventions for each writing purpose.

The following websites include sample writing prompts for the various writing intents:

- <http://departments.bcsd.com/cipd/Writing%20Prompts%20and%20Scoring%20Guides%20index.htm>
- <http://www.thewritesource.com/models.htm#wot>
- <http://departments.bcsd.com/cipd/Writing%20gr%203%20prompt%203.pdf>

Activity 15: Report Writing (GLEs: 05, 22a, 22b, 22c, 22d, 24a, 24b, 24c, 24d, 24e, 24f, 45a, 51)

Materials List: evidence of research from Unit 2, paper, dictionaries, thesauruses, Internet access, animal coloring book pages, bibliographic page on chart paper, writer's notebooks, Writing Rubric BLM, 4th grade writer's checklist (website)

Students learned to research and record information in Unit 2. They learned and will also be required to present information in an oral presentation. They will now learn to combine information from a variety of resources and write in report form. Students will be given the Writing Rubric BLM prior to report writing and will be assessed using the rubric.

Teachers will remind students that they have had much practice with paragraph writing and will explain to students that the report writing skill is very important when documenting facts about something of interest. At this time, teachers can make a real world connection by telling students that the report writing skill will be used over and over in their school and college careers, and, furthermore, they may be required to write types of reports as part of their future jobs. Students review with the report writing rubric prior to having them write an animal report. At this time, they may use the information compiled for their animal reports from Unit 2. Students will have the information in their writer's notebooks. Students are reminded to use facts and rich vocabulary to make their reports more interesting. A dictionary and thesaurus center for students will help them as they proofread and edit their reports.

Once rough drafts have been written for reports, students may illustrate a cover for their reports. Students may look for pictures on the Internet or in coloring books to use as a

guide, but encourage creativity. Final drafts and bibliographic information may be completed after students review format. Students should use their writer's checklist <http://www.doe.state.la.us/LDE/uploads/2071.pdf> to double check their reports. Promote partnership by suggesting students have a classmate read their final drafts before turning them in. Bibliographic format may be displayed on chart paper as a guide for students. The order in which a final report should be turned in will be reviewed with students. Reports may be practiced in small groups and shared in whole group. This would be a great time to ask parents, grandparents, principals, or other classes to share the presentation experience.

Sample Assessments

General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities, and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

General Assessments

- The teacher will lead students as they discuss articles and stories, assuming a variety of roles—discussion leader, contributor, and active listener.
- The students will be required to follow the writing process by using a prewriting activity, drafts, editing and revision, final drafts, and publishing to be scored by a rubric.
- The students will write letters, multi-paragraph stories, and constructive responses in content areas to demonstrate and apply writing skills. Students will share written pieces in small group or whole class and with a variety of audiences.

Activity-Specific Assessments

- Activity 5: Students will create a class chart organizing brainstormed ideas about why they write. The teacher will record responses from the students to model how to create a class chart. Active participation from every student is required.
- Activity 6: Students will compile a writer's notebook with a section including a collection of writing ideas to use as a reference tool.
- Activity 8: Students will work in pairs to locate authors and record conventions of writing and to highlight the author's use of parts of speech.

- Activity 9: Students will write each sentence of a paragraph on a sentence strip and put their name on it for identification. They will tape their strips under a heading on the wall: topic sentence, supporting details, and conclusion. The assignment could be varied by providing prewritten sentence strips to students and having them place them in correct paragraph order.
- Activity 13: Students will write letters from a different perspective, and, using the role play activity, will include their thoughts “after the ball” from the story Cinderella. Letters will be assessed using the Letter Writing Rubric BLM. The Presentation Rubric BLM will be used to assess the oral presentations of letters.
- Activity 15: Report writing rubrics will be given to students prior to writing an animal report and used to score the reports. Students will be required to submit a planning sheet, research, rough draft, final draft, illustrated cover, and bibliography, and to present their report orally. Original rubrics will be used to score reports.

Grade 3
English Language Arts
Unit 4: Resource Round-Up

Time Frame: Approximately four weeks



Unit Description

Locating, gathering, and interpreting information from a variety of sources is the focus of this unit. The unit is taught using the organizational features of electronic information and printed texts and publishing works using available technology. The unit also focuses on reading, organizing, and interpreting data from timelines, charts, diagrams, graphs, tables, schedules, and maps. Information and skills learned in this unit should be included as extension activities in other units. Vocabulary instruction is ongoing throughout the school year and is relevant to the unit being studied.

Student Understandings

Students will gather, organize, and interpret information from a variety of media, reference, and technological sources. Students will use available technology to publish research reports, book reports, and other projects. Students will use grade-appropriate bibliographic format to cite sources.

Guiding Questions

1. Can students use available technology to publish a variety of works?
2. Can students locate, read, and interpret information on timelines, charts, graphs, diagrams and maps?
3. Can students use the organizational features of electronic information and printed texts?
4. Can students use grade-appropriate bibliographic format to cite sources?
5. Can students determine which resource is appropriate for a specific purpose?

Unit 4 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
05.	Use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations (ELA-1-E1)
07.	Adjust speed of reading to accomplish a purpose based on text complexity (ELA-1-E3)

11.	Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses (ELA-1-E6)
13.	Read texts, chapter books, and informational materials silently at independent reading level (ELA-1-E7)
17b.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making predictions using information from texts (ELA-7-E1)
17c.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences and drawing conclusions about information in texts (ELA-7-E1)
17f.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying main ideas of texts (ELA-7-E1)
18.	Explain chosen solutions to problems in texts (ELA-7-E2)
19.	Identify an author's purpose for writing, including persuading, entertaining, and informing (ELA-7-E3)
20.	Explain the author's viewpoint using information from the text (ELA-7-E3)
21a.	Apply basic reasoning skills, including identifying differences between fact and opinion (ELA-7-E4)
21b.	Apply basic reasoning skills including skimming and scanning texts to locate specific information (ELA-7-E4)
21d.	Apply basic reasoning skills including raising questions to obtain clarification and/or direct investigation (ELA-7-E4)
21e.	Apply basic reasoning skills including connecting what is learned to real-life situations (ELA-7-E4)
22a.	Write compositions of two or more paragraphs that are organized with a central idea (ELA-2-E1)
22b.	Write compositions of two or more paragraphs that are organized with a logical, sequential order (ELA-2-E1)
22c.	Write compositions of two or more paragraphs that are organized with supporting details that develop ideas (ELA-2-E1)
22d.	Write compositions of two or more paragraphs that are organized with transitional words within and between paragraphs (ELA-2-E1)
23.	Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose (ELA-2-E2)
24a.	Develop compositions of two or more paragraphs using writing processes such as selecting a topic (ELA-2-E3)
24b.	Develop compositions of two or more paragraphs using writing processes such as prewriting using strategies such as brainstorming, locating information, and generating graphic organizers (ELA-2-E3)
24c.	Develop compositions of two or more paragraphs using writing processes such as drafting (ELA-2-E3)
24d.	Develop compositions of two or more paragraphs using writing processes such as conferencing with teachers (ELA-2-E3)
24e.	Develop compositions of two or more paragraphs using writing processes such as revising and proofreading (ELA-2-E3)

24f.	Develop compositions of two or more paragraphs using writing processes Such as creating a final draft for publication (ELA-2-E3)
27b.	Write for various purposes, including book reports and informational compositions that include main ideas and significant details from the text (ELA-2-E6)
28.	Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs (ELA-3-E1)
29a.	Use standard English punctuation, including commas to separate phrases in a series (ELA-3-E2)
29b.	Use standard English punctuation, including commas to separate parts of addresses (ELA-3-E2)
30.	Capitalize the first word in direct quotations and proper adjectives (e.g., American flag, Mexican food) (ELA-3-E2)
31a.	Write using standard English structure and usage, including avoiding run-on sentences (ELA-3-E3)
31b.	Write using standard English structure and usage, including using verbs in the future tense (ELA-3-E3)
31c.	Write using standard English structure and usage, including making subjects and verbs agree in sentences with simple and compound subjects and predicates (ELA- 3-E3)
32e.	Apply knowledge of parts of speech in writing, including using first-, second-, and third-person pronouns correctly (ELA-3-E4)
32f.	Apply knowledge of parts of speech in writing, including selecting and using adverbs that modify according to time, place, manner, and degree (ELA-3-E4)
35.	Alphabetize to the third letter (ELA-3-E5)
36.	Use a variety of resources, including online and print dictionaries and spell checkers to check spelling (ELA-3-E5)
37.	Use clear diction and tone and adjust volume and tempo to stress important ideas when speaking (ELA-4-E1)
39a.	Tell a complex story that includes a central idea (ELA-4-E3)
40a.	Give rehearsed oral presentations that include expression of an opinion about a text, topic, or idea (ELA-4-E4)
40b.	Give rehearsed oral presentations that include relevant facts and details from multiple sources (ELA-4-E4)
41.	Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts) (ELA-4-E4)
43.	Compare ideas and points of view from a wide variety of media, including television, video, music, the Web, charts, and print materials (ELA-4-E6)
45a.	Locate information using organizational features of a variety of resources, including electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features (ELA-5-E1)
46.	Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs (ELA-5-E2)
47.	Determine appropriateness of collected information for a specified purpose (ELA- 5-E2)
49.	Complete simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3)

50.	Use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects (ELA-5-E4)
51.	Use simple bibliographic information to cite source (ELA-5-E5)
52.	Locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps (ELA-5-E6)

Sample Activities

The following four activities will preface each unit of the third grade ELA Comprehensive Curriculum. They are designed to establish routine and to promote reading and writing literacy.

Activity 1: Drop Everything and Read! (D.E.A.R.) (Ongoing) (GLE 13)

Materials List: a wide variety of trade books, non-fiction, classroom sets, and chapter books at various reading levels, student library books

D.E.A.R. is a designated time reserved in the classroom schedule for both students and their teachers to "drop everything and read." It supplements the standard reading program by encouraging students to read independently. D.E.A.R. time provides an opportunity for students to read according to a variety of student interests and their abilities. D.E.A.R. should not take the place of regular guided reading instruction.

Activity 2: Daily Edits (Ongoing) (GLEs: 29a, 29b, 30, 31a, 31c)

Materials List: list of sample incorrect sentences, run-on sentences, overhead projector, transparencies, board or sentence strips (optional)

Building a foundation for Standard English usage is critical for student success in writing. Teachers will provide opportunities for students to examine sentences and determine capitalization, punctuation, usage, grammar and run-on mistakes. Mini-lessons will create opportunities for students to master punctuation, capitalization, usage and grammar rules and further apply the rules when writing complete sentences. Time may be allowed for guided practice and for follow-up with independent practice using similar sentences.

Mini-lesson:

Using a chart or diagram, such as a bus or train schedule, the teacher will create and write sentences with errors on the board or overhead which are related to the sample chart or diagram.

For example

Incorrect: The train leeves at 7;00 Pm

Correct: The train leaves at 7:00 P.M.

Incorrect: Mary and joy rides their bus from the school to the mall.

Correct: Mary and Joy ride their bus from the school to the mall.

Activity 3: Writing Journal (Ongoing) (GLEs: 24a, 31a, 31b, 31c)

Materials List: journal, pencil

Students will make daily entries in their writer's notebook. A special section may serve as a writing journal. Teachers will allow students to make monthly, six weeks, or nine weeks section covers for each section of the journal. Journals may also be sectioned by themes corresponding to units in the comprehensive curriculum. Variations will make writing journals unique to each classroom while accomplishing the goal of daily writing. Ideas for journal writing include journal prompts related to holiday themes, friendly letters, free writes, diary entries, and many more.

Activity 4: Vocabulary Activities (Ongoing) (GLEs: 05, 35)

Materials List: paper, vocabulary list, vocabulary chart

Teachers will involve students with vocabulary activities to allow them opportunities to practice skills and to reinforce new lists of words. Using context clues to expand and develop vocabulary will be an added tool to help students understand text and aid in reading comprehension.

Game Suggestion: Vocabulary Self-Awareness

Activity: Before reading a story, students receive a list of vocabulary words and complete a *vocabulary self-awareness* ([view literacy strategy descriptions](#)) of their knowledge of the words using a chart like the one below. Students do not receive definitions or examples at this stage. They rate their understanding of each word with either a "+" (understand well), a "√" (limited understanding or unsure), or a "—" (don't know). After reading the story and being exposed to other information, students return to the chart and add new information to it. The goal is to replace all check marks and minus signs with a plus sign. Students will be given many opportunities to revisit their vocabulary charts to revise their entries.

Vocabulary Self-Awareness Chart (Sample)

Word	+	√	--	Example	Definition
encyclopedia	+			Mary used the encyclopedia to find information about tigers.	A book or set of books that gives information on all areas of knowledge
thesaurus			--	?	
atlas		√		?	A book of maps

Activity 5: Getting Started (GLEs: 46, 47)

Materials List: sources selected by the teacher with varying themes or topics, notetaking form, laptop, net TV, access to computers

Students select, from sources collected by the teacher, a number of works with varying perspectives on a theme or topic such as pollution or courage. Sources can include fine art and newspapers, as well as various fiction and nonfiction works. The teacher explains to students how people are always seeking information and why the ability to use information helps people to draw conclusions, make choices, and communicate with others. Building a background for research will illustrate for students why research is a life skill. By helping students set a purpose for research, the teacher creates an authentic assignment for them. Students may *brainstorm* ([view literacy strategy descriptions](#)) things they would like to know such as: What video game should I buy? Which book should I read? How can I convince my parents to let me go to basketball camp in Natchitoches? Once students recognize the significance of research and how it affects their lives, the teacher will then establish an issue, problem, or source of genuine doubt or tension to explore or allow students to explore a self-selected area. Students read and examine a variety of works to develop background knowledge about a topic and record findings in the form of simple note-taking on a form provided by the teacher. The form should include:

- the topic
- supporting facts and details about the topic
- problems and solutions
- student opinion
- questions that may arise about the topic

Activity 6: Questions (GLEs: 17b, 20, 21a, 21b)

Materials List: simple note-taking form or notebooks/journals, pencil, reading selections, KWL Chart BLM, Fact and Opinion Chart BLM (See Unit 2)

Teachers model for students that good readers have genuine doubt, which leads to formulating questions in their minds. Students use the Fact and Opinion Chart BLM (See Unit 2) as they press on to confirm their predictions, to determine if what they are reading is fact or opinion by examining how text is structured, and to clarify their understandings

when reading. Students learn how to skim and scan a text for an overall sense of how it is organized and construct *graphic organizers* ([view literacy strategy descriptions](#)) in the form of a KWL chart to assist with comprehension. Students examine the author's choice of words to help them understand the viewpoint of the work. Students will do simple *split-page notetaking* ([view literacy strategy descriptions](#)) on a teacher-provided form or in their notebooks/journals to record questions or ideas that arise as they read the selected materials. Students will study with the split-page notes by covering the right column and using information in the left column for recall. Provide study time for students to quiz each other using their notes.

Date: Class:	Topic: Natchitoches, Louisiana
Where	--Northwest Louisiana
Place of Interest	--Northwestern State University Basketball Camp
Local Foods	--Natchitoches meat pies, dirty rice, pralines, bread pudding

Activity 7: Using Technology and Other Resources (GLEs: 13, 17f, 21a, 21b, 21d, 21e, 24a, 43, 45a, 46, 47, 49, 52)

Materials List: Simple Outline Form BLM, access to computers, laptop, net TV, list of topics, encyclopedias, maps, content area textbooks, nonfiction trade books

Mini-lessons provide instruction on how to do an Internet search; locate information using a pull-down menu; and use an encyclopedia, nonfiction texts, charts, and other sources to compile information on a specific topic. Modeling by the teacher helps students learn to use key words to refine Internet searches. Students review how to skim and scan text to determine the appropriateness of collected information for a specific topic of research.

