



INSTRUCTIONAL EXCELLENCE

Unit Overview

Grade 3: English/Language Arts

Unit 1: Relationships

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Using This Resource




The Unit Overview provides all the standards and learning targets that should be taught over the course of the unit. It is designed to be used in conjunction with the Unit-at-a-Glance. Teachers should refer to the Overview to locate specific standards and their corresponding learning targets when designing lesson plans and assessments. *While Text Suggestions are provided throughout the unit, they are intended as suggestions only. We recognize that elements of these texts are controversial; however, we intentionally left them in this unit for their educational value and the teaching moments they present. Individual teachers should use their discretion when selecting texts to meet their students' needs. The additional resources included in the Overview promote the most effective research-based teaching practices and should be considered when planning and assessing students.

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Unit Overview

“I would rather walk with a friend in the dark than alone in the light.”

— Helen Keller

“You must remember, family is often born of blood, but it doesn’t depend on blood. Nor is it exclusive of friendship. Family members can be your best friends, you know. And best friends, whether or not they are related to you, can be your family.”

— Trenton Lee Stewart, *The Mysterious Benedict Society*

The unifying theme for the first third-grade unit is **Relationships**. The theme focuses on (but is not limited to) friendship, family, pets, adult mentors, etc. Third graders are involved in a variety of relationships that form who they are and how they see themselves. The intention of this unit is for students to analyze different relationships in depth, by providing rich and diverse opportunities. Third graders will read, think, speak, and write critically and purposefully about the common factors that form relationships (e.g., trust, respect, forgiveness) and the characteristics of people in positive relationships (e.g., helpfulness, kindness, dependability). By the end of this unit, students will have an understanding of how to identify and create positive relationships in their lives.

Over the course of this unit, third graders will build upon their existing foundational skills (specifically, word analysis and fluency). The five components of reading instruction (comprehension, phonics, phonemic awareness, vocabulary and fluency) are represented in the Common Core State Standards (CCSS) and are continually highlighted and interwoven throughout the reading and language arts lessons. Students will be provided the opportunity to experience a variety of literature (stories, realistic fiction, etc.) as well as informational texts (biographies, nonfiction articles, digital sources, etc.) in order to develop and strengthen their abilities to appreciate a multiplicity of texts. One extended text, *The World According to Humphrey* by Betty G. Birney, will be used, as well as five to nine short texts that center on the same **Relationships** theme.

Third graders will compose two analytical pieces of writing that express opinions and one narrative piece that uses the structure of writing to express personal experiences. Students will experience routine writing over short time frames (journals) and extended time frames, ending in a research project. In using the **Relationships** theme, students will cite evidence, analyze content, study and apply grammar and vocabulary, conduct discussions, and report findings. The use of technology is built into this unit across the curriculum through online resources and digital writing tools.

Lessons and Lesson Seeds will emphasize the importance of varied instruction and differentiation in order to maximize learning for all students. Whole-group, small-group and peer-paired opportunities will be used to promote collaboration. Pre-assessments, as well as formative and summative assessments, will be used to drive instruction and monitor student progress.

Essential Questions:

- What are the common factors that form relationships?
- What are different types of relationships, and how do they make us feel?
- What are the characteristics of individuals in positive relationships?
- What is the purpose of reading?
- What strategies can we use to understand what we read?
- How can we learn from collaborating with others?
- How does organizing our thoughts on paper help us become better communicators?

Standards and Learning Targets

Reading Foundational Skills (RF)

Code	Standard	Learning Targets
RF.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.	<ul style="list-style-type: none">● Identify and know the meanings of the most common prefixes and derivational suffixes. (See CCSS L.3.4.)
RF.3.b	Decode words with common Latin suffixes.	<ul style="list-style-type: none">● Decode words with common suffixes.
RF.3.c	Decode multisyllable words.	<ul style="list-style-type: none">● Identify and apply vowel pronunciation rules.● Blend sounds and segmented syllables to read words.● Confirm decoding efforts through word meanings and word order.
RF.3.d	Read grade-appropriate, irregularly spelled words.	<ul style="list-style-type: none">● Increase the number of grade-appropriate high-frequency words that can be read.
RF.4.a	Read on-level text with purpose and understanding.	<ul style="list-style-type: none">● Listen to and model daily Interactive Read-Alouds of complex text.● Adjust reading rate to purpose for reading.● Engage in opportunities for daily independent reading of grade-level text to build fluency.● Demonstrate fluent reading in order to fully comprehend text by responding accurately (e.g., discussion, written response).

