

| Grade 3 Month | Big Ideas | Enduring Understanding | Essential Questions | Goals | Performance Based Assessment |
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| September/October | Observing the World Around Us | Close Observation <ul style="list-style-type: none"> • Problem Solving • Change Over Time | How do readers understand and explain characters' actions in stories? How do writers use specific sensory details, dialogue, and description to advance the sequence of events in a story? | Readers will be able to show how a character's motivations affect the sequence of events of a story. Writers will be able to use characters' dialogue, feelings, and sensory details to explain the sequence of events in a story | Narrating our world Students will observe or imagine a busy area (the library, cafeteria, playground, etc.), just as the characters did in <i>The Case of the Gasping Garbage</i> , and think about the kinds of characters they would find there. Students will think about how those characters would contribute to the sequence of events and write a narrative story about characters whose actions and feelings impact the story. Students will share their writing with the class as part of an author celebration. TARGET STANDARD Common Core Learning Standard W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| October/November | Observing Change Over Time <ul style="list-style-type: none"> • Close Observation | Readers understand main ideas by looking closely at the facts and details used to support them. <ul style="list-style-type: none"> • Writers understand how to convey information about main ideas and details through text features and illustrations. • Learners explore content to understand how close observation can explain how and why things in the world change over time. | How do authors use compare/contrast to help readers understand information? How do writers use signal words to identify compare/contrast? | Readers will be able to identify comparisons, contrasts, and changes over time by closely reading sentences, paragraphs, and text features across texts about the same topic. Writers will be able to use research-based facts and text features to convey main ideas and details about a topic that changes over time. Explore Content Learners explore content to use observational skills to understand how things change over time | In the News! Students will write an informative/explanatory news article on one living thing. The topics will be selected by the students. TARGET STANDARD Common Core Learning Standard W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| December | <ul style="list-style-type: none"> • Relationships • Community • Culture | Readers understand that a character contributes to a sequence of events. <ul style="list-style-type: none"> • Writers understand that a central message is conveyed through the actions of a character. • Learners understand that relationships within a community are affected by culture and community. | ESSENTIAL QUESTIONS How does a character's environment and culture impact behavior? How does a character's dialogue and actions impact the course of events in a narrative? | MODULE GOALS Readers will use text-based evidence to draw conclusions about the characters in literary texts. Writers will use dialogue and action to create a narrative with a central message. Explore Content Learners will explore content to understand that people have rich cultural heritage and traditions. | Students will use what they have learned about character to write a next scene in the book. They can act it out with partners or create a visual element to complement the scene, showing their knowledge of character. TARGET STANDARD Common Core Learning Standard W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| January/February | Connecting Character, Culture, and Community | Readers understand that photographs, illustrations, and captions helps us master concepts in informational text. <ul style="list-style-type: none"> • Writers understand that ideas are clearly presented through the structure and features of texts. • Learners will explore content to understand that there are similarities and differences in communities around the world. | How do features of a text help a reader understand the main idea? How do writers group information and illustrations to create a main idea? | Readers will use evidence to identify the main idea and key details of a text. Writers will write informative texts to examine a topic and express ideas and information clearly. Explore Content Learners will explore content to recognize that families, schools, and communities differ from place to place around the world. | COMMUNITY COMPARE AND CONTRAST Students will use what they have learned to compare and contrast the ways of life of two communities. They will share their compare/contrast understandings with a multimedia presentation. TARGET STANDARD Common Core Learning Standard W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| February/March | Generations <ul style="list-style-type: none"> • Oral Histories | Readers understand that stories help us explain the world to each other and through generations, through central message, moral, and theme. <ul style="list-style-type: none"> • Writers understand that opinion writing supports a point of view with reasons. • Learners will explore content to understand that oral histories transmit experience, explanations, and wisdom for generations | How do readers recount stories using text-based details to understand the central message, lesson, or theme? What does it mean to support your opinion? | MODULE GOALS Readers will recount stories including character actions and how they contribute to the sequence. Writers will support a point of view with reasons and evidence. Learners will explore content to understand how people use stories to explain the world or combat fear. | THE POWER OF STORY What is the benefit of stories as a way to explain things or allay fears? Students will write to support their opinion about this topic using text examples from <i>Storm in the Night</i> and <i>Knots on a Counting Rope</i> . TARGET STANDARD Common Core Learning Standard W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. Seeking Explanations |
| March/April | Interactions <ul style="list-style-type: none"> • Climates | Readers will understand how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature. <ul style="list-style-type: none"> • Writers understand that related information goes together when presenting a topic, with facts, definitions, and details. • Learners will explore content to understand scientific reasons for how and why things occur in nature. | How do readers understand complex informational text through both illustrations and text? How do writers introduce and develop a topic with facts, details, and linking words? | Readers will ask and answer questions about a topic, and determine main ideas and details that describe scientific concepts, using language that pertains to time, sequence, and cause/effect. Writers will write informative/explanatory texts to examine a topic and convey ideas in order to share information. Explore Content Learners will explore content to understand reasons explaining how and why things occur in nature. | NEWS REPORT Students will use what they have learned from <i>Weather and Living Through a Natural Disaster</i> to create an engaging news report recounting an experience that demonstrates an understanding of the relationship between human beings and the weather/climate/Earth using relevant, descriptive details, and visual displays that emphasize and enhance details and facts. TARGET STANDARD Common Core Learning Standard W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| May | Courage | Readers understand that characters' roles influence the events, plot, and theme in a story. <ul style="list-style-type: none"> • Writers understand that characters' actions can reveal big ideas of the text. • Learners will explore content to understand that active citizens can be agents for positive change when they stand up for what they believe in. | ESSENTIAL QUESTIONS How do the characters' actions contribute to the events, plot, and theme in a text? How is theme revealed through details and language in a text? | Readers will analyze the characters, theme, setting, and plot in stories they read. Writers will examine character, plot, and setting to develop an understanding of theme. Explore Content Learners will explore content to identify qualities of active citizenship. | INTERVIEWING ACTIVE CITIZENS Students will identify an active citizen in their family, their school, or their local community to interview about taking action and making change. TARGET STANDARD Common Core Learning Standard W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. |
| June | Governments | Readers understand that texts contain a main idea and details to support it. <ul style="list-style-type: none"> • Writers understand that using different sources enhances their writing. • Learners will explore content to understand that types of governments in nations around the world have different structures and varied processes. | What is the main idea? How do writers enhance their writing through multiple sources? | Readers will use details in the text to determine the main idea. Writers will examine different sources to conduct short research. Explore Content Learners will explore content to understand that the process of selecting leaders, solving problems, and making decisions across governments in nations and communities around the world differs. | HOW OUR GOVERNMENT WORKS! Students will use their research to form an opinion about why our government works well, and will then create a presentation including their findings and opinions. TARGET STANDARD Common Core Learning Standard W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. |