Students will practice using *Google* or another search engine to locate information on a particular topic. Teachers will instruct students to type a specific URL in the address bar. Students will be required to practice locating required websites listed on the board by the teacher. They will be required to answer a specific set of questions as they locate answers at each website they are assigned to visit. Students will practice following a hyperlink and returning to the home page by using the back arrow. As students become familiar with the many skills associated with searching for information on a website, the teacher will require them to skim and scan passages for necessary information to complete an outline on an assigned topic or topic of their choice using the Simple Outline Form BLM.

The activity may be extended by allowing students to go on a virtual field trip <http://www.uen.org/utahlink/tours/> or to complete assignments for a particular *Webquest*

activity <http://webquest.org/index.php>. Assignments may be given to students in the form of a handout or posted on the board or overhead. In addition to becoming familiar with the computer, students will be asked to locate similar information using encyclopedias, content area texts, and nonfiction trade books. Due to the vast amount of information available on the Internet, teachers should preview Internet sites students will surf and limit research topics to specific areas of interest.

Activity 8: Graphic Illustration Interpretation (GLEs: 52)

Materials List: sample charts, graphs, timelines, maps, multiplication table, schedules and diagrams, magazines, newspapers, brochures

Mini-lessons will demonstrate how to read a variety of graphic illustrations in connection with examples of when and where they might be used. Students will learn to read and interpret timelines, charts, maps, graphs, and diagrams. Social studies and science are content areas where students learn to evaluate these types of graphic illustrations. Incorporate content area material to provide authentic examples of each of the different types of graphic illustrations mentioned. Provide time for students to locate and clip examples from magazines, newspapers, and brochures. The teacher will provide opportunities for students to use the samples located by students as well as the many collected by the teacher. *The teacher may choose to have students begin collecting these types of graphic illustrations weeks prior to the activity.*

Students will participate in the following types of activities to provide opportunities to participate in making and interpreting graphic illustrations:

- Make a schedule
- Chart class birthdays
- Diagram the parts of a flower
- Graph the weather for a month (may use previously recorded weather from a daily math program similar to Calendar Math)
- Create a map of the school campus or local community
- Design a floor plan of your house or bedroom
- Produce a timeline from birth to date including highlights of your life
- Reference and complete a multiplication table

Once students have become familiar with reading, interpreting, and designing the various types of graphic illustrations, they will feel more confident when asked to include one in future report writing. Students may familiarize themselves with types of graphic illustrations using a *word grid* ([view literacy strategy descriptions](#)) to compare and contrast. The table below shows a demonstration of how to utilize a *word grid*. The filled in grid shows a sampling of key features. Students should be given a blank grid and asked to fill it in with the graphic illustration terms and key features as the content is learned. Once the grid is completed, students can quiz each other over the content of the grid to reinforce their understanding of different graphic illustrations.

Sample

Graphic Illustrations	Contains a legend with symbols	Dates, periods of time	Labels the parts of something	Sequences events	Shows location of places	May chart something over time	Includes labels	Visual, easier to read than a narrative
Yes= + No= -								
Diagram	-	-	+	-	+	-	+	+
Map	+	-	+	-	+	-	+	+
Floor Plan	+	-	+	-	+	-	+	+
Graph	-	+	-	-	-	+	+	+
Timeline	-	+	-	+	-	+	-	+

Activity 9: Simple Outline Organization (GLEs: 21a, 21b, 24b)

Materials List: Simple Outline Form BLM, Cluster Web Organizer BLM, Net TV, access to computers, software such as *Inspiration*[®], resources to locate information on supplied topic list

A mini-lesson will provide students with instruction on how to create a simple outline using the Simple Outline Form BLM as a guide and example. Students will understand that outlines are similar to a cluster map or story web, but are organized in a line, step by step. The teacher will demonstrate on the board or overhead both the bullets and dashes form of outlining and a simple outline form with both Roman numeral categories and details with upper-case letters. Students may observe the teacher using a *graphic organizer* ([view literacy strategy descriptions](#)) such as the Cluster Web Organizer BLM to create an outline to provide a visual connection between the two activities. The teacher will explain and demonstrate how programs such as *Inspiration*[®] can change webs and maps to outlines. Students should also be aware that some word processing programs have bullets and Roman numerals that easily help create outlines when publishing an outline form. The teacher will model how to use key words or short phrases as subheadings for simple outlines (e.g., *Habitats*, *What Animals Eat*, *Interesting Body Parts*). Students will review and apply basic reasoning skills, such as identifying between fact and opinion and skimming and scanning texts to locate specific information. The class should choose a topic and skim and scan to create a simple outline together. Students should check the sequence of their subheadings prior to completing outlines with specific information.

Activity 10: Read On (GLEs: 11, 13, 17b, 17c, 21a, 21b, 21d, 21e)

Materials List: collection of literature, note-taking form as in Activity 5

The teacher provides a collection of literature with engaging topics and models techniques that show students how to raise questions, predict, read, confirm, skim, scan, and distinguish fact from opinion. Mini-lessons may be used to review skills such as skimming, scanning, and distinguishing between fact and opinion. Students have an

opportunity to examine a topic of greater depth and complexity as they apply prior knowledge and read silently at the independent level. Students will be provided with a note-taking form similar to the form used in Activity 5 to record a list of information. *Refer to the list in Activity 5 for possible items to include in student notes.*

Activity 11: Putting It All Together (GLEs: 22a, 22b, 22c, 22d, 23, 24a, 24b, 24c, 24d, 24e, 24f, 27b, 28, 32e, 32f, 36, 47, 49, 50, 51)

Materials List: paper, pencil, pre-selected topic list, outline, resources, computers/ lab access, Sample Bibliographic Information BLM, Simple Outline Form BLM, Peer Editing Checklist BLM

Using an outline of research information on a form such as the Sample Outline Form BLM, students will write a multi-paragraph report. They will use steps of the writing process--selecting a topic, prewriting, drafting, peer editing and revision, and creating a final draft for publication. Students will use the Peer Editing Checklist BLM to keep track of edits and comments they make on peer reports. They will incorporate rich vocabulary and information using a variety of resources, including online and print dictionaries, spell checkers, thesauruses, writer's notebook (Unit 3), etc., to write on a selected topic.

Content area subjects and nonfiction topics will provide motivation as students explore genuine areas of interest. Ideas for study are abundant, some of which may include science topics, such as reptiles, bones, ocean life, electricity, or the moon. Social studies topics including eras of history, Louisiana studies, and famous people may also spark an interest for students. Student reports will incorporate the use of standard English (capitalization rules, correct usage of adverbs and all parts of speech, and correct pronoun usage--first, second, third person) and students will write to a class-generated rubric. Modeling and samples will be provided by the teacher to present and demonstrate correct format for simple bibliographic source citation on the Sample Bibliographic Information BLM. Bibliographic samples may be available from Unit 2 in student writer's notebooks. Add to the samples after reviewing bibliographic resources and the process for developing a bibliography in depth.

Bibliographic Resource Sites

- <http://elementary.oslis.org/resources/cm>

Activity 12: What You Think Counts (GLEs: 37, 39a, 40a, 40b, 41, 43, 46)

Materials List: Sample Persuasive Letter BLM; speech or editorial; paper; pencil; computers or access to lab; art supplies, etc. for props; Letter Writing Rubric BLM, (See Unit 3); Presentation Rubric BLM (See Unit 3)

As a culmination of discussions on a particular topic or theme, students take a position (e.g., persuade others to use a favorite toothpaste, buy a favorite cereal or game, etc.). Students can also *brainstorm* ([view literacy strategy descriptions](#)) with a partner using a concept map as a *graphic organizer* ([view literacy strategy descriptions](#)) to record their thoughts on a more rigorous topic of their own. Teachers and students may choose to write a persuasive letter to a real person or company and address envelopes for the letters to be mailed. The Sample Persuasive Letter BLM (See Unit 3) may be used as a guide. Teachers will need to review the skills of using return and mailing addresses and provide an opportunity for students to practice prior to addressing their real envelopes. The authentic writing activity will give them ownership of the assignment. With assistance from the teacher, the students construct a class rubric outlining the elements of persuasive writing or use the Letter Writing Rubric BLM. Students then write a persuasive letter, speech, or editorial with a central idea for others to identify with their point of view. Persuasive writings will be shared by the student authors in an oral presentation. Students will be required to include some form of prop to help illustrate the persuasion. Suggested props for oral presentations include:

- posters
- photos and/or drawings
- product or item the audience is being persuaded to use

Activity 13: Different Ways of Looking at It (GLEs: 07, 13, 18, 19, 20, 21e, 47)

Materials List: selections from various authors with different perspectives on a topic or theme

Students now have a common language to examine various authors and their perspectives on a topic or theme. They can read and discuss an issue, problem, or source of genuine doubt using several viewpoints. For example, “What is pollution?” can be examined from the viewpoint of factory workers and owners who make a living in a smoke-emitting factory or from the viewpoint of the surrounding community members who breathe in the air pollution. Students will read selections provided by the teacher and cite the evidence the author uses to persuade others to see varying points of view.

Students will benefit from using an authentic writing activity such as *RAFT Writing* ([view literacy strategy descriptions](#)). Students will project themselves into the unique roles and complete a persuasive writing depicting their personal viewpoint from the role they have chosen as their focus. Once *RAFTs* are completed, allow students to share them with a partner or the class. Students should listen for accuracy and logic in each others’ *RAFTs*.

- R-** Role (role of a factory worker)
- A-** Audience (to whom the *RAFT* is being written - factory owners, townspeople, local government, surrounding communities)
- F-** Form (the form the writing will take, as in a persuasive writing, song, letter, etc. – persuasive writing)
- T-** Topic (the subject focus of the writing - Feelings about smoke-emitting factories and the air pollution we breathe)

Sample Assessments

General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities, and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

General Assessments

- Teachers will observe student progress and use a skills checklist and anecdotal records to determine and record student understanding and completion of activities.
- Students will read silently and aloud informational articles and complete graphic organizers to collect information for report writing.
- Students will participate with rubric development and be assessed using the rubrics.
- Teachers will observe student progress in choosing appropriate independent reading material (95% known accuracy) for various purposes.

Activity-Specific Assessments

- Activity 6: Students complete *graphic organizers* ([view literacy strategy descriptions](#)) to distinguish between fact and opinion. Students make predictions and complete a *KWL* (Know, Want to know, Learn) chart as they read and take notes to record their ideas about the author's viewpoint to share with the class.
- Activity 7: Students will type in key words on computer search programs like *Google*®, *Ask Jeeves Elementary*®, or *DogPile*® to refine a search. They will record information on an outline form using the Simple Outline Form BLM. Students will gather information from web searches and use pull-down menus to choose information they want to include.

- Activity 11: Using a variety of resources to record information in outline form on a selected topic, students will compile and write a multi-paragraph research report. Students will write according to previously determined criteria developed as a class rubric. Reports will be edited using a variety of editing, including peer editing, online and print dictionaries, thesauruses, and spell check. Students will assist one another using the Peer Editing Checklist BLM. A minimum of one Peer Editing Checklist BLM will be submitted by students with rough and final drafts of their reports. Reports will be presented in a published form.
- Activity 12: Students will consider how they feel about a certain topic, such as air pollution from smoke-emitting factories. They will complete a persuasive writing from the point of view of one of the following: a factory worker, owner, local government, or a person living in a surrounding area. A rubric will be provided for students to use as they write and will be used to score the writing activity. Presentations will be assessed using the Presentation Rubric BLM (See Unit 3).

Grade 3
English Language Arts
Unit 5: “Use Your Senses . . .” Through Poetry

Time Frame: Approximately four weeks



Unit Description

Poetry is shared throughout the school year; however, this unit focuses on the study of poetry—its use of sounds and words to create images, convey meaning, and evoke emotions. The unit examines poets’ use of simile, metaphor, idioms, and personification, as well as rhythm and cadence. A variety of poetic forms and the influence of the poets’ life experiences reflected in their writings are presented. Poetry is written, using experiences in life as teachers; through mini-lessons, teachers model and coach students to use figurative language techniques. Vocabulary instruction is ongoing throughout the school year and is relevant to the unit being studied.

Student Understandings

Students differentiate the purposes of poetry and prose. Students understand figurative language and can write examples of various figures of speech. Students read and respond to a variety of poetic forms and collect, memorize, and write poetry. Students recognize how poets use writing techniques to surprise the reader.

Guiding Questions

1. Can students define how poetry differs from prose?
2. Can students explain why poetry is read?
3. Can students identify similes, metaphors, idioms, and personification?
4. Can students describe the images they have in their minds?
5. Can students explain how a poet helps them understand an idea, what is compared in a poem, or how the poet chooses to think about the subject in a new way?
6. Can students describe their moods and feelings when reading or listening to a poem?

Unit 5 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
01.	Decode words using knowledge of base words, root words, and common prefixes and suffixes (ELA-1-E1)
02.	Decode similar words (e.g., <i>supper</i> vs. <i>super</i>) using knowledge of basic syllabication rules (ELA-1-E1)
03.	Identify and explain words with multiple meanings using contextual clues (ELA-1-E1)
04.	Demonstrate knowledge of the meanings of common prefixes and suffixes (ELA-1-E1)
05.	Use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations (ELA-1-E1)
06a.	Determine meanings of unfamiliar words using a variety of strategies, including knowledge of common antonyms, synonyms, homonyms, and homographs (ELA-1-E1)
06b.	Determine meanings of unfamiliar words using a variety of strategies, including use of context clues (ELA-1-E1)
07.	Adjust speed of reading to accomplish a purpose based on text complexity (ELA-1-E3)
08a.	Identify story elements including theme (ELA-1-E4)
09.	Identify literary devices, including idioms and personification (ELA-1-E4)
10.	Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses (ELA-1-E5)
11.	Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses (ELA-1-E6)
13.	Read texts, chapter books, and informational materials silently at independent reading level (ELA-1-E7)
14.	Compare and contrast story elements, including setting, character, and events of two multicultural texts in oral, written, and visual responses (ELA-6-E1)
17c.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences and drawing conclusions about information in texts (ELA-7-E1)
17f.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying main ideas of texts (ELA-7-E1)
18.	Explain chosen solutions to problems in texts (ELA-7-E2)
20.	Explain the author's viewpoint using information from the text (ELA-7-E3)
21c.	Apply basic reasoning skills, including identifying multiple causes and/or effects in texts and life situations (ELA-7-E4)
21d.	Apply basic reasoning skills, including raising questions to obtain clarification and/or direct investigation (ELA-7-E4)
23.	Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose (ELA-2-E2)

24a.	Develop compositions of two or more paragraphs using writing processes such as selecting a topic (ELA-2-E3)
24c.	Develop compositions of two or more paragraphs using writing processes such as drafting (ELA-2-E3)
24d.	Develop compositions of two or more paragraphs using writing processes such as conferencing with teachers (ELA-2-E3)
26.	Use a variety of literary devices, including idioms and personification, in written responses and compositions (ELA-2-E5)
28.	Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs (ELA-3-E1)
29a.	Use standard English punctuation, including commas to separate phrases in a series (ELA-3-E2)
29b.	Use standard English punctuation, including commas to separate parts of addresses (ELA-3-E2)
30.	Capitalize the first word in direct quotations and proper adjectives (e.g., American flag, Mexican food) (ELA-3-E2)
31a.	Write using standard English structure and usage, including avoiding run-on sentences (ELA-3-E3)
31b.	Write using standard English structure and usage, including using verbs in the future tense (ELA-3-E3)
31c.	Write using standard English structure and usage, including making subjects and verbs agree in sentences with simple and compound subjects and predicates (ELA-3-E3)
32d.	Apply knowledge of parts of speech in writing, including identifying and using irregular plural nouns correctly (ELA-3-E4)
33a.	Spell grade-appropriate words, including multisyllabic words made up of both base words and roots and common prefixes and suffixes (ELA-3-E5)
33b.	Spell grade-appropriate words, including compound words (ELA-3-E5)
33c.	Spell grade-appropriate words, including common homophones (ELA-3-E5)
34.	Follow common spelling generalizations, including <i>qu</i> , consonant doubling, and changing <i>-y</i> to <i>-i</i> (ELA-3-E5)
35.	Alphabetize to the third letter (ELA-3-E5)
36.	Use a variety of resources, including online and print dictionaries and spell checkers to check spelling (ELA-3-E5)
37.	Use clear diction and tone and adjust volume and tempo to stress important ideas when speaking (ELA-4-E1)
38.	Give and follow precise directions and instructions (ELA-4-E2)
40a.	Give rehearsed oral presentations that include expression of an opinion about a text, topic, or idea (ELA-4-E4)
42a.	Use active listening strategies, including asking questions and responding to ideas/opinions (ELA-4-E5)
42b.	Use active listening strategies, including giving oral responses, such as explanations of written and/or spoken texts (ELA-4-E5)
44.	Assume the role of discussion leader, contributor, and active listener (ELA-4-E7)

45a.	Locate information using organizational features of a variety of resources, including electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features (ELA-5-E1)
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Sample Activities

The following four activities will preface each unit of the third grade ELA *Comprehensive Curriculum*. They are designed to establish routine and to promote reading and writing literacy.