Reading Literature (RL)

Code	Standard	Learning Targets
RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none">● Apply appropriate strategies before reading, viewing or listening to a text:<ul style="list-style-type: none">▶ Access background knowledge.▶ Formulate purpose-setting questions/make predictions.● Apply appropriate strategies to monitor understanding when reading, viewing or listening to a text:<ul style="list-style-type: none">▶ Reread as necessary.

Code	Standard	Learning Targets
		<ul style="list-style-type: none"> ▶ Determine main idea. ▶ Periodically paraphrase and/or summarize. (See CCSS RL.4.2, SL.4.4, SL.4.6.) ▶ Make/confirm/modify questions, inferences and predictions. ▶ Visualize. ● Demonstrate understanding, either orally or in writing, after reading, viewing or listening to a text: <ul style="list-style-type: none"> ▶ Determine and explain the main idea (explicit or inferred) of the text. ▶ Identify what is directly stated. ▶ Draw inferences. ▶ Confirm/refute predictions. ▶ Connect prior knowledge or experience to the text. ● Generate text-specific questions at varying levels of cognitive demand. ● Select relevant textual evidence when responding to questions.
RL.2	<p>Recount stories from diverse cultures; determine the central message, lesson or moral, and explain how it is conveyed through key details in the text.</p>	<ul style="list-style-type: none"> ● Analyze details and events in a literary text to determine a message, lesson, or moral. <ul style="list-style-type: none"> ▶ Connect appropriate key details to determine how the author conveys a message, lesson or moral, (CCSS W.3.2). ● Restate, retell, paraphrase, and/or summarize the text and/or parts of the text, either orally or in writing.
RL.3	<p>Describe characters in a story (e.g., their traits, motivations or feelings), and explain how their actions contribute to the sequence of events.</p>	<ul style="list-style-type: none"> ● Draw conclusions and make inferences about characters, referring to the text for support. ● Connect the actions of the characters to the development of the plot (cause/effect). ● Participate actively and appropriately in discussions about literary texts. (See CCSS SL.3.1, 3.2, 3.3.) ● Apply knowledge of standard English when writing about or discussing literature. (See CCSS L.3.1, 3.2.) ● Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS W.3.9, L.3.6.)

Code	Standard	Learning Targets
RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<ul style="list-style-type: none"> ● Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS L.3.4.a) ● Use dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in context. (CCSS L.3.4.d) ● Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (CCSS L.3.5.b)
RL.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<ul style="list-style-type: none"> ● Demonstrate the behaviors of a strategic reader by applying before, during and after strategies to the nonprint aspects of a literary text.

Reading Informational Text (RI)

Code	Standard	Learning Targets
RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> ● Apply appropriate strategies before reading, viewing or listening to a text. ● Apply appropriate strategies to monitor understanding when reading, viewing or listening to a text. ● Demonstrate understanding, either orally or in writing, after reading, viewing or listening to a text. <ul style="list-style-type: none"> ▶ Apply a questioning schema to generate and respond, either orally or in writing, to text-specific questions. ▶ Select relevant textual evidence when responding either orally or in writing to text-specific questions. ▶ Apply academic and domain-specific vocabulary when writing about or discussing informational texts.
RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> ● Connect explicitly stated or inferred ideas from across the text to determine a main idea.

Code	Standard	Learning Targets
RI.5	Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.	<ul style="list-style-type: none"> Use text features (e.g., print features, graphic aids, informational aids, online features) to facilitate understanding.
RI.6	Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> Identify the author's implied or directly stated point of view about the topic of the text (e.g., by looking at specific language, punctuation choices, etc.). Express a personal point of view about the topic of a text. Compare/contrast their opinion with the author's.
RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	<ul style="list-style-type: none"> Differentiate the key details from less important details in two texts on the same topic. Explain the similarities and differences between the main points and key details in two texts on the same topic.