Activity 1: Drop Everything and Read! (D.E.A.R.) (Ongoing) (GLEs: 07, 13)

Materials List: a wide variety of trade books, non-fiction, classroom sets, and chapter books at various reading levels, student library books, poetry

D.E.A.R. is a designated time reserved in the classroom schedule for both students and their teachers to "drop everything and read." It supplements the standard reading program by encouraging students to read independently. D.E.A.R. time provides an opportunity for students to read according to a variety of student interests and their abilities. D.E.A.R. should not take the place of regular guided reading instruction. Students may "listen" to the cadence, rhythm, and rhyme in the poetry selections read during silent reading time. Originals and copies of student works may be available for students to read throughout the poetry unit.

Activity 2: Daily Edits (Ongoing) (GLEs: 04, 06a, 09, 29a, 29b, 30, 31a, 31c)

Materials List: list of sample incorrect sentences, run-on sentences, overhead projector, transparencies, board or sentence strips (optional), poetry selections

Building a foundation for Standard English usage is critical for student success in writing. Teachers will provide opportunities for students to examine sentences and determine capitalization, punctuation, usage, grammar, and run-on mistakes. Mini-lessons will create opportunities for students to master punctuation, capitalization, usage and grammar rules and further apply the rules when writing complete sentences. Time may be allowed for guided practice and for follow-up with independent practice using similar sentences.

Different types of poetry including a variety of literary devices may be used as reinforcement during daily edits. Include samples of alliteration, similes, metaphors, idioms, personification, etc. Students may practice recitation as daily edits are completed each day. *Poetry for Kids* is a helpful website that may be adapted by teachers for students to edit: <http://www.poetry4kids.com/>

Activity 3: Writing Journal (Ongoing) (GLEs: 24a, 26, 31a, 31b, 31c)

Materials List: journal, pencil

Students will make daily entries in their writer's notebook. A special section may serve as a writing journal. Teachers will allow students to make monthly, six weeks, or nine weeks section covers for each section of the journal. Journals may also be sectioned by themes corresponding to units in the comprehensive curriculum. Variations will make writing journals unique to each classroom while accomplishing the goal of daily writing. Ideas for journal writing include journal prompts related to holiday themes, friendly letters, free writes, diary entries, and many more. During the poetry unit, journals may be used as a *learning log* ([view literacy strategy descriptions](#)) to record student thoughts and reflections about the large variety of poetry shown to them. Students will be encouraged to use literary devices in their own responses and reflections, including idioms and personifications.

Activity 4: Vocabulary Activities (Ongoing) (GLEs: 05, 35)

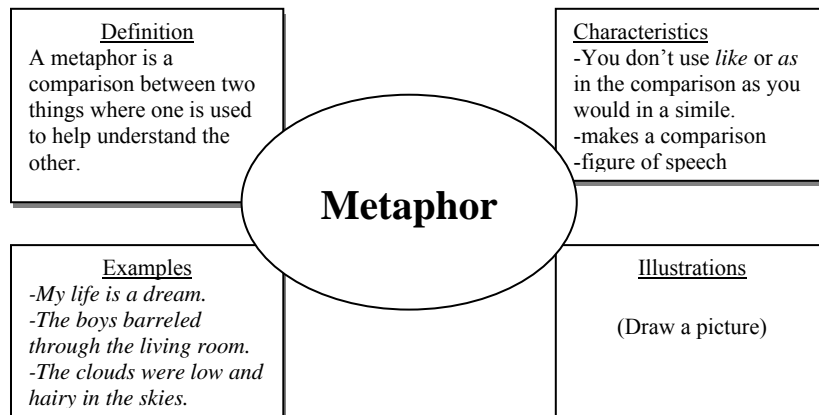
Materials List: paper, vocabulary list, vocabulary chart, dictionary, thesaurus, reference software

Teachers will involve students with vocabulary activities to allow them opportunities to practice skills and to reinforce new lists of words. Using context clues to expand and develop vocabulary will be an added tool to help students understand text and aid in reading comprehension.

Game Suggestion: Literary Device Vocabulary Cards

Activity: Students will create *vocabulary cards* ([view literacy strategy descriptions](#)) for each literary device and other related poetry terms during the poetry unit. Cards may be stored in plastic bags. Students may practice putting cards in alphabetical order as well. Students may use a dictionary, thesaurus, or reference software to help complete the vocabulary cards. Periodically, allow students to work with a partner to quiz each other over the contents of their cards in preparation for tests and other class activities.

Vocabulary Card Sample



Activity 5: Inviting Poetry into the Classroom (GLEs: 06b, 07, 09)

Materials List: selection of poetry, poems on tape or CD, paper, pencil, teacher's favorite nursery rhyme or poem, writer's notebook

Students begin to develop an ear for poetry as the teacher introduces the poetry unit by reading several poems to provide awareness of poetry in everyday life. Students describe what poetry is through an informal discussion. Students should mention the word *rhyme* during discussion and recite nursery rhymes they were fond of when they were younger. Students are provided a variety of forms of poetry to read and recite for interpretation. Using audio CD's or tapes, the teacher plays exemplary models of poetry read aloud. Students should discuss unfamiliar words heard during poetry read-alouds and the process they used to determine meaning. Teachers will use mini-lessons to review the following: using context clues to gain meaning of unfamiliar words; understanding literary devices, such as idioms and personification; and adjusting speed of reading based on the complexity and rhythm of poetry. A *learning log* ([view literacy strategy descriptions](#)) will help students keep the different types of poetry and all the literary devices in an organized format. Students may keep their thoughts about definitions, pictures, and samples in their logs. Poetry samples and guidelines for each type of poetry may be included in writer's notebooks. Throughout the unit, students will read various poems from authors of different cultures and discuss how life experiences influence the writing.

Students create a three-column chart with the following or similar headings to use for various poems of study:

- what the poem is about
- what is compared in the poem
- how ideas are alike in different poems

Students will use the charts as a prewriting tool to begin writing poetry.

Activity 6: Poetry Theater (GLEs: 11, 37, 40a, 45a)

Materials List: anthologies; multicultural poems; access to computers, classroom or school library; writer's notebooks; paper and pencil; optional- simple props for poetry performances

Students search a variety of resources, including anthologies, technology resources, and the library, to find a poem of interest. This poem is copied and placed in the writer's notebook with a few sentences telling why the poem is interesting. Students should be encouraged to post their selected poems on the bulletin board along with illustrations they create. The class discusses the themes of the poems and how they relate to the personal experiences of the students. Multicultural poetry may be introduced and shared as students discuss and identify regions of the world represented in the poems and commonalities among them. A brief discussion about drama and its place in literature in relation to poetry will take place to lead into performance.

Once students have chosen favorites, poetry performance will be introduced. The teacher can model how to act out a poem and choose poetry scripts for students to act. Students will perfect performances during the unit as they consider various aspects of poetry, such as audience, setting, author's perspective, speaker, and the emotions evoked. Some helpful sites containing poetry that lends itself to "theater" are listed below:

- <http://gigglepoetry.com/poetryfun/performpoetry.html>
- <http://gigglepoetry.com/poetrytheater.aspx>
- <http://www.poetryteachers.com/poetrytheater/theater.html>

Activity 7: Types of Poetry (GLEs: 09, 23)

Materials List: poetry selection, paper, pencil, art supplies

The teacher gathers and shares many styles of poetry with students in the form of read-alouds from a variety of titles. A resource list may be found at the end of the unit. Students will listen for the beat or meter found in the poems. Students will identify characteristics of other types of poetry, such as limericks, haiku, and cinquains, and poems with less specific rhyming rules, like shape poems. Teachers conduct mini-lessons to do the following:

- review rhyming words that stimulate creativity and motivate students to write poetry;
- identify literary devices, including idioms and personification, while listening to poetry read-alouds;
- *brainstorm* ([view literacy strategy descriptions](#)) a person, place, or thing (noun) to write about and ideas related to that object.

The teacher will guide students to compose a verse poem. Students will prewrite to create lists of rhyming words. Then students will put their creativity to work with partners to write a verse poem. Students will follow the writing process to edit, revise,

and complete final drafts of poems. Verse poetry may be published, illustrated, and shared with classmates or placed on a bulletin board. Samples of poetry types may be found on the following websites:

- <http://poetry4kids.com/>
- <http://www.night.net/tucker/>
- <http://falcon.jmu.edu/~ramseyil/poechild.htm>
- <http://www.canteach.ca/elementary/songspoems.html>

A *word grid* ([view literacy strategy descriptions](#)) may be used to help students compare and contrast the many types of poetry. Directions will be given by the teacher to remind students how to use a *word grid*. Teachers may create a *word grid* similar to the example below:

Word Grid Sample

Poetry Types	Follows a specific pattern	Syllabic verse	Written in stanzas	Rhythm/beat	Written in a simple shape	About a specific topic	Written about things in nature	Creative	Nonfiction	Factual	Japanese
Yes= + No= -											
Verse											
Shape											
Cinquain											
Haiku											

Once the grid is completed, allow time for students to review the information about types of poetry with a partner. This will help reinforce their understanding and improve recall.

Teacher Note: The use of a rhyming dictionary would be a helpful resource to use for this activity.

Activity 8: Shape Poems (GLEs: 01, 05, 06a, 11, 23, 33a, 33b, 33c, 34, 38)

Materials List: shape poems, wide black markers, paper, dictionaries, thesauruses, simple shape stencils, tape or paper clips, writer's notebook

The teacher shows samples of shape poems and walks students through the steps of writing one or more together. Students determine the unique characteristics and qualities common to all shape poems. The teacher lead students to see that all shape poems are made of a group of words arranged in the shape of the poem's topic, and the words do not rhyme. Mini-lessons will promote understanding and the use of synonyms and compound words, and they will draw attention to word parts, such as prefixes and suffixes. The teacher can bring attention to common spelling generalizations; including *qu*, consonant doubling, and changing *-y* to *-i* at this point and can require students to use dictionaries and thesauruses to edit poems. Students will think of some of their favorite things, such as a basketball, a banana, a bicycle, or other favorites that are simple to draw and write about. The teacher may choose to integrate other subjects with language arts

and have students review what they have learned in social studies, science, or physical education, and use that topic for their shape poems. The students will *brainstorm* ([view literacy strategy descriptions](#)) to develop key questions about their topic and will compile a list of words to use in their shape poems. For instance, if students have recently studied turtles in science, they may develop the following key questions:

- What are some of the body parts we have studied about turtles? (What other topics would make a good poem? *Brainstorm* and list all ideas on the board.)
- Using the list students have developed, which ideas should we choose for the topic of our class shape poem? What would we like to write about? Should we choose only one body part, and if so, which should we choose? (Circle the selected word or topic they choose to use.)
- What does a turtle's shell look like? What are some words that describe the turtle's shell?
- What are some describing words (adjectives) and action words (verbs) you think of when you think of a turtle's shell? Are there other words you think of when you see a turtle's shell?

The teacher guides students through the entire process of completing a shape poem by drawing a simple shape to fill at least half of a regular sheet of paper with little or no detail. Trace the shape with a wide black marker. Lay a second sheet of paper on top of the simple drawing and secure with tape or paper clip. Allow time for students to look at the outline of the shape that shows through the top sheet. The outline will show students where to write the describing words (adjectives) and action words (verbs). Students will help the teacher select words to use in the poem. The teacher will direct attention to commas that separate words and phrases around the perimeter. The teacher will remind students to include enough words to go around their shape, including only the best ones. Some words will not be used. Once the class shape poem is complete, teachers will monitor students as they follow the steps listed on the board to complete shape poems of their own. A rubric will be given to students prior to the assignment. Hold mini-conferences, if necessary, for students who need assistance. Students may move through the writing process by getting feedback and revisions from a partner before completing the final drafts. Students share poems with partners. Struggling students may be given a stencil or pre-drawn picture to use as a stencil. Finished products may be displayed on a bulletin board or in the classroom, and copies may be kept in their writer's notebooks.

Activity 9: Recognize Literary Devices (GLEs: 09, 10, 11, 18)

Materials List: student work samples, paper, pencil, teacher-selected poetry, writer's notebook

Students refer, in their writer's notebook, to poets who link one subject with another in ways that help the reader compare them. Teachers model use of metaphors (i.e., words or phrases denoting an object or idea used in place of another as an implied comparison of unlike things); similes (i.e., expressed comparisons using *like* or *as*); idioms (i.e., groups

of words with special meanings that paint a mental picture for the reader and cannot be immediately understood by analyzing their literal meaning); and personification (i.e., when the poet gives human characteristics to objects or concepts). Teachers provide several clear examples for each type of figurative language being studied, such as:

- metaphors
 - *The class is a three-ring circus.*
 - *The giant's steps were thunder.*
 - *The bar of soap was a slippery eel.*
- similes
 - *She was as nervous as a cat.*
 - *They were like two peas in a pod.*
 - *His feet were as big as boats.*
 - *The cat's eyes were as black as soot.*
- idioms
 - *The cat has your tongue.*
 - *That's just what the doctor ordered.*
 - *I'm going bananas.*
 - *I feel like a million bucks.*
 - *The athlete was on pins and needles.*
- personification
 - *The tropical storm slept for two days.*
 - *The cloud scattered rain throughout the city.*
 - *The cow jumped over the moon.*

They allow students to recognize and identify these literary devices in the samples from the panel discussion or from those posted on the class bulletin board. Students are given a copy of examples to include in their writer's notebook. They will identify use of the metaphors, similes, idioms, and personification and determine whether the literary devices help create images. Students will apply their understanding of metaphor, simile, idiom, and personification by finding other poems with these types of language.