Writing (W)

Code	Standard	Learning Targets
W.1.b	Write opinion pieces on topics or texts, supporting a point of view with reasons.	<ul style="list-style-type: none"> Differentiate among reasons, opinion(s) and facts. Organize reasons to best support an opinion (e.g., least to most important, most to least important). Draft the body to support an opinion or point of view through effective organization of reasons. <p>(See CCSS W.3.4, 3.6.)</p>
W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<ul style="list-style-type: none"> Apply the prewriting stage of the writing process: <ul style="list-style-type: none"> Select and narrow an event or situation. Identify the characters and the problem. Order the events by sequence. (See CCSS W.3.4, 3.5, 3.6.) Draft an introduction that: <ul style="list-style-type: none"> orients the reader to the narrator and/or the characters establishes the situation <p>(See CCSS W.3.4, 3.6.)</p>

Code	Standard	Learning Targets
W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	<ul style="list-style-type: none"> ● See CCSS W.3.1, 3.2, 3.3, 3.7; SL.3.1, 3.4, 3.5.
W.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<ul style="list-style-type: none"> ● Use technology to enhance learning. ● Use technology to collaborate and to express ideas. ● Use technology to locate, evaluate and gather information and/or data.
W.7	Conduct short research projects that build knowledge about a topic.	<ul style="list-style-type: none"> ● Define a problem, formulate questions and refine a problem and/or question. ● Use safe practices when online. ● Locate and select sources to meet the information need. ● Find data and/or information within a variety of sources. ● Paraphrase when taking notes from sources. ● Cite a source as appropriate.
W.8	Recall information from experiences, or gather information from print and digital sources; take brief notes on sources, and sort evidence into provided categories.	<ul style="list-style-type: none"> ● Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant/irrelevant or important/unimportant information based on the need).
W.10	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	<ul style="list-style-type: none"> ● Adjust the writing process as appropriate for different writing tasks, purposes, audiences and time frames. ● Set personal goals, and conference regularly with adults and peers to improve writing.

Speaking and Listening (SL)

Code	Standard	Learning Targets
SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on third-grade topics and texts, building on others' ideas and expressing their own clearly.	<ul style="list-style-type: none"> ● Access prior knowledge and experiences to extend the topic. ● Use relevant information to engage in discussion.
SL.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<ul style="list-style-type: none"> ● Identify and define roles for participants in discussions. ● Participate in group discussions on a variety of topics.
SL.1.c	Ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others.	<ul style="list-style-type: none"> ● Ask appropriate questions about the topic. ● During/after discussion, confirm, dispute and/or change ideas on the topic.
SL.1.d	Explain their own ideas and understanding in light of the discussion.	<ul style="list-style-type: none"> ● Listen to identify topic and key ideas of speakers. ● Formulate an opinion based on experiences, prior knowledge of the topic and the information presented. ● Speak at an appropriate pace, volume and tone.
SL.2	Determine the main ideas and supporting details of a text read aloud or of information presented in diverse media and formats, including visually, quantitatively and orally.	<ul style="list-style-type: none"> ● Distinguish between key details and supporting details. ● Identify words, phrases, graphic aids and organizational features that support the main idea.
SL.4	Report on a topic, tell a story or recount an experience with facts and descriptive details, speaking clearly at an understandable pace.	<ul style="list-style-type: none"> ● With guidance, edit/review/revise/practice the presentation of the information product. ● Demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS L.3.1)

Code	Standard	Learning Targets
		<ul style="list-style-type: none"> ● Use appropriate nonverbal techniques to enhance communication. ● Speak at an appropriate rate, volume and tone.
SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<ul style="list-style-type: none"> ● Differentiate between complete sentences and fragments.

Language (L)

Code	Standard	Learning Targets
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> ● Demonstrate correct use of parts of speech in oral and written language. ● Demonstrate consistent and appropriate use of verb tenses, such as past, present and future, in oral and written language. ● Apply correct subject-verb and pronoun-antecedent agreement in speaking and writing. ● Strengthen writing by revising to combine sentences correctly when appropriate.
L.1.i	Produce simple, compound and complex sentences.	<ul style="list-style-type: none"> ● Distinguish between simple, compound and complex sentences. ● Strengthen writing by revising to use a variety of sentence types.
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	<ul style="list-style-type: none"> ● Recognize and distinguish between contractions and possessives. ● Recognize and explain the purpose of direct dialogue in text.
L.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	<ul style="list-style-type: none"> ● Identify the correct spellings for grade-level, frequently occurring irregular words. ● Modify spelling of base words as needed when adding inflectional endings and suffixes. ● Use word processing prompts when appropriate to correct spelling of grade-appropriate words.