Activity 10: What Does This Mean? (GLEs: 08a, 17c, 17f)

Materials List: Poetry Chart BLM, poetry selection

Students experience poetry and how it makes them feel. Students read several well-known works, either as a class or in guided-reading groups. Students reread to make inferences, draw conclusions, and identify the main ideas of the poems while discussing the following questions:

- What is the main idea of the poem?
- Does the poem carry a specific theme?
- What are some key words or phrases in this poem?
- What feelings do you have when reading this poem?
- What ideas does this poem make the reader consider?

- Does the poet make a comparison?
- Which words does the poet use to make comparisons?
- What questions do I have now?

Students record their responses on the Poetry Chart BLM.

Activity 11: Feel The Beat (GLEs: 37, 38)

Materials List: selected poetry, tape recorders, board/overhead projector, poster/transparency

Students watch and listen as the teacher displays a poem on the board, using a poster or overhead projector. Students hear the rhythm of the poem as the teacher reads, models, and emphasizes each beat (e.g., patterns of the rhyming scheme like AABB, AABAAB, etc.). They listen and follow patterns of the rhyme. Students join in on a poem pattern while tapping out the beat. Subsequent poems may be used to model rhythm in whole group, in small group, and with partners. Students remind each other to listen to and follow patterns while adjusting volume and tempo to stress parts of poems.

Activity 12: Panel Experts (GLEs: 20, 21c, 21d, 40a, 42a, 42b, 44)

Materials List: poetry selection, copies of chosen selections for students, various props (hats, ties, glasses, etc.), writer's notebooks

Students choose a poem and become an expert about it. To provide an opportunity for them to showcase their knowledge and to ensure skill reinforcement, they will play a game. *Professor know-it-all* ([view literacy strategy descriptions](#)) is an appropriate strategy and fun way for students to show what they know. Students will be divided into groups of three or four according to the poem they choose and given time to read and discuss all aspects of their poems. Students may record important details as they go. Groups are asked to generate 3-5 questions about their style of poetry that they anticipate being asked and that they can ask other expert panelists. Students will be chosen randomly to be the “experts” and to provide answers to questions from their peers. To add to the novelty of the strategy, teachers may keep props on hand, such as ties, graduation caps and gowns, lab coats, clip boards, glasses, or other symbols of professional expertise for students to wear when it is their turn to be know-it-alls. Students will guide discussion, using the questions in the previous activity (or questions they formulate). In addition to being a panel expert, students will become recitation leaders and instructors by working either individually or in pairs to recite the poem. The expectation is to use appropriate intonation and expression while reading aloud. Students may wish to tap out the beat of the poem while directing their classmates to follow. Once the students become proficient in their selection, they lead a shared inquiry to read the poem, interpret it, and evaluate the poet's purpose. The class refers to the examples displayed and records notes in a section of individual writer's notebooks dedicated to

poetry. They will each receive a copy of the poem and make notations during the panel discussion, referring to their questions. Students will actively participate, supporting their thinking, citing from the text, and using reasoning. Both panel expert strategies in this activity, *professor know-it-all* and recitation leader/instructor, will reinforce material students have learned about poetry and give them the responsibility to redeliver it to their peers.

Activity 13: “Figurative or Literal?”—You Tell (GLEs: 09, 11, 14)

Materials List: object to personify (pencil sharpener, plant, pencil, etc.), paper, pencil, art supplies, poetry with examples of both figurative and literal language

With practice, students develop an understanding of figurative language to form the concept of abstract comparison. Teachers help students by providing examples of one line or stanza from a selected poem that uses metaphor or figurative comparisons in contrast to literal comparisons. For example:

- “The wind was a whisper” is a metaphor or a figurative comparison.
- “The river looked like a waterfall” is a literal comparison.

Students take the activity a step further to create a personified object (e.g., pencil sharpener, animal or pet, toy, hamburger), illustrate, and write a narrative involving what the created object is doing, feeling, thinking, etc. In contrast, students can explain how the drawings and descriptions could have been drawn and written more literally. This strategy promotes inferential comprehension and encourages the use of literary devices.

Activity 14: Create a Chart and Build Vocabulary (GLEs: 01, 02, 03, 04, 05, 06a, 09)

Materials List: reference materials, selection of poems on same topic, vocabulary games, board, vocabulary cards from Activity 4

Students and teachers collect and read poems on the same topic, such as nature, seasons, etc. A list is created by the students and added to during the reading of the poems, including unknown or seldom used vocabulary. Students use context clues to help determine the meaning of the vocabulary; refer to other reference aids such as dictionaries, thesauruses, and synonym finders; then decode similar words based on syllabication rules, base- and root-word knowledge, and common prefix and suffix meanings. Students may play a game (e.g., vocabulary baseball, jeopardy) to help memorize and build vocabulary. Through vocabulary building activities, student knowledge and word usage will increase and be applied to the writing and understanding of poetry. *Vocabulary cards* ([view literacy strategy descriptions](#)) from Activity 4 will be used as a review of terms in preparation for games.

While continuing to build vocabulary through oral readings of poems, students will also construct a chart on the board with three headings: the topic of this poem, what is

compared in this poem, and how this poem is like others. Students highlight these three elements in the different poems they read. They decide whether the images created in their minds while reading different poems are similar and whether some are more effective than others. These decisions help students resolve questions about meaning, use reasoning skills, use and apply vocabulary knowledge, and learn how to create metaphors more effectively in their own writing.

Activity 15: A Collection (GLEs: 23, 24a, 24c, 24d)

Materials List: writer's notebook, pencil, paper

Students observe and think about topics they have knowledge about and interest in pursuing. As students follow along and keep daily entries of their everyday observations of topics, concepts, and ideas (e.g., nature, animals, sports, special events) or themes (e.g., change, patterns, cycles, structures, hope, faith, courage, etc.), the teacher models and encourages students by thinking aloud. Students write daily entries in their writer's notebooks and conference with the teacher about their ideas, creating a collection or a working portfolio of ideas about different topics.

Activity 16: Time to Publish (GLEs: 28, 32d, 33a, 33b, 33c, 34, 36)

Materials List: computers, writer's notebook, reference materials, pencil, paper, art supplies, Poetry Writing Rubric BLM

Students are each given a copy of the Poetry Writing Rubric BLM to be used for peer and teacher conferencing about their poems. They use their *graphic organizers* ([view literacy strategy descriptions](#)) and sensory descriptions to write poems and as discussion points in the conference. Students make notations about what to revise on their draft. They make changes on the drafts and edit for conventions (sentence or phrase formation, standard usage, irregular plural nouns, multi-syllabic words and word parts, compound words, spelling generalizations, and mechanics). Students choose to write final drafts legibly in cursive or print or to enter their print drafts in word processing programs, making any final revisions. Finally, they read their work to the class. The class listens, has a copy as well, and demonstrates their interpretations through a discussion of what the topic is, what it is being compared to, and how ideas are alike. Students ask, "Does this poem make the reader think about something in a new way?" They create an illustration using a variety of art media (e.g., photograph, drawing, cartoon) to depict imagery conjured in their minds. For added interest, the students can lead the class to tap out the beat or rhythm of their new poems. Final drafts may be Xeroxed and added to the writer's notebook.

Sample Assessments

General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

General Assessments

- Students will be required to participate in panel discussions guided by the teacher.
- Poetry will be scored using class-designed rubrics.
- Students will use *graphic organizers* to plan poems and will be required to share completed poetry. New poetry pieces will be added to writer's notebooks.
- Teachers will record the use of skills in the form of anecdotal records to keep track of student progress.

Activity-Specific Assessments

- Activity 8: Students compose shape poems and share them with the class. A rubric will be presented to students prior to the assignment and used to score the completed shape poem.
- Activity 10: Students create charts for a specific poem to answer a list of questions.
- Activity 11: Students participate and tap out the beat of a poem as the teacher points to the words. The students count the beats per line and record the information in their writer's notebooks for future reference. Students' abilities to follow the explicit directions of tapping out the beat and noting beats per line will be observed.
- Activity 14: Students are assessed on vocabulary from the poetry unit after using words during the unit and reviewing a teacher-created list. Opportunities for studying vocabulary cards in pairs, small groups, and classroom games will be given to students throughout the unit. To bridge vocabulary usage into student writing, students create a three-column chart with the following or similar headings:
 - what the poem is about
 - what is compared in the poem
 - how ideas are alike in different poems

Information gathered in the charts will help students write poetry using more literary devices, including metaphors, of their own. Students will use the chart as a prewriting tool to begin writing poetry.

- Activity 16: Students will co-construct rubrics with the teacher using the Poetry Writing Rubric sample as a guide. Rubrics will be used to guide student writing of poems and in the scoring of final drafts.

Resource List

- Kennedy, X.J., *Knock at a Star: A Child's Introduction to Poetry*
- Kennedy, X.J., *Talking Like the Rain*
- Kennedy, X.J., *Make Things Fly: Poems About the Wind.*
- Prelutsky, Jack, *The Beauty of the Beast: Poems from the Animal Kingdom*
- Silverstein, Shel, *Where the Sidewalk Ends*
- Silverstein, Shel, *A Light in the Attic*
- Silverstein, Shel, *Falling Up*

Grade 3
English Language Arts
Unit 6: Reading and Writing Nonfiction Texts

Time Frame: Approximately three weeks



Unit Description

This unit focus is on reading and writing informational texts. Purposes are set for reading to seek information, to make connections, and to understand the world and new concepts better. Text structures are examined for reading and writing, including description, a collection of descriptions, comparing/contrasting, problem-solution, and cause and effect text. Informational texts are read to examine the intent of the writers, such as to inform, explain, describe, or persuade. The teacher uses explicit modeling, coaching, and application of instructional techniques designed to develop comprehension at literal, interpretative, and evaluative levels of questioning. Learning to pose questions and respond both orally and in writing to informational texts is an integral part of this unit. Vocabulary instruction is ongoing throughout the school year and is relevant to the unit being studied.

Student Understandings

Students are encouraged to read compelling, engaging models of informational texts as active, curious learners. Instruction is presented as an inquiry into an issue or a problem worth investigating, allowing students to make real-life connections. Student-constructed rubrics will be used to define clear expectations prior to writing and as a tool to guide reflection and improve future writings.

Guiding Questions

1. Can students identify informational text?
2. Can students explain the purposes for reading informational text?
3. Can students explain how informational text is organized?
4. Can students distinguish between literal, interpretive, and evaluative questions?
5. Can students explain how a text exhibits integrity, accuracy, and authenticity?
6. Can students describe an author's style and language in an informational text?
7. Can students articulate why they prefer and select one book over another?

Unit 6 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
04.	Demonstrate knowledge of the meanings of common prefixes and suffixes (ELA-1-E1)
05.	Use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations (ELA-1-E1)
07.	Adjust speed of reading to accomplish a purpose based on text complexity (ELA-1-E3)
08a.	Identify story elements including theme (ELA-1-E4)
09.	Identify literary devices, including idioms and personification (ELA-1-E4)
10.	Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses (ELA-1-E5)
11.	Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses (ELA-1-E6)
13.	Read texts, chapter books, and informational materials silently at independent reading level (ELA-1-E7)
17a.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including sequencing events (ELA-7-E1)
17b.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making predictions using information from texts (ELA-7-E1)
17c.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences and drawing conclusions about information in texts (ELA-7-E1)
17f.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying main ideas of texts (ELA-7-E1)
19.	Identify an author's purpose for writing, including persuading, entertaining, and informing (ELA-7-E3)
20.	Explain the author's viewpoint using information from the text (ELA-7-E3)
23.	Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose (ELA-2-E2)
24a.	Develop compositions of two or more paragraphs using writing processes such as selecting a topic (ELA-2-E3)
24b.	Develop compositions of two or more paragraphs using writing processes such as prewriting using strategies such as brainstorming, locating information, and generating graphic organizers (ELA-2-E3)
24c.	Develop compositions of two or more paragraphs using writing processes such as drafting (ELA-2-E3)
24d.	Develop compositions of two or more paragraphs using writing processes such as conferencing with teachers (ELA-2-E3)
24e.	Develop compositions of two or more paragraphs using writing processes such as revising and proofreading (ELA-2-E3)

25.	Develop organized one- and two-paragraph compositions using description and narration (ELA-2-E4)
26.	Use a variety of literary devices, including idioms and personification, in written responses and compositions (ELA-2-E5)
27b.	Write for various purposes, including book reports and informational compositions that include main ideas and significant details from the text (ELA-2-E6)
28.	Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs (ELA-3-E1)
29a.	Use standard English punctuation, including commas to separate phrases in a series (ELA-3-E2)
29b.	Use standard English punctuation, including commas to separate parts of addresses (ELA-3-E2)
30.	Capitalize the first word in direct quotations and proper adjectives (e.g., American flag, Mexican food) (ELA-3-E2)
31a.	Write using standard English structure and usage, including avoiding run-on sentences (ELA-3-E3)
31b.	Write using standard English structure and usage, including using verbs in the future tense (ELA-3-E3)
31c.	Write using standard English structure and usage, including making subjects and verbs agree in sentences with simple and compound subjects and predicates (ELA-3-E3)
35.	Alphabetize to the third letter (ELA-3-E5)
40a.	Give rehearsed oral presentations that include expression of an opinion about a text, topic, or idea (ELA-4-E4)
41.	Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts) (ELA-4-E4)
42a.	Use active listening strategies, including asking questions and responding to ideas/opinions (ELA-4-E5)
43.	Compare ideas and points of view from a wide variety of media, including television, video, music, the Web, charts, and print materials (ELA-4-E6)
49.	Complete simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3)

Sample Activities

The following four activities will preface each unit of the third grade ELA *Comprehensive Curriculum*. They are designed to establish routine and to promote reading and writing literacy.

Activity 1: Drop Everything and Read! (Ongoing) (D.E.A.R.) (GLEs: 07, 13)

Materials List: a wide variety of trade books, nonfiction selections, classroom sets, and chapter books at various reading levels, student library books

D.E.A.R. is a designated time reserved in the classroom schedule for both students and their teachers to "drop everything and read." It supplements the standard reading program by encouraging students to read independently. D.E.A.R. time provides an opportunity for students to read according to a variety of student interests and their abilities. D.E.A.R. should not take the place of regular guided reading instruction. Provide a wide selection of nonfiction materials for students to read, including newspapers, magazines, letters, nonfiction books, *Weekly Reader*, brochures, post cards, Internet, encyclopedias, etc. Refer to the "Nonfiction Resource List" at the end of the unit.

Activity 2: Daily Edits (Ongoing) (GLEs: 04, 09, 29a, 29b, 30, 31a, 31c)

Materials List: list of sample incorrect sentences, run-on sentences, overhead projector, transparencies, board or sentence strips (optional)

Building a foundation for Standard English usage is critical for student success in writing. Teachers will provide opportunities for students to examine sentences and determine capitalization, punctuation, usage, grammar and run-on mistakes. Mini-lessons will create opportunities for students to master punctuation, capitalization, usage and grammar rules and further apply the rules when writing complete sentences. Since children innately have a strong interest in information text, nonfiction resources may encourage additional motivation for daily edits during this unit. Time may be allowed for guided practice and for follow-up with independent practice using similar sentences.

Examples of Daily Edits Using Nonfiction Text

Incorrect sentence: polar bears have white furr and sharp clause said jack

Edited text: "Polar bears have white fur and sharp claws," said Jack.

Incorrect sentence: during Winter months monarch butterflys fly south

Edited text: During winter months, monarch butterflies fly south.

Activity 3: Writing Journal (Ongoing) (GLEs: 24a, 26, 31a, 31b, 31c)

Materials List: journal, pencil

Students will make daily entries in their writer's notebook. A special section may serve as a writing journal. Teachers will allow students to make monthly, six weeks, or nine weeks section covers for each section of the journal. Journals may also be sectioned by themes corresponding to units in the comprehensive curriculum. Variations will make writing journals unique to each classroom while accomplishing the goal of daily writing. Ideas for journal writing include journal prompts related to holiday themes, friendly letters, free writes, diary entries, and content area discussion prompts relative to this unit. During the nonfiction unit, journals may be used as a *learning log* ([view literacy strategy descriptions](#)) to record student thoughts and reflections about nonfiction and informational texts shown to them. In addition, the *learning log* will provide an ongoing record of student understanding of differences between literal, interpretive, and evaluative questions as students experience working with nonfiction text.

Activity 4: Vocabulary Activities (Ongoing) (GLEs: 05, 35)

Materials List: paper, vocabulary list, vocabulary chart, index cards, reference aids

Teachers will involve students with vocabulary activities to provide opportunities to practice skills and to reinforce new lists of words. Through direct and indirect vocabulary studies, students will learn that vocabulary in expository text versus narrative text is generally more difficult. Teachers will provide a mini-lesson to teach students how to use context clues to expand and develop vocabulary. The comprehension strategy, using context clues to determine meaning for words, will help students understand increasingly harder text. To motivate students further, teachers will teach vocabulary using games similar to those suggested. In this unit, students will be taught that nonfiction, or expository text, is written to explain, inform, or persuade the reader. Motivation may occur as students realize and are shown the many sources of nonfiction materials that surround readers daily. Teachers will provide enriching vocabulary instruction to lay a foundation for students to develop as independent readers.

Game Suggestion: Word Pairs

Activity: Students will be asked to find relationships between a pair of words to determine a missing word in a second pair of words. Teachers tell students to read the first word pair and determine the relationship between the two words. They will then choose the vocabulary word that best completes the second set of words. Reference aids may be used to help students with the vocabulary activity.

Examples

Inside is to **inner** as **outside** is to _____.

Inside is to **outside** as **inner** is to _____.

Science is to **scientist** as **biology** is to _____.

Game Suggestion: Fact Cards

Activity: Provide a list of vocabulary for students. Have students choose a word or two to use to make a fact card. Students will write the word, draw a picture, and write five quick facts on back of the card.

Example:

(Front of Card)	Back of Card)
<p>Pluto</p> <p>Draw a picture.</p>	<p>Five Quick Facts</p> <ol style="list-style-type: none"> 1. Discovered in 1930. 2. Now listed as a dwarf planet 3. Lost status as a planet. 4. Farthest “planet” from the sun. 5. Has 2 moons

Activity 5: Elements of Nonfiction (GLEs: 07, 11, 13, 17b, 17c)

Materials List: Spider Map Sample BLM, Elements of Nonfiction BLM

Through guided instruction, students will use *graphic organizers* ([view literacy strategy descriptions](#)), such as the Spider Map Sample BLM to identify elements of writing, important ideas, and to determine characteristics of nonfiction texts, such as headings, subheadings, captions, graphics, tables, and conventions of print. A spider map lends itself to organizing related ideas and concepts for reference. Additionally, spider maps and other *graphic organizers* may be designed by the teacher or located at many different websites, including:

<http://www.eduplace.com/graphicorganizer/>
http://www.eduplace.com/kids/hme/k_5/graphorg/
<http://www.writedesigonline.com/organizers/>

Students will connect ideas, events, and information and examine the author’s sources of information. They will reread text independently; apply reading strategies such as context clues, cause/effect, fact/opinion, compare/contrast, and others they have learned to construct meaning before, during, and after reading; and connect what they are currently reading with prior knowledge. Students will gain true understanding of exposition using the Elements of Nonfiction BLM and be able to determine whether or not a text is expository. They will understand the importance of possessing the ability to read and understand a wide variety of nonfiction materials, including but not limited to: trade

books, content area textbooks, newspapers, manuals, letters, contracts, advertisements, Internet, and additional materials. They will learn to record information studied on *graphic organizers*. Students will later use information on *graphic organizers* to distinguish fact from opinion, determine the accuracy of the text, make simple inferences, and draw conclusions about information in texts; and they will decide how the text is made interesting through style, language, the author's point of view, and development of theme.

Activity 6: Structure of Nonfiction Texts (GLEs: 17a, 17c, 17f)

Materials List: several different graphic organizers, writer's notebooks, nonfiction literature, board, chart paper, markers

Teachers model for students how to use a variety of strategies, such as *graphic organizers* ([view literacy strategy descriptions](#)), to record information located in a content area with a particular focus on structure. Student will be exposed to many nonfiction text structures including chronological sequence, comparison/contrast, cause and effect, descriptive, and problem/solution. Additionally, they will learn how to examine key words, as well as how to identify print, graphic aids, organizational aids, and illustrations. Through careful examination of each part of a variety of nonfiction texts, students will learn to observe patterns of text structure. Possessing the ability to determine patterns in nonfiction texts will further help students locate information.

To engage students further in the step-by-step reading process, *DR-TA* ([view literacy strategy descriptions](#)) will be used. *DR-TA* is an instructional approach that invites students to make predictions and then check their predictions during and after the reading. Students should self-monitor as they pause throughout the reading to ask questions and answer them. Once predictions are tested, and questions are answered, new questions and predictions are formulated.

The following scenario is an example of how to use the *DR-TA* literacy strategy.

The teacher has students look at a picture on p. ? and predict what they will be talking about. Students will come up with a list of predictions, and the teacher will record the list on the board. Students will then read the paragraph. The teacher will pose a few questions about the selection and record student answers. The teacher will point out the recorded predictions and ask questions about the paragraph. Continue with the same steps for each paragraph of the selection. Prompt students about what they read while pointing out key vocabulary and concepts for students to think about. Finally, revisit the predictions in each paragraph and ask wrap-up questions such as:

- “Were you correct?”
- “What do you think now?”
- “How have your ideas changed?”

Activity 7: Gathering and Organizing Information in Nonfiction Texts (GLEs: 10, 13, 43, 49)

Materials List: writer's notebooks, sample outlines, Blank Outline Sample Form BLM (See Unit 2)

Students write daily entries in writer's notebooks to record what they learn about informative topics in narrative form. Entries will serve as a resource for students as they begin nonfiction writings of their own. Bibliographic citations should be recorded below each resource for later use. Teachers will refresh students on proper form for bibliographic citations. Facing a blank page is intimidating, so students will begin by *brainstorming* ([view literacy strategy descriptions](#)) their ideas to generate questions. Questions will consist of information they learn about a selected topic (current events, people and places of interest, content area topics), using a variety of sources (e.g., nonfiction texts, Internet, magazines, *Weekly Reader*, brochures, etc.). Students will demonstrate genuine interest and a desire to share when examining text on their selected topic. They continue reading and writing snippets of information and details to gain knowledge of material they have read and to make real-world connections. Mini-lessons to refresh students on how to outline will be helpful as part of this activity. Students can take notes using simple outline forms similar to the Blank Outline Sample Form BLM (See Unit 2) provided by the teacher or self-produced outlines. Outlines will be added to the writer's notebook as starting points for future writings.

Activity 8: Grooming Strategic Readers (GLEs: 08a, 10, 11, 13, 19)

Materials List: teacher copy of *Questioning the Author QtA*, chart paper, markers, expository selection

Grasping significant information in expository text requires a high level of abstract thinking. Students are required to read and understand while making inferences and integrating main ideas with prior knowledge. In relation to the complexity of reading expository text, students will be provided a list of questions for reflection to help them become more engaged, thoughtful, and effective readers of nonfiction texts. Prior to reading, students will think about the following:

- What am I doing before I read?
- Why am I reading this information?
- What do I already know about this topic?

After considering ideas of this nature and recording comments about each question, the students will read the nonfiction text and record ideas about the following questions:

- What am I experiencing while I read--thoughts, feelings, connections?
- What am I doing to establish meaning while I read--prior knowledge, connections to real-life?

Students will continue to think about and record their thoughts when they have finished reading a nonfiction text selection. Some of the ideas they should think about are:

- What did I just learn?
- What were the main ideas?
- What is the next step, and how will I use this information?
- What questions do I have now?

Questioning the Author (QtA) ([view literacy strategy descriptions](#)) can help students create meaning from expository text. Students will demonstrate how they can question the author as they read, using questions like the ones in the sample chart below. Teachers will model a think-aloud with the types of questions students are expected to ask during their reading of expository selections. Students will work with partners while actively engaged in the process and may add questions to the list as they learn the *QtA* process. Students may work in pairs to engage in the *QtA* process together as the teacher monitors and clarifies. Once students are familiar with how to use the *QtA* process, teachers will allow them to work independently and use their notes for reference.

READING PASSAGE SAMPLE:

Winter arrives in Antarctica in March. The continent is in the Southern Hemisphere and has seasons that are opposite those in the North. Nearly all creatures leave except for the Emperor, the only animal that spends the winter on Antarctica's open ice. Emperor penguins are the largest of the 17 species, or kinds, of penguins, and they spend their entire lives on Antarctic ice and in its waters.

Excerpt taken from: *National Geographic Kids*

<http://kids.nationalgeographic.com/Animals/CreatureFeature/Emperor-penguin>.

Questioning the Author	
What is the author trying to say? What is the author's message? What is the author talking about?	<i>The author is talking about Emperor penguins living their entire lives on the Antarctic ice.</i>
That's what the author says, but what does it mean? Why did the author choose this word?	<i>This article means that Emperor penguins live their entire lives without ever leaving the Antarctic ice. The author chose the words that best explain where the Emperor penguins live.</i>
How does that connect with what the author already told us? What information has the author	<i>As the students would continue to read a nonfiction passage, they would pause and question each paragraph to make</i>

added here that connects or fits in with Emperor penguins?	<i>connections and determine the author's purpose and how it relates to their topic of study.</i>
Does that make sense? Did the author state or explain that clearly? Why or why not? What do we need to figure out or find out?	<i>Questions will continue to arise as students get further into the text. Questions may be added or modified as the text is read.</i>
Did the author tell us that? Did the author give us the answer to that?	<i>The process continues.</i>

Activity 9: Writing Conferencing (GLEs: 23, 24a, 24c, 24d, 25, 27b, 30, 31b, 31c)

Materials List: writer's notebooks, paper, pencil

Students will begin the writing process by completing prewriting activities using topics from their writer's notebooks with consideration of their particular audience. Teachers will conduct mini-lessons on using descriptive or sensory details, specific verb and word choice, correct subject-verb agreement, and a variety of sentence structures. Students mentally rehearse their work by conducting a conference with the teacher before the first draft, discussing the important ideas of self-selected topics; deciding what sources they will use, how they plan to write the composition, and why they chose a particular structure. Students will then write entries in their writer's notebooks, using self-selected nonfiction topics. Students experiment with writing descriptive language, striking verbs, and rich vocabulary, etc.

Activity 10: Writing Process (GLEs: 05, 19, 20, 24b, 24e, 28, 29a, 30, 31a, 31b, 31c)

Materials List: paper, dictionaries, thesauruses, Nonfiction Writing Rubric BLM

Student writing becomes more independent. Students consider a writing intent (e.g., narrative, description, exposition, persuasion) with a clear purpose, using an effective structure and sense of audience. *Brainstorming* ([view literacy strategy descriptions](#)) a list of ideas from their real-life experiences will provide a starting point for their nonfiction writing. Once students determine an event they would like to write about, they will organize information to include in the nonfiction piece. Students will conference, revise, edit, and publish, using a variety of sources, including technology, for presentation. Reference materials, such as dictionaries, thesauruses, and synonym finders, will be used to edit. Students begin to write for a variety of audiences and purposes and include

samples of personal writing in their writer's notebooks. Students are guided as they construct a scoring rubric for a two-paragraph composition. The Nonfiction Writing Rubric BLM will include the following grade-appropriate writing conventions and content sections and should be presented to students prior to the assignment:

- legibility using standard margins and appropriate spacing
- commas to separate phrases in a series
- capitalization in direct quotations and proper adjectives
- no run-on sentences
- correct verb usage
- subject and verb agreement
- clear understanding of topic and details
- coverage of material
- organization of information

Activity 11: Present to Others (GLEs: 40a, 41, 42a)

Materials List: Oral Presentation Rubric BLM, appropriate props

Students will participate while the teacher helps them construct a rubric for presentations. The rubric will be first used during peer response; students will be grouped and practice presenting their nonfiction compositions to their groups. Classmates will provide feedback by using the rubric, which should include the following:

- Clear understanding of topic and details
- Coverage of material
- Organization of information
- Clear delivery and presentation

After students have practiced in groups, they will individually present their nonfiction compositions to the class as a whole. The teacher will assess the presentation by using the Oral Presentation Rubric BLM.

Sample Assessments

General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

General Assessments

- Teachers will observe and review student writing topics, brainstorming ideas, and information sources for writing nonfiction texts prior to writing. Teachers will conference with students to provide direction.
- Students will be required to read nonfiction compositions aloud as the audience provides feedback via a rubric.
- Students will contribute nonfiction text compositions to the writers' notebooks.
- Teachers will observe student progress and use a skills checklist and anecdotal records to determine and record student understanding and completion of activities.

Activity-Specific Assessments

- Activity 5: Students identify elements of writing and important details using graphic organizers such as:
 - Information webbing and mapping
 - Simple outlines
 - Organized lists, including key information
 - Brainstormed lists or charts
- Activity 7: Simple outlines will be used to record information the student collects while moving toward a specific topic of study. Students will gather information from more than one source and include bibliographic citations.
- Activity 10: Students will choose from their list of real life experiences and begin writing with a particular intent (e.g., narrative, description, exposition, persuasion), purpose, and for a specific audience. The Nonfiction Writing Rubric BLM should guide student writing and be used to score the final draft.

- Activity 11: As a class, students produce a rubric or use a copy of the Rubric BLM during peer response to provide feedback on an oral presentation.