Code	Standard	Learning Targets
L.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	<ul style="list-style-type: none"> Apply previously learned spelling patterns and generalizations to spell grade-appropriate words correctly. Apply knowledge of syllable types to spell multisyllabic words. Analyze writing models for correct spelling.
L.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.	<ul style="list-style-type: none"> Choose appropriate words to convey feelings or mood in writing. Strengthen writing by revising sentences for attention to reader/listener interest.
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on third-grade content, choosing flexibly from a range of strategies.	<ul style="list-style-type: none"> Discuss words and word meanings daily as they are encountered in text, instruction and conversation. Identify clues within a sentence that help determine or clarify the meaning of a word or phrase.
L.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable).	<ul style="list-style-type: none"> Identify the root word in multisyllabic words. Identify the meanings of common prefixes and suffixes. Use the meanings of prefixes and suffixes to explain the meaning of new words.
L.5	Demonstrate understanding of word relationships and nuances in word meanings.	<ul style="list-style-type: none"> Access prior knowledge and experiences to identify connections between words and their application to real life. Access prior knowledge as well as reference materials, both print and digital, to identify synonyms for given words.

Unit Assessments and Rubrics

Formative Assessments

- Handouts provided for Model Lessons (can be used as informal assessments)
- Speaking and Listening Rubric (handout included)
- Reading Comprehension Rubric (handout included)
- Brief Constructed Response Rubric (handout included)

Summative Assessments

- Narrative Writing Rubric (handout included)
- *The World According to Humphrey* Review Test (handout included)
- Final Reports/Projects

Differences in student abilities and learning styles should be considered when choosing assessments. Ongoing observations should be recorded.

Other Assessment Suggestions

Pre-Assessments and Standards	Recommendations
Informal Student Inventories (RL.1, W.10, SL.1, SL.1.d, SL.2, SL.4, L.5)	<ul style="list-style-type: none"> • Student Attitude Survey — used to gain insight into students' feelings about reading and writing • Student Interest Inventory — used to gain background knowledge of students and their overall likes/dislikes
Oral Reading Fluency Assessment (RF.3.b, RF.3.c, RF.3.d, RF.4.a, SL.2)	<ul style="list-style-type: none"> • Oral Reading Fluency WPM Chart • www.easycbm.com
Sight Word List (RF.3.d)	<ul style="list-style-type: none"> • Fry's Instant Word Lists www.uniqueteachingresources.com/Fry-1000-Instant-Words.html • Dolch Word Lists • www.enchantedlearning.com/dolch/ • Informal Reading Inventory (IRI) Word List
Informal Spelling Inventory (RF.3.a, RF.3.b, RF.3.c, L.2.e, L.2.f, L.4.b)	<ul style="list-style-type: none"> • <i>Words Their Way</i> Spelling Inventory • Unit reviews in spelling workbooks

Formative Assessments and Standards	Suggestions
Ongoing Teacher Observations (standards based on lesson)	<ul style="list-style-type: none"> • Anecdotal records • Checklists/daily logs
Reading Comprehension Tasks (RL.1, RL.2, RL.3, RI.1, RI.2, RI.9, SL.1, SL.2)	<ul style="list-style-type: none"> • Graphic organizers • Selected responses and short answers • Collaborative discussions/observations • Informal Reading Inventories (IRI) Word List

Formative Assessments and Standards	Suggestions
Language/Word Analysis (L.1, L.1.i, L.2, L.2.e, L.2.f, L.3, L.4, L.4.b, L.5)	<ul style="list-style-type: none"> ● Chapter reviews from English textbooks (<i>Houghton Mifflin English</i>, <i>Harcourt Brace</i>, etc.) ● Weekly spelling/vocabulary tests (<i>Wordly Wise</i>, <i>Zaner-Bloser Spelling Connections</i>, etc.) ● Word Walls adapted for specific lessons
Writing (L.1, L.3, SL.3, SL.4, W.1.b, W.3, W.5, W.10)	<ul style="list-style-type: none"> ● Graphic organizers ● Response journals ● Writing samples

Vocabulary

High frequency “Tier 2” words and academic vocabulary should be taught explicitly as students need to understand and apply these words across all content areas in various situations. For more information on how to teach vocabulary while using standards, visit the following websites:

- www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger
- www.ascd.org/publications/educational-leadership/sept09/vol67/num01/Six-Steps-to-Better-Vocabulary-Instruction.aspx
- achievethecore.org/aligned/including-tier-2-vocabulary-instruction-in-curricular-materials/

Unit-Specific Vocabulary

- Literature
- Schema
- Collaborate
- Theme
- Analyze
- Relationship factors:
 - ▶ Trust
 - ▶ Respect
 - ▶ Forgiveness
- Comprehension
- Identify
- Recall
- Fluency
- Phonics:

- ▶ Syllables/multisyllabic
- ▶ Long/short vowels
- ▶ Blends/digraphs
- Compare/contrast
- Main idea
- Supporting details
- Predictions
- Inferences
- Context clues
- Topic sentence
- Closing sentence
- Paragraph
- Indent
- Textual evidence
- Moral/Lesson
- Text features
- Similarities/differences
- Evaluate
- Audience
- Purpose
- Informational texts/expository
- Narrative
- Biography
- Fiction/nonfiction
- Fact/opinion
- Cite evidence
- Conventions of standard English:
 - ▶ Root/base word
 - ▶ Prefix/suffix
 - ▶ Fragment/sentence
 - ▶ Singular/plural nouns
 - ▶ Possessive
 - ▶ Contractions
 - ▶ Punctuation

Text Suggestions

The following texts have been chosen for their Lexile levels, interest levels and ease for planning to multiple standards. To find an up-to-date list of vetted texts — which clearly center diversity, equity and inclusion — visit our list of [Culturally Responsive Text Suggestions](#).

See *Appendix A: Text Complexity Considerations* for information on how to select complex text. The Lexile (L) range used for measuring text based on the Common Core band for second and third graders is 420L–820L.

Fictional Stories with the Relationships Theme

Being Frank by Donna Earnhardt

Bill and Pete by Tomie dePaola (500L)

Charlotte’s Web by E.B. White

Chrysanthemum by Kevin Henkes

Desmond and the Very Mean Word by Archbishop Desmond Tutu and Douglas Carlton Abrams

Enemy Pie by Derek Munson (AD550L)

Gilbert the Great by Jane Clark and Charles Fuge

Grandma’s Purse by Vanessa Brantley-Newton

Have You Filled a Bucket Today? by Carol McCloud

Officer Buckle and Gloria by Peggy Rathmann

One of Us by Peggy Moss

Stellaluna by Janell Cannon

The Ant and the Elephant by Bill Peet (720L)

The Family under the Bridge by Natalie Savage Carlson

The Giving Tree by Shel Silverstein

The Relatives Came by Cynthia Rylant

The Secret Olivia Told Me by N. Joy (350L)

The Tree Who Set Healthy Boundaries by Topher Payne

The World According to Humphrey by Betty G. Birney (670L)

When the Cousins Came by Katie Yamasaki

Nonfiction, Realistic Fiction or Historical Fiction

Helen Keller: Courage in the Dark by Johanna Hurwitz (Scholastic Reader) (620L)

The Magic Tree House Research Guides by Mary Pope Osborne and Natalie Pope Boyce (750L)

The Magic Tree House Series by Mary Pope Osborne

Martin’s Big Words by Doreen Rappaport (AD610L)

The Secret Soldier by Ann McGovern (Scholastic Biography) (590L)

The Story of Ruby Bridges by Robert Coles (AD800L)

Teacher Resources: Educational Websites

(Websites change frequently. All sites should be previewed before showing them to students.)

Collaborative Learning Platforms

- <https://info.flipgrid.com/> FlipGrid is a free video discussion platform where teachers can post questions and students of all ages can respond via short videos. It's excellent for students who have challenges with written expression but excel through oral communication; however, all students can benefit from this creative form of expression.
- <https://www.peardeck.com/> Pear Deck is an add-on feature for Google Slides or PowerPoint which allows slides to become interactive. Teachers can leave audio instructions for independent work, post surveys or questions for real-time assessment, etc. These features allow for differentiation among students such as drawing responses, dragging answers, leaving video recordings, etc.
- <https://nearpod.com/> Nearpod is a platform that combines the most popular applications in one place, making teaching easier and more effective. It has interactive lessons, interactive videos, games and activities that allow for differentiation and real-time assessment of learning.
- www.padlet.com Padlet is a collaborative learning tool that visually organizes information (e.g., words, pictures, videos/links). Users can add comments, rate/score information, and/or respond to questions.