The rubric should include:

- Clear understanding of topic and details
- Coverage of material
- Organization of information
- Clear delivery and presentation

Nonfiction Resource List

Aardema, Verna.	<i>Why Mosquitoes Buzz in People's Ears</i>
Armstrong, Jennifer.	<i>The American Story: 100 True Tales from American History</i>
Aston, Dianna Hutts.	<i>An Egg Is Quiet</i>
Barretta, Gene.	<i>Now & Ben: The Modern Inventions of Benjamin Franklin</i>
Bridges, Ruby.	<i>Through My Eyes</i>
Cowley, Joy, and Nic Bishop.	<i>Chameleon, Chameleon</i>
DeMoley, Jack.	<i>Bigfoot: A North American Legend</i>
DeMoley, Jack.	<i>Loch Ness Monster: Scotland's Mystery Beast</i>
Freedman, Russell.	<i>Children of the Great Depression.</i>
Jackson, Donna.	<i>ER Vets: Life in an Animal Emergency Room</i>
Markle, Sandra.	<i>Great White Sharks</i>
Shannon, George.	<i>Busy In The Garden</i>
Shone, Rob, Terry Riley, and Geoff Ball.	<i>Triceratops: The Three-Horned Dinosaur</i>
Simon, Seymour.	<i>Storms</i>
Siy, Alexandra, and Dennis Kunkel.	<i>Mosquito Bite</i>
Themmesh, Catherine.	<i>Team Moon: How 400,000 People Landed Apollo 11 on the Moon</i>
Wright-Frierson, Virginia.	<i>A Desert Scrapbook: Dawn to Dusk in the Sonoran Desert</i>

Grade 3
English Language Arts
Unit 7: Who's Who—Autobiographies/Biographies

Time Frame: Approximately four weeks



Unit Description

Reading and writing biography and autobiography are the major focuses of this unit. Interesting people with whom students can identify and from whom they can learn are read about and studied. Perspectives and influences of biographies written long ago are examined and compared to more recent works. Point of view and the way a biography portrays a subject are examined. Influences of others on the life of a subject are important. Students will read a variety of sources (i.e., biographies, journal entries, and speeches) and will determine the accuracy of the information in their readings. These strategies help produce keen writers of biographies and autobiographies.

Reading about people and their impact on society helps create a foundation for students to examine interests, to see point of view, and to make connections to personal experiences. Various literary devices are taught to encourage development of unique writing styles. Vocabulary instruction is ongoing throughout the school year and is relevant to the unit being studied.

Student Understandings

The main goal of this unit is for students to determine what makes a biographical or autobiographical work interesting to read. Students will realize how an author's point of view and choice of sources influence how a subject is portrayed. They will also note how biographies and autobiographies focus on the events in a subject's life and the subject's accomplishments. Students learn to examine their own interests, to see point of view, and to make connections to their own experiences in order to write biographies and autobiographies of their own.

Guiding Questions

1. Can students identify what makes an autobiography, biography, or memoir interesting?
2. Can students identify the point of view used to tell about the subject?
3. Can students identify some of the literary devices the author used to make the autobiography, biography, or memoirs more readable?
4. Can students examine their own interests and points of view and make connections to write biographies?

Unit 7 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
04.	Demonstrate knowledge of the meanings of common prefixes and suffixes (ELA-1-E1)
05.	Use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations (ELA-1-E1)
06c.	Determine meanings of unfamiliar words using a variety of strategies, including identification of base words and root words (ELA-1-E1)
10.	Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses (ELA-1-E5)
11.	Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses (ELA-1-E6)
13.	Read texts, chapter books, and informational materials silently at independent reading level (ELA-1-E7)
17d.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts (ELA-7-E2)
20.	Explain the author's viewpoint using information from the text (ELA-7-E3)
21a.	Apply basic reasoning skills, including identifying differences between fact and opinion (ELA-7-E4)
21c.	Apply basic reasoning skills, including identifying multiple causes and/or effects in texts and life situations (ELA-7-E4)
21d.	Apply basic reasoning skills, including raising questions to obtain clarification and/or direct investigation (ELA-7-E4)
21e.	Apply basic reasoning skills, including connecting what is learned to real-life situations (ELA-7-E4)
22a.	Write compositions of two or more paragraphs that are organized with a central idea (ELA-2-E1)
23.	Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose (ELA-2-E2)
24a.	Develop compositions of two or more paragraphs using writing processes such as selecting a topic (ELA-2-E3)
24b.	Develop compositions of two or more paragraphs using writing processes such as prewriting using strategies such as brainstorming, locating information, and generating graphic organizers (ELA-2-E3)
24c.	Develop compositions of two or more paragraphs using writing processes such as drafting (ELA-2-E3)
24d.	Develop compositions of two or more paragraphs using writing processes such as conferencing with teachers (ELA-2-E3)
25.	Develop organized one- and two-paragraph compositions using description and narration (ELA-2-E4)

GLE #	GLE Text and Benchmarks
27b.	Write for various purposes, including book reports and informational compositions that include main ideas and significant details from the text (ELA-2-E6)
28.	Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs (ELA-3-E1)
29a.	Use standard English punctuation, including commas to separate phrases in a series (ELA-3-E2)
29b.	Use standard English punctuation, including commas to separate parts of addresses (ELA-3-E2)
30.	Capitalize the first word in direct quotations and proper adjectives (e.g., American flag, Mexican food) (ELA-3-E2)
31a.	Write using standard English structure and usage, including avoiding run-on sentences (ELA-3-E3)
31b.	Write using standard English structure and usage, including using verbs in the future tense (ELA-3-E3)
31c.	Write using standard English structure and usage, including making subjects and verbs agree in sentences with simple and compound subjects and predicates (ELA-3-E3)
32e.	Apply knowledge of parts of speech in writing, including using first-, second-, and third-person pronouns correctly (ELA-3-E4)
35.	Alphabetize to the third letter (ELA-3-E5)
40b.	Give rehearsed oral presentations that include relevant facts and details from multiple sources (ELA-4-E4)
41.	Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts) (ELA-4-E4)
42a.	Use active listening strategies, including asking questions and responding to ideas/opinions (ELA-4-E5)
49.	Complete simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3)
51.	Use simple bibliographic information to cite source (ELA-5-E5)

Sample Activities

The following four activities will preface each unit of the third grade ELA *Comprehensive Curriculum*. They are designed to establish routine and to promote reading and writing literacy.

Activity 1: Drop Everything and Read! (D.E.A.R.) (Ongoing) (GLE 13)

Materials List: a wide variety of trade books, biographies, autobiographies, memoirs, classroom sets, and chapter books at various reading levels, student library books

D.E.A.R. is a designated time reserved in the classroom schedule for both students and their teachers to "drop everything and read." It supplements the standard reading program by encouraging students to read independently. D.E.A.R. time provides an opportunity for students to read according to a variety of student interests and abilities. D.E.A.R. should not take the place of regular guided reading instruction.

Activity 2: Daily Edits (Ongoing) (GLEs: 29a, 29b, 30, 31a, 31c)

Materials List: list of sample incorrect sentences, run-on sentences, overhead projector, transparencies, board or sentence strips (optional)

Building a foundation for standard English usage is critical for student success in writing. Teachers will provide opportunities for students to examine sentences and determine capitalization, punctuation, usage, grammar, and run-on mistakes. Mini-lessons will create opportunities for students to master punctuation, capitalization, usage and grammar rules and further apply the rules when writing complete sentences. Time may be allowed for guided practice and for follow-up with independent practice using similar sentences.

Activity 3: Writing Journal (Ongoing) (GLEs: 24a, 31a, 31b, 31c)

Materials List: journal, pencil

Students will make daily entries in their writer's notebook. A special section may serve as a writing journal. Teachers will allow students to make monthly, six weeks, or nine weeks section covers for each section of the journal. Journals may also be sectioned by themes corresponding to units in the comprehensive curriculum. Variations will make writing journals unique to each classroom while accomplishing the goal of daily writing. Ideas for journal writing include prompts related to holiday themes, friendly letters, free writes, diary entries, and many more. Reflections on biographies, autobiographies, and memoirs read during this unit may be a part of the writing journal.

Activity 4: Vocabulary Activities (Ongoing) (GLEs: 04, 05, 06c, 35)

Materials List: paper, vocabulary list, root word, prefix and suffix word lists, vocabulary chart, dictionary, thesaurus

Teachers will involve students with vocabulary activities to allow them opportunities to practice skills and to reinforce new lists of words. Using context clues to expand and develop vocabulary will be an added tool to help students understand text and aid in reading comprehension.

Game Suggestion: Vocabulary Self-Awareness

Activity: Before reading an autobiography, students receive a list of vocabulary words and complete a *vocabulary self-awareness* ([view literacy strategy descriptions](#)) to access their current knowledge of the words. The teacher will use the words as a springboard for reference throughout the autobiography/biography unit. Students do not receive definitions or examples at this stage. They rate their understanding of each word with either a “+” (understand well), a “√” (limited understanding or unsure), or a “—” (don’t know). After reading the story, students return to the chart and add new information to it. The goal is to replace all check marks and minus signs with plus signs. Students will be given many opportunities to revisit their vocabulary charts to revise their entries.

Vocabulary Self-Awareness Chart

Word	+	√	--	Example	Definition
biography			--		
autobiography	+			<i>The Story of My Life</i> by Helen Keller	a story of someone’s life written by them
biography memoir			--		
style			--		

Activity 5: Learning About People (GLEs: 20, 21a, 21c, 21d, 21e, 42a)

Materials List: fact and opinion statements, autobiographies, biographies, Internet, journal

Students share what they think makes a biography or an autobiography recommended reading. They provide examples of how accurate and interesting the biography or autobiography is according to the sources used. The teacher conducts a mini-lesson where students practice distinguishing factual statements from opinion statements in biographies and autobiographies in an attempt to determine the author’s point of view (e.g., media representations and misrepresentations of presidential candidates.) They discuss the writing style the author uses to “hook” the reader. Students read aloud models of autobiographies and biographies from a variety of sources (e.g., their own from previous grades, the media, television network biography, author sketches online, *Time for Kids*, basal readers, and magazines. Students locate and discuss possible causes that

had specific effects on the lives of individuals they choose to study. Students refer to *Dinah Zike's* website - <http://www.dinah.com/causeeffect.php> and, if available, her book *The Big Book of Projects* for possible ways to present cause/effect material. Through journaling and class discussions, students realize how learning information about other people relates to their own lives and helps them.

Activity 6: Someone from Long Ago (GLEs: 17d, 20, 21a)

Materials List: copies of two selections – autobiography and biography of the same person, Person of Long Ago BLM

Students are provided with two selections about a person from long ago, each representing a different approach, an autobiography by a famous historical figure and a biography about that person by someone else. Each represents a different approach to biography and gives the students two different views of biographical writing. Students identify and record on a *graphic organizer* ([view literacy strategy descriptions](#)) (e.g., simple outline, list, etc.) such as the Person of Long Ago BLM, how the reader is “hooked,” how the biography is organized, what is important to remember about this person, and how this person made a difference for others. *This is an opportunity to integrate and help students appreciate good literature associated with the regions of the United States.* Students will distinguish the factual information that is consistent in both the biography and the autobiography of the individual they study. They will further look at conflicting information contained in both. Students will become objective readers, realizing that an author’s point of view plays a large role in how the information about a subject is reported. Encourage students to study from their graphic organizer and quiz a partner over the content in preparation for tests and other class activities.

Activity 7: Focus Lessons on Content (GLEs: 21d, 21e)

Materials List: biographies, Internet

Students are actively engaged in a mini-lesson as the teacher models a think-aloud discussion of how authors may choose to write about only a portion of an individual’s life, not from birth to death. Students listen to a few passages read aloud from examples gathered on the Internet and print biographies. Read-alouds provide examples of how authors organize a biographical sketch based upon what is important about the person.

Biographical resources:

- <http://www.biography.com/>
- <http://www.whitehouse.gov/history/presidents/index.html>
- <http://www.incwell.com/Biographies/Pocahontas.html>
- <http://sln.fi.edu/franklin/rotten.html>
- <http://www.famouspeople.com/famouspeople.html>
- <http://www.fcps.edu/KingsParkES/technology/bios/index.htm>

Activity 8: Becoming Experts (GLEs: 10, 21d,)

Materials List: short nonfiction passages, GISTing Form BLM, props for professor-know-it-all, *Weekly Reader* (or similar content area reading material)

Prior to nonfiction research, students will learn to summarize and paraphrase short reading passages to promote higher order thinking and develop critical thinking skills. Students will learn strategies for reading nonfiction materials that include:

- Skimming titles and subtitles
- Scanning bolded words and italicized text
- Using maps, graphs, charts, and diagrams
- Reading questions first
- Questioning while reading using the 5 W's (Who, What, When, Where, Why)
- Predicting what the material will be about
- Making inferences
- Drawing conclusions
- Drawing on prior knowledge and making connections
- Summarizing and paraphrasing
- Evaluating material read

Teachers will use *GISTing* ([view literacy strategy descriptions](#)) to teach reading strategies to help students comprehend the material. Students will begin by skimming vocabulary in the first paragraph of a short content area passage and by predicting the main idea of the passage. Students will develop questions using the 5 W's and look for answers to those questions as they read. Teachers may read or have a student read each paragraph aloud. As a post-reading activity, students will find the *gist* or summarize the paragraph. The teacher will guide students by modeling *GISTing* with the first paragraph and the *GISTing* Form BLM. Subsequent paragraphs in the selected passage will be treated the same way. *Weekly Reader* or similar materials, including autobiographies, biographies, and memoirs, work well for introducing *GISTing*.

GISTing will look similar to the following Benjamin Franklin passage example that uses twenty words to summarize the gist of the paragraph.

Paragraph

Ben Franklin had poor vision and needed glasses to read. He got tired of constantly taking them off and putting them back on, so he decided to figure out a way to make his glasses let him see both near and far. He had two pairs of spectacles cut in half and put half of each lens in a single frame. Today, we call them bifocals.

GISTing Statement

Ben Franklin couldn't see well near or far, so he invented a pair of glasses called bifocals to do both.

Students will be assigned a second nonfiction passage to read independently. They will then work with a partner to discuss and practice the *GISTing* strategy. The teacher will

monitor closely and assist as necessary. Summaries will be shared aloud.

Finally, student pairs or small groups will be given a passage to summarize the *GISTing* Form BLM and become experts on the topic. Different passages will be provided for each group. Summaries will be presented to the class using the *professor know-it-all* ([view literacy strategy descriptions](#)) format used in previous units. “Experts” will present summaries of the material they read. Review and wrap-up will lead into research for biographies.

Activity 9: Research Your Subject (GLEs: 24a, 24b, 24c, 24d, 27b, 30, 31a, 31b, 31c, 32e, 49)

Materials List: encyclopedias, biographies, autobiographies, Internet, Person of Interest BLM, Simple Outline Form BLM (See Unit 2)

Students participate in a whole group setting as the teacher presents mini-lessons and models, coaches, and applies grade-appropriate conventions, including capitalizing the first word of direct quotations and using proper adjectives; using verbs in the future tense; recognizing subject-verb agreement; using first-, second-, and third-person pronouns; and avoiding run-on sentences, to write a brief biography of a historical person. Then, students will pre-conference with the teacher and plan a biography, identifying sources, what is important to know about their subject, how the biography will be organized, and how this person made a difference for others.

Students conduct research on subjects of interest by generating ideas and questions. They gather, evaluate, and synthesize information from a variety of sources (e.g., encyclopedias, Internet searches, interviews, autobiographies, and biographies), record information using simple outlines similar to the Simple Outline Form BLM (See Unit 2), and make decisions on how to organize the material to suit their purpose and audience. Students apply conventions in a two- or more-paragraph composition and complete a draft of a biography. (Refer to the biographical resources list in Activity 7.) Students use a *graphic organizer* ([view literacy strategy descriptions](#)) such as the Person of Interest BLM to record information about subjects of interest.

Activity 10: Writing Process (GLEs: 25, 27b, 28, 51)

Materials List: biographies written in Activity 9, Biography Rubric BLM

Students continue with the writing process and meet with the teacher for guidance to revise their biographical composition, considering word choice, style, writing techniques, and conventions they have practiced to improve their work. Students edit using grade-appropriate scoring rubrics such as the Biography Rubric BLM for conventions. Students publish their work, using legible cursive or print handwriting or technology, and include simple bibliographic citations, following a review of how to complete a bibliography.