Instructional Resources

- The Educators' Helper www.pinterest.com/TheEducatorsHelper was created on Pinterest to provide resources that support the Instructional Framework best practices such as planning to multiple standards and creating plans that are equitable and inclusive. See the "Relationships" board for specific Grade 3, Unit 1 resources.
- ThoughtCo. www.thoughtco.com/dolch-sight-words-for-word-walls-3111060 is an excellent resource for modifying lessons for struggling and/or emergent readers. Includes Dolch word lists and assessments for all students.
- Newsela <https://newsela.com/> is an online education platform for content that can be adjusted based on students' Lexile levels.
- Read Works www.readworks.org is a national nonprofit organization that provides **free**, research-based, Common Core-aligned reading resources for grades K through six.
- Reading Rockets www.readingrockets.org offers reading strategies, lessons, videos, and activities for educators and parents to help build fluency, vocabulary and comprehension skills.
- Internet4classrooms www.internet4classrooms.com/common_core/third_3rd_grade_english_language_arts.htm is an excellent resource for activities that align directly with third-grade ELA using CCSS.
- Edutopia www.edutopia.org/common-core-state-standards-resources has blogs, articles and resources that address how to use CCSS.

- Scholastic News teacher.scholastic.com/activities/scholasticnews/index.html provides kid-friendly news, games and quizzes, debate topics, and in-depth reports. The classroom magazines are excellent resources that are based around the CCSS.
- Enchanted Learning www.enchantedlearning.com is a wonderful resource full of practice worksheets, lesson ideas and activities for all subject areas. You'll need to pay to join the full site.
- easyCBM easycbm.com/ is an assessment system designed by researchers at the University of Oregon. It contains a full suite of assessment and reporting options for teachers.
- Reading A-Z www.readinga-z.com/ has leveled readers, benchmark assessments and books in all genres. You'll need to pay for the full site.

Student Practice Sites

- Vocabulary Games and Resources www.vocabulary.co.il/ An educational English/grammar skills website that offers free online word games specifically designed to build vocabulary, spelling and phonics skills through fun practice.
- Spelling www.spellingcity.com This website allows users to type in words they are studying; the computer reads the words back and dictates them in sentences. Great individual student practice of weekly spelling words!
- Rhymezone www.rhymezone.com Contains a rhyming dictionary and thesaurus. Students can find synonyms, antonyms and definitions of words they enter.
- Kidsclick www.kidsclick.org An excellent site for student research! Offers a variety of topics for students to choose from.
- Kids.gov www.kids.gov Good informational site for kids — information on history, government, science, ELA, math, etc.
- Type-to-Learn www.typetolearn.app/ is a self-paced typing program used in many school districts.

Lesson Sequence — Unit Progression

This unit highlights the importance of relationships in our lives. Across the unit, third-graders have the opportunity to explore different kinds of relationships through informational and fictional literature (from both paper and digital sources). They identify their common factors and analyze how relationships make them feel. Specific characteristics of individuals in positive relationships are examined each week. Throughout the unit, the purpose for reading and writing is interwoven in a way that allows students to start synthesizing these Essential Questions. The Daily 5 routine is used to implement all areas of language arts. The unit ends with students having both a solid “schema” of relationships and a stronger foundation of strategies that help them become independent thinkers.

The broad scope of this unit includes instruction through a “gradual release of responsibility.” This starts with whole-group modeled instruction; moves through guided practice, peer-paired groups and independent practice; and ends in the students applying their skills in authentic

ways. There are many opportunities for students to collaborate and engage in purposeful discussion.

Week-by-Week

The first week focuses on students understanding the theme of **Relationships** and making a personal connection. They learn reading comprehension strategies such as how to activate their “schemas” or background knowledge to make meaning from text. Week 2 builds on this idea by introducing text-to-text connections. Students identify the characteristics involved in being a good friend through being helpful. In Week 3, text-to-world connections are introduced by highlighting nonfiction. The idea of forgiveness is examined.

During Week 4, students learn how to answer text-dependent questions through writing brief constructed responses. The relationship of adult role models is examined, as is the characteristic of dependability. The extended text *The World According to Humphrey* is introduced during Week 5. Students engage in a variety of discussions while reading the story in various groups. Opportunity is given to delve deeper into the storyline, which provides a multitude of relationships for analysis. Also in Week 5, students ponder the relationship of having a pet. In Week 6, students revisit all the characteristics of positive relationships and choose one personal relationship as the focus of their narrative piece.

In Week 7, students continue to apply reading and writing strategies while using *The World According to Humphrey*. Week 8 involves learning how to complete a research report; students choose a type of pet they’d like to research. The unit concludes in Week 9 with the completion of the research report and an oral presentation.

Appendix A: Text Complexity Considerations

When selecting books, text complexity matters. According to the Common Core State Standards Initiative, three factors should be considered when the teacher is choosing texts: 1) Qualitative Measures, 2) Quantitative Measures, and 3) Reader and Task Considerations. For more information on these measures, see the following website: www.corestandards.org/ELA-Literacy/standard-10-range-quality-complexity/measuring-text-complexity-three-factors/.

As a result of research conducted in 2013 on text complexity, updated information was added to Appendix A of the CCSS to reflect the new expectations required of students in order to meet College and Career Readiness (CCR) by high school graduation. The table below shows the six different measures found reliable for measuring text complexity and their corresponding grade levels.

Common Core Band	ATOS (Accelerated Reader)	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	Text Evaluator
2nd-3rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	100 – 590
4th-5th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	405 – 720
6th-8th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	550 – 940
9th-10th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	750 – 1125
11th-CCR	11.20 – 14.10	67 – 74	10.34 – 14.20	1185 – 1385	9.57 – 12.00	890 – 1360

Table 1: Updated Text Complexity Grade Bands and Associated Ranges From Multiple Measures, taken from www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity-revised.pdf, which can be found on the website www.corestandards.org/other-resources/.

Appendix B: Instructional Strategies for Diverse Learners

When choosing instructional strategies, teachers should consider the multiple learning styles, backgrounds and abilities of all students. Research shows that to promote ELA/literacy skills, teachers should incorporate a mix of whole-group, peer-paired and independent activities into instructional procedures. Below is a list of research-based strategies recommended to promote literacy skills in the five essential areas of reading (comprehension, vocabulary, fluency, phonics and phonemic awareness).

Comprehension Strategies

- KWL Charts, Venn Diagrams, T-charts, etc.
- Interactive Read-Alouds, Think-Alouds, etc.
- Story Boards, Sketch to Stretch, etc.
- Question-Answer-Relationship (QAR) (e.g., www.youtube.com/watch?v=wsud7AQWva8)
- Focus Questions

Comprehension Strategies with Cooperative Learning (Collaboration)

- Guided Reading, Literature Circles, Book Talks, etc.
- Readers Theater, Role Play, Reciprocal Reading, etc.
- Shared/Buddy/Paired Reading
- Think-Pair-Share, Turn-and-Talk, etc.
- Jigsaw (e.g., www.ascd.org/publications/educational-leadership/nov18/vol76/num03/Let's-Get-Jigsaw-Right.aspx)
- Socratic Seminar (grade 2: www.youtube.com/watch?v=zBfH_fhAme0; for older students: www.youtube.com/watch?v=69Qv3l0nuNg)
- Fishbowl
- Four Corners (e.g., www.youtube.com/watch?v=M2XmJQ9FL5A)
- Gallery Walk (e.g., www.youtube.com/watch?v=nNT3PZP2obU)

Vocabulary Strategies

- Word Walls
- Word Analysis, Word Sorts (e.g., Making Words), Word Games (e.g., UpWords, BINGO)
- Word Ladders
- Concept Mapping (great for ELL students/differentiation), Concept Circles, Frayer Model, etc.

- Alpha Boxes (e.g., www.youtube.com/watch?v=iBGB7CiN0bQ)
- List-Group-Label (e.g., www.youtube.com/watch?v=K731qicwYcY)
- Non-Linguistic Strategies (visuals)
- Analogies, Connect-Two, etc.

Fluency Strategies

- Daily Read-Alouds, Think-Alouds, etc.
- Record Self/Listen to Self
- Listen to Stories Using Technology
- Repeated Readings
- Choral Reading

Phonemic Awareness/Phonics Strategies

- Making Words
- Word Ladders
- Centers/Literacy Stations
- Guided Reading
- Interactive Writing