Activity 11: Biographical Sketch/ Bookjacket (GLEs: 11, 21e, 23,)

Materials List: sample bookjackets (appealing and drab samples), large 11 x 14 paper, markers, crayons, pencils, Opinionnaire Form BLM, Biographical Sketch/Bookjacket Rubric BLM

Teachers will point out parts of a bookjacket which students may be familiar with while focusing on what is written in each section. During the class discussion, students will use an *opinionnaire* ([view literacy strategy descriptions](#)) to express personal opinions about why they choose one book over another. Students will identify and express how the jacket sways their opinions when they make book selections. They will express their opinions with partners while making selections of biographies, autobiographies, and memoirs to read. The Opinionnaire Form BLM may be used to complete the *opinionnaire*.

Example opinion statements might be similar to one of these:

- I like the tall red book with the shiny cover because it reminds me of Christmas wrapping paper.
- The lady in the picture makes me think of my grandmother.
- Making airplanes is my hobby, so the airplane diagram on the cover gave me a great idea.

As a culminating activity, students will discuss their opinions in whole group with a focus on the impact a bookjacket has in capturing the reader's attention and making book selections. Students will make connections to prior experiences with making book selections in a library or book store and discuss differences between appealing bookjackets and drab bookjackets and how this affects our decisions.

Many samples will be shared and made available for students to reference while designing bookjackets of their own following the Biographical Sketch/Bookjacket Rubric BLM for one of their favorite author's books, possibly one read during D.E.A.R., with inside flaps, cover, and back. The front of the bookjacket will include a description of the book, and the back flap will display a biographical sketch of the author. Teachers will provide long paper, markers, crayons, etc. and bookjackets that have been removed from books for students to use as templates.

Activity 12: Special Memories (GLEs: 21e, 22a, 27b)

Materials List: list of prompts, paper, pencils, whiteboard or chalkboard

Teachers will guide students through a discussion of memoirs beginning with the question – What does it mean to write a memoir? After *brainstorming* ([view literacy strategy descriptions](#)), teachers will help students grasp that a memoir will tell a story that reveals something unique about themselves. To start them thinking about memoirs, have students consider some of the following prompts:

- One of the happiest times in my life was...
- My favorite holiday is.....because.....
- I was proud of myself for.....
- The best birthday present I ever received was.....

Students will contemplate one of their fondest memories and discuss it within small groups. The teacher will then lead a discussion with the whole group and proceed to write down a memory to model for the class. Teachers will present the idea that there is sometimes a very fine line between truth and fiction when writing down memories because the way we remember things in our lives is based on how we see or perceive them. Teachers will then draw students into a conversation about what they feel makes a memoir compelling? Teachers will lead students to understand it is the reality and human connection that appeals to the reader. Teachers can have students recall something that happened recently at school. Have each group write down what happened as they recall the events. Compare the writings from each group and note all of the differences describing the same event. Students will begin to understand that a memory is just one person's perception or observation. At the end of the discussion, students will be given a list of suggested topics and follow the writing process to write a short memoir of their own to share with the class.

Activity 13: Presents to Others (GLEs: 40b, 41, 42a)

Materials List: student biographies, student bookjackets, Presentation Rubric BLM (See Unit 3), object to represent person of study

Audience expectations are reviewed with students prior to presentations. With help from the teacher, the class creates a rubric for biography and biographical bookjacket presentations. Students may choose either their biography or bookjacket to present orally. Students practice reading their biographies and bookjackets with partners and begin preparing notes (speaking points) for an oral presentation. Biographies are presented with objects that reflect the person. For example, a student presenting a biography of Betsy Ross might make a flag with thirteen stars and stripes. Students provide feedback to the presenters using the class-created rubric or the Presentation Rubric BLM (See Unit 3). If there is time, both projects may be presented orally.

Sample Assessments

General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

General Assessments

- Students will read autobiographical and biographical compositions aloud as the audience provides feedback via a rubric.
- Students will follow the steps in writing to produce a biography, including research, outlining, creating drafts, conferencing, proofreading, editing, and publishing.
- Students will recall a favorite memory and write a memoir of their own.

Activity-Specific Assessments

- Activity 6: Students create a simple outline including key information to be used from published biographies. Outlines should include:
 - How the reader is hooked
 - How the biography is organized
 - Important things to remember about the individual
 - How the person being studied made a difference for others
- Activity 10: Students will organize research information about a subject to complete an outline in Activity 9. The outline of information will be used to compose a two- or more-paragraph biography of a subject in rough draft form for Activity 9 and final form for Activity 10. The biography will be scored using a class-created rubric similar to the Biography Rubric BLM.
- Activity 11: Students will design a biographical sketch of a person of interest in the form of a bookjacket. Bookjackets will be shared with the class in Activity 13. Scoring and feedback will be provided using a class-created rubric similar to the Biographical Sketch/Bookjacket Rubric BLM.
- Activity 13: Students will use prepared notes (speaking points) to make oral presentations. Special objects that reflect the persons of interest will be used as visuals in presenting biographies and bookjackets. Scoring and feedback will be provided using the class-created rubrics similar to the Presentation Rubric BLM.

Resource List

Alcott, Louisa May.	<i>Louisa May Alcott: Her Girlhood Diary</i>
Bunting, Eve.	<i>Once Upon A Time</i>
Carle Eric,	<i>Flora and Tiger: 19 Very Short Stories from My Life</i>
Keller, Helen.	<i>The Story of My Life</i>
Cal Ripken, Jr., and Mike Bryan.	<i>Cal Ripken, Jr.: Play Ball!</i>

Memoir Resource List

Polacco, Patricia.	<i>My Rotten Red-Headed Older Brother.</i>
Polacco, Patricia.	<i>The Keeping Quilt.</i>
Rylant, Cynthia.	<i>The Relatives Game.</i>
Rylant, Cynthia.	<i>When I Was Young in the Mountains.</i>

Grade 3
English Language Arts
Unit 8: Author Study

Time Frame: Approximately three weeks



Unit Description

This unit is designed for student-selected author studies. Many opportunities will be given throughout the school year to select an author of their choice. Students gain valuable insight by reading a variety of authors and their works and by conducting an in-depth investigation. This unit provides opportunities to learn what the author writes, how the author writes the prose, and why the author chooses a particular technique, voice, and sense of audience. As students learn familiar authors' styles, assignments to write a description of the author and a persuasive essay about why the authors' works are recommended reading will provide an opportunity to demonstrate their expertise. Vocabulary instruction is ongoing throughout the school year and is relevant to the unit being studied.

Student Understandings

Students will become experts about particular author's subjects, techniques, and intents. Students will become critics through short persuasive compositions, such as a multiparagraph essay, a review, or a critique written for other students about why the authors' works should be read.

Guiding Questions

1. Can students explain what the author is trying to convey in this work?
2. Can students explain how the author wrote this work?
3. Can students differentiate between a work that is well constructed and one that is not?
4. Can students give reasons that this author's works should be read?
5. Can students explain how their writing has changed as a result of reading this author's works?

Unit 8 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
04.	Demonstrate knowledge of the meanings of common prefixes and suffixes (ELA-1-E1)
GLE #	GLE Text and Benchmarks
05.	Use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations (ELA-1-E1)
06c.	Determine meanings of unfamiliar words using a variety of strategies, including identification of base words and root words (ELA-1-E1)
08a.	Identify story elements including theme (ELA-1-E4)
08c.	Identify story elements including character traits, feelings, and motivation (ELA-1-E4)
11.	Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses (ELA-1-E6)
12.	Demonstrate oral reading fluency of at least 110 words per minute in third grade text with appropriate pacing, intonation, and expression (ELA-1-E7)
13.	Read texts, chapter books, and informational materials silently at independent reading level (ELA-1-E7)
19.	Identify an author's purpose for writing, including persuading, entertaining, and informing (ELA-7-E3)
20.	Explain the author's viewpoint using information from the text (ELA-7-E3)
21a.	Apply basic reasoning skills, including identifying differences between fact and opinion (ELA-7-E4)
21b.	Apply basic reasoning skills, including skimming and scanning texts to locate specific information (ELA-7-E4)
21c.	Apply basic reasoning skills, including identifying multiple causes and/or effects in texts and life situations (ELA-7-E4)
21d.	Apply basic reasoning skills, including raising questions to obtain clarification and/or direct investigation (ELA-7-E4)
21e.	Apply basic reasoning skills, including connecting what is learned to real-life situations (ELA-7-E4)
23.	Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose (ELA-2-E2)
24a.	Develop compositions of two or more paragraphs using writing processes such as selecting a topic (ELA-2-E3)
24f.	Develop compositions of two or more paragraphs using writing processes such as creating a final draft for publication (ELA-2-E3)
27a.	Write for various purposes, including informal letters using appropriate letter format (ELA-2-E6)
27b.	Write for various purposes, including book reports and informational compositions that include main ideas and significant details from the text (ELA-2-E6)

29a.	Use standard English punctuation, including commas to separate phrases in a series (ELA-3-E2)
29b.	Use standard English punctuation, including commas to separate parts of addresses (ELA-3-E2)
30.	Capitalize the first word in direct quotations and proper adjectives (e.g., American flag, Mexican food) (ELA-3-E2)
31a.	Write using standard English structure and usage, including avoiding run-on sentences (ELA-3-E3)
31b.	Write using standard English structure and usage, including using verbs in the future tense (ELA-3-E3)
31c.	Write using standard English structure and usage, including making subjects and verbs agree in sentences with simple and compound subjects and predicates (ELA-3-E3)
32e.	Apply knowledge of parts of speech in writing, including using first-, second-, and third-person pronouns correctly (ELA-3-E4)
35.	Alphabetize to the third letter (ELA-3-E5)
41.	Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts) (ELA-4-E4)
45a.	Locate information using organizational features of a variety of resources, including electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features (ELA-5-E1)
46.	Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs (ELA-5-E2)
47.	Determine appropriateness of collected information for a specified purpose (ELA-5-E2)
49.	Complete simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3)

Sample Activities

The following four activities will preface each unit of the third grade ELA Comprehensive Curriculum. They are designed to establish routine and to promote reading and writing literacy.

Activity 1: Drop Everything and Read! (D.E.A.R.) (Ongoing) (GLE 12, 13)

Materials List: a wide variety of fiction and nonfiction trade books, classroom book sets, and chapter books at various reading levels, student library books

D.E.A.R. is a designated time reserved in the classroom schedule for both students and their teachers to "drop everything and read." It supplements the standard reading program by encouraging students to read independently. D.E.A.R. time provides an opportunity for students to read according to a variety of student interests and their abilities. D.E.A.R.

should not take the place of regular guided reading instruction. Teachers may use D.E.A.R. time to call selected students back for fluency checks. Teachers will rotate students, checking each for fluency level and continually monitoring fluency throughout the school year. Student fluency should reach and may exceed 110 words per minute as required by grade level expectation for third grade.

Activity 2: Daily Edits (Ongoing) (GLEs: 29a, 29b, 30, 31a, 31c)

Materials List: list of sample incorrect sentences, run-on sentences, overhead projector, transparencies, board or sentence strips (optional)

Building a foundation for Standard English usage is critical for student success in writing. Teachers will provide opportunities for students to examine sentences and determine capitalization, punctuation, usage, grammar and run-on mistakes. Mini-lessons will create opportunities for students to master punctuation, capitalization, usage and grammar rules and further apply the rules when writing complete sentences. Time may be allowed for guided practice and for follow-up with independent practice using similar sentences. Sentences using facts about authors will enhance the author studies in this unit.

Examples:

1. e. b. white wrote charlotte's web
E.B. White wrote *Charlotte's Web*.
2. patricia polacco is my favorite author said bill
"Patricia Polacco is my favorite author," said Bill.
3. the emperors egg is a nonfiction book by martin jenkins, commented sue
"The Emperor's Egg is a nonfiction book by Martin Jenkins," commented Sue.
4. the foot book by dr seuss is my favorite book of all time exclaimed jodi
"The Foot Book by Dr. Seuss is my favorite book of all time!" exclaimed Jodi.

Activity 3: Writing Journal (Ongoing) (GLEs: 23, 24a, 31a, 31b, 31c)

Materials List: journal, pencil

Students will make daily entries in their writer's notebook. A special section may serve as a writing journal. Teachers will allow students to make monthly, six weeks, or nine weeks section covers for each section of the journal. Journals may also be sectioned by themes corresponding to units in the comprehensive curriculum. Variations will make writing journals unique to each classroom while accomplishing the goal of daily writing.

Ideas for journal writing include journal prompts related to holiday themes, friendly letters, free writes, diary entries, and many more. Reflections, rough drafts of letters, interview questions, etc. may be assigned as part of the journal activities for this unit.

Activity 4: Vocabulary Activities (Ongoing) (GLEs: 04, 05, 06c, 35)

Materials List: paper, vocabulary list, vocabulary chart, index cards with vocabulary words, index cards with definitions, reference aids

Teachers will involve students with vocabulary activities to allow them opportunities to practice skills and to reinforce new lists of words. Using context clues to expand and develop vocabulary will be an added tool to help students understand text and aid in reading comprehension.

Game Suggestion: Vocabulary Self-Awareness

Activity: Before reading about a particular author, students receive a list of vocabulary words and complete a *vocabulary self-awareness* ([view literacy strategy descriptions](#)) to access their current knowledge of the words. The teacher will use the words as a springboard for reference throughout the author study unit. Students do not receive definitions or examples at this stage. They rate their understanding of each word with either a “+” (understand well), a “√” (limited understanding or unsure), or a “—” (don’t know). After reading the story and being exposed to other information, students return to the chart and add new information to it. Reference aids may be used if necessary. The goal is to replace all check marks and minus signs with plus signs. Students will be given many opportunities to revisit their vocabulary charts to revise their entries.

Vocabulary Self-Awareness Chart

Word	+	√	--	Example	Definition
pen name	+		--	Theodor Seuss Geisel (Dr. Seuss)	a name in place of an author’s real name
sources			--		
literary style			--		
memoir	+			<i>The Story of My Life</i> by Helen Keller	a story of someone’s life written by them
reviews			--		
series		√		television series	what we see on t.v. every week

Game Suggestion: Vocabulary Concentration

Activity: Students will play games of concentration in small groups using definitions and examples to correspond to words. Players will turn over a word and have one chance to “concentrate” and remember where the matching definition or example was placed. When all vocabulary has been revealed, the student with the most matches wins. The

winner is allowed to shuffle and place cards face down the next time the game is played. This game will work well with partners in a learning center where reference aids should be available.

Activity 5: Authors to Explore (GLEs: 13, 19, 20, 21e)

Materials List: writer's notebooks, Internet, Author Research Criterion BLM, additional book reviews from a variety of sources (e.g., newspapers, magazines, online, etc.), guest speakers (optional)

Throughout the year, students have established favorite authors or series of books and have recorded the titles and authors in their writer's notebooks. Students have access to the Internet to explore information about authors. Teachers provide book reviews from a variety of sources and may refer to the sample book review link:

www.spaghettibookclub.org. Information from newspapers, magazines, bookstores and online may be shared with the class. Sample book reviews are available in the blackline materials for this unit.

Students establish criteria for selecting an author to research and make notations about the author's life by using the Author Research Criterion BLM. Teachers should suggest that students question how the author's personal experiences are reflected in the author's writing. Guest speakers and teachers model which authors they find interesting and why. For example, students can examine the life of Beverly Cleary and her much-loved Ramona, Henry, and Beezus books and how she developed those characters or Joanna Cole's science titles and *Magic School Bus* series or perhaps Langston Hughes and his poems. Other series include Franklin Dixon's *Hardy Boys*, Danny Dunn's *Boxcar Children*, Donald J. Sobol's *Encyclopedia Brown* and K.A. Applegate's *Animorphs*. Students can identify the life experiences that are reflected in different titles and discuss the books in small groups. Students will tend to make connections with the main character or main idea. Teachers will model how to make connections to settings, details in the story, illustrations, and dialogue. Refer to similarities to provide practice by first having students cite similar things in two different books by the same author. Have students record connections they make in their journals and share these aloud.

Students will practice by reading independently and recording similarities and connections they make in their journals. Many basal reading series include author information and websites for reference.

Teacher Note: If book reviews from newspapers and bookstores are not accessible for students given their current reading levels, teacher support will be needed in order for students to use these materials effectively.

Activity 6: An Author to Research/ Author Cards (GLEs: 21a, 21b, 21c, 21d, 21e)

Materials List: a list of key questions to research, Venn Diagram BLM (See Unit 3), different titles by the same author (choose several different authors' works to make available for students), small cards (baseball card size) made of cardstock or construction paper, journals, a list of children's authors, Fact or Opinion? BLM (See Unit 2)

Students carefully decide which author to research and establish several key *who*, *what*, *when*, *where*, *why*, and *how* questions. Students chart and examine story elements and literary devices, use a Venn Diagram BLM (See Unit 3) to compare/contrast stories from a cultural perspective, identify defining characteristics of these works, and distinguish an author's purpose for each piece they read. Students identify 2-5 books by one author to read and respond to with these criteria. Responses are recorded in journal form. Students can make individual journals to write specific answers to *who*, *what*, *when*, *where*, *why*, and *how* questions and other defining characteristics that distinguish each author studied. Dinah Zike's *The Big Book of Projects* is filled with alternative ways to construct journals, etc. Individual journals about authors will contain specific author information and be a starting point for further investigation.

Conduct a mini-lesson with students to review fact and opinion. Remind students that it is important to be able to distinguish between fact and opinion. Begin by asking students, what if a statement were made that football was the best sport ever? Ask students if that is a fact or opinion statement. Require students to state the definition of a fact followed by the definition of opinion. If students are not sure, explain through example statements. Have students determine whether statements are fact or opinion as a whole group and then provide examples to be completed independently using the Fact or Opinion? BLM (See Unit 2). Follow-up by having students make up fact and opinion statements of their own and have classmates distinguish between the statements. Assess student knowledge about fact and opinion statements and reteach where necessary before continuing on in the author study unit. Refer back to fact and opinion statements during the unit.

Conduct a mini-lesson to review skimming and scanning. Remind students that skimming is reading quickly to get the main idea of the text and scanning is rapid viewing of the text to search for key words, phrases, or information. Use a think-aloud similar to the one below to model both skimming and scanning for students.

If I were writing a report on the life of Abraham Lincoln, and I was searching for a website with information about Abraham Lincoln, I would not want to read every word of every website containing information on Lincoln. I would quickly decide whether each website would help me write my report. First, I would read the title and subheadings in the article. *The teacher reads them aloud now.* Then, suppose I want to skim an article to determine if I should spend my time reading it. I would read the first paragraph to get a better understanding of the article. *The teacher reads aloud the first paragraph. The teacher will continue the think-aloud process as s/he skims and scans the rest of the article.*

Discuss with the class a review of purposes for skimming and scanning. Sample questions to lead discussion would be: 1) Would it be helpful to skim or scan an article or read every article entirely? Why? 2) Do you think you would need to read an entire article sometimes instead of skimming and scanning it? When? Have students think-pair-share how to skim and scan and why it is necessary. Students will then share with the whole group and practice skimming and scanning with a partner. The teacher will monitor closely and help students perfect the techniques.

Author cards may be created to include author information from student research. The cards will be similar to baseball cards and will include a picture of the author, biographical information, and a list of five or more books written by the same author.

Suggested authors to promote are Judy Blume, Marc Brown, Patricia Polacco, Beverly Cleary, Eric Carle, Tomie DePaola, or Robert Munsch.

Activity 7: Plan Ahead (GLEs: 45a, 46, 47, 49)

Materials List: Simple Outline Form BLM (See Unit 2), computers, *KidPix*® or similar software, writer's notebook (biography unit)

Students meet to pre-conference with the teacher and learn through a series of mini-lessons how to locate and summarize important information using the Simple Outline Form BLM (See Unit 2) and other organizing tools. Students will develop questions about the author's life or literary style that they want to research. Students may ask things like:

- How and when did you get started writing children's books?
- What other jobs do you have or have you done besides writing books?
- Do you have brothers and sisters? children? pets?
- What is a favorite book you've written? Why?
- What sorts of things have influenced the themes in your books?
- How do you get a book published?

Students may work in pairs to create a *KidPix*® slide presenting their research. All student-created slides may be later assembled to create a class slide show. Students may want to refer to the biography unit to guide their inquiry into the life of the author.

Activity 8: Guide Student Research (GLEs: 11, 23, 27b, 49)

Materials List: Simple Outline Form BLM (See Unit 2), Multi-Paragraph Writing Rubric BLM, Internet, author study books from the library, author pages from basal or children's magazines, Optional materials: poster-sized paper, mobile materials

Students receive guidance and support from the teacher as they continue to research a variety of sources about the author and his or her life, experiences, and interests to learn

more about what inspires the writer in his or her writing. Students organize their notations, categorize them, and construct a simple outline. A Simple Outline Form BLM (See Unit 2) is available to use as a sample. Students may choose to work with partners who share interests. Students research to gather enough information on a particular author and the author's works in outline form to begin an author study. Completion of the activity will provide an opportunity for students to become a "publicist" for a chosen author. The author study may be on writers such as Donald J. Sobol, Danny, Laura Ingalls Wilder, Joanna Cole, Franklin Dixon, K.A. Applegate, or others. Students will research, gather information in outline form, write a multi-paragraph composition on the author, and make a poster, mobile, or other project to publicize the author of their choice. The Multi-Paragraph Writing Rubric BLM is provided for assessment. Outlines should include the following information:

- Biographical information about the author
 - inspirations – people, other authors, books, events, etc.
 - awards and education
 - special interest information students may find

Suggested author sites:

- <http://www.mcps.k12.md.us/schools/rmcluster/authorstudy.htm#gr3>
- <http://www.randomhouse.com/teachers/authors/>
- <http://www.ehhs.cmich.edu/~tbushey/author.html>
- <http://www.lib.lsu.edu/hum/lit/authors.html>
- <http://www.cbcbooks.org/contacts/>
- <http://www.ucalgary.ca/~dkBrown/authors.html>
- <http://www.kidsreads.com/authors/authors.asp>

Activity 9: Look for Themes (GLEs: 8a, 8c, 24f, 47, 49)

Materials list: Internet, research from Activity 8, Simple Outline Form BLM (See Unit 2), Theme Web BLM, pictures of authors, clippings, drawings, etc.

Students are encouraged to use author information websites like <http://www.mcps.k12.md.us/schools/rmcluster/authorstudy.htm#gr3> to find a theme or motivation to the author's works. Students will find that many authors use events from their own lives, situations, and the world around them to create new books. Students will make a list of the author's works they have chosen and organize them by theme. The Theme Web BLM may be used to organize information. Students create a simple outline using the Simple Outline Form BLM (See Unit 2) *graphic organizer* ([view literacy strategy descriptions](#)) as a sample to help them plan a review for the theme of the author's works they selected. Students will study the author's illustrations and the various settings and characters from his or her books. Discussion may also take place about the various situations the characters got into and the ways they solved their problems. They will use the collected information to compose a report about the author studied. Students will follow the writing process of using the prewriting activity, drafting, editing, and revising. Students may also wish to include pictures, clippings, drawings, or the actual titles as props and part of their written report and also for later use during oral presentations.

Activity 10: Book Review (GLEs: 8a, 8c, 24f, 32e)

Materials list: Book Rating System BLM, book (for teacher to model writing a book blurb), writer's notebook/journal, board/chart paper/overhead projector

Students determine if they would recommend this author's works and establish a rating system for a specific book similar to other book reviews. A Book Rating System BLM is available in the blackline resources section. *Split-page notetaking* ([view literacy strategy descriptions](#)) will help students choose and organize specific details for each story and later use the notes to make comparisons.

Split-Page Notes for <i>The Paper Bag Princess</i> by Robert Munsch	
<i>Characters</i> Elizabeth Ronald Dragon	--princess --prince --fire-breathing
<i>Setting</i>	--forest --cave
<i>Plot</i>	--fire-breathing dragon comes along --burns Elizabeth's castle --burns Elizabeth's clothes --took Ronald for dinner

Students summarize, elaborate, and provide examples from an author's works to provide reasons for liking or disliking a book. They should understand that a book review is written to entice a reader. Model with students how to read a book aloud and write a book blurb for the book to include only big ideas and important details. A book blurb should not give away all important parts of a book. Discuss details that are too specific and share some of the details that are not evident in the blurb. Add the specific details to the short book blurb to let students see the difference between retelling (a full description of what happens in a story) a story and summarizing (brief information which contains the authentic meaning of the complete story) for a book blurb. Students will think, pair, and share what they have learned about book blurbs.

Have students read short narratives of their choice and summarize these in their journals. Students will share summaries and discuss the assignment to ensure all students understand.

Students will work with the teacher to develop a rubric. Present students with a copy of the rubric and review the parts of a book review. Students pre-conference with the teacher to show two or more reasons this author's works are worth reading. Those two reasons are the starting point for a two- or more-paragraph composition, and each reason becomes the topic sentence of a paragraph in a review of the author's works. A mini-lesson should review pronoun usage for first-, second-, and third-person. Provide samples

using the basal reading series or a trade book. A three-column chart drawn on the board will help students distinguish between pronouns as they are identified. Review and provide time for students to practice using pronouns. Have students include a biographical sketch of the author in their reviews, complete the writing process, and become “publicist” for their authors.

Activity 11: My Favorite Author – A Thematic Approach (GLEs: 08a, 08c, 19, 41)

Materials list: different titles by the same author (choose several different authors’ works to make available for students) Optional materials: yarn, coat hangers or paper clips for mobiles, plaster, watercolors, paper, paint brushes, materials to make and decorate hats, eggs (insides removed with shell in tact), tempera paint, felt or material for poetry quilts, food or party items associated with

Small groups of students will focus their group study on different titles by the same author. Students will read and discuss the book in their groups, and then themes central to that specific story will be brainstormed to develop activities. Suggested activities that would correlate with a book such as *Applemando’s Dream* by Patricia Polacco follow:

- Make dream mobiles depicting an actual dream or a dream from the book.
- Discuss background to build motivation for work with the theme, for instance:
 - Why do we dream?
 - What part of the brain is responsible?
 - Do our dreams have meaning?
- Make plaster masks to mount on watercolor paintings children make of their dreams.
- Write dream poems or dream stories.

The above list provides ideas for students to enhance their author study experience while reading titles written by a particular author. Provide an opportunity for students to *Question the Author* ([view literacy strategy descriptions](#)) to help them realize the author’s purpose for writing the text, whether to persuade, entertain, or inform. A variety of questions may be included for each goal in the line of questioning. Presenting open-ended, critical thinking questions will help students analyze and synthesize events from the stories. Below is a sample portion of a *QtA* organizer.

Questioning the Author

Goal	Query
Initiate discussion about Faith Ringgold’s book <i>Tar Beach</i>	What is Ms. Ringgold trying to say? What is the author’s message? What is the author talking about when she uses the word beach?
Focus on Faith Ringgold’s message	The author says the little girl enjoys a picnic on tar beach. What does she mean? Why did the author choose those words?

After the class chooses one author for study, student groups will choose one title from that author and *brainstorm* ([view literacy strategy descriptions](#)) thematic activities to correspond to that title. They will develop activities to go with the title they have selected. Ideas for thematic activities that correspond to specific titles from one author such as Patricia Polacco may include:

- making hats - *Chicken Sunday*
- painting eggs with colors and patterns - *Rechenka's Eggs*
- making poetry quilts that celebrate family tradition and love, or writing letters to a particularly special mentor in their lives (e.g., coach, teacher, family member, etc.) - *Meteor!*, *Thank You Mr. Falker*, or *The Keeping Quilt*

Student groups will present completed activities as they tell about the book they chose to read. Once an author study is complete, the class may choose to study another favorite author and continue the same thematic activity approach.

Teachers may choose to divide students into groups by author study and help guide students to plan culminating activities for the entire class to enjoy. An example would be to plan a birthday party to celebrate the birthday of a chosen author and use one of the author's books as the theme for the party. Students may plan to enjoy a popcorn party in honor of Tomie dePaola based on the theme of *The Popcorn Book*. Celebrate on the birth date if possible. Students may make invitations and thank you cards, etc. during center time. With so many authors for study, the opportunities are endless. Students may initiate the extension activities and explore their creativity.

Activity 12: Author Letters (GLEs: 11, 21d, 21e, 27a)

Materials list: author information, list of questions for favorite authors, list of authors' addresses, writer's notebook, Letter Writing Rubric BLM (See Unit 3), Optional materials: computer/Internet, art supplies, camera

Once lists of favorite authors have been established, students will compose a list of questions they would like to ask their favorite authors. Students will write letters to authors via email or postal mail service. Students will be presented a Letter Writing Rubric BLM (See Unit 3) prior to writing and letters will be written following the writing process—prewrite, drafts, edits and revision, and final drafts. Author responses will be shared with classmates and displayed with original student letters. Students will continue to compile a list of authors' addresses to add to the writer's notebook and take home for future reference.

Author address sites:

- http://www.kidsbookshelf.com/index.php?option=com_content&view=section&layout=blog&id=8&Itemid=68
- <http://www.superkidz.com/authors.html>
- <http://www.kidsreads.com/authors/write.asp>
- <http://www.mcps.k12.md.us/schools/rmcluster/authorstudy.htm#gr3>

Students may write letters to authors and illustrate bookmarks that feature one of their

favorite books. Bookmarks may be included with the letters to the authors. Also, pictures may be taken of students with their favorite books by a particular author and mailed to the author along with letters and bookmarks.

Sample Assessments

General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

General Assessments

- Students contribute to a class discussion of favorite authors and compile a list of favorite authors for reference during the author study unit.
- Students chart story elements and literary devices, compare/contrast stories from a cultural perspective, identify defining characteristics of these works, and distinguish an author's purpose for written works using Venn diagrams, overlapping concepts charts, or lists.
- Students will complete at least two book reviews for works by favorite authors.

Activity-Specific Assessments

- Activity 6: Students record *who, what, when, where, why, and how* answers in an author-specific handmade journal to provide a starting point for further investigation of an author. Assess student understanding of skills taught during mini-lessons. Students will distinguish between fact and opinion statements. Students determine when it is most appropriate to skim and scan text and provide evidence either orally or in journals.
- Activity 8: Simple outlines and other organizing tools will be completed and used to write multi-paragraph compositions about authors.
- Activity 10: Students create a book review based on a favorite book selection. Students will present the book review orally in the role of a "publicist" for the book.
- Activity 12: Students will write letters to their favorite authors to share their thoughts about the author's works and ask questions that may have developed through their research. Letters will be scored according to a student-created rubric. Replies will be shared with the class and displayed with original letters.