**3rd Grade ELA Module Overviews**

*The modules act as overarching themes throughout the year. They align to the major shifts of Common Core and encompass all priority and supporting state standards in a cyclical fashion. They are offered as a flexible curriculum map across the year and as a guide for whole group reading and writing instruction, part of a comprehensive literacy model as detailed in the GCR2 Literacy Blueprint. Small group and independent reading and writing while not detailed in the modules should be a regular part of the literacy block and more responsive to student needs. While module 1 needs to be done in the fall in one chunk, modules 2, 3, and 4 can be switched around and could be done in 2 cycles; cycle 1 as an introduction and cycle 2 taking it deeper. The suggested time lines are meant for the 2 cycle approach of modules 2-4.*

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| **Module** | **Overview** | **Possible Time Line for 2015-2016:** |
| **Module 1**  Launching Your ELA Workshop and Baseline Assessments  & Introducing “Close Reading and Writing to Learn” | **The Focus of Module 1 is to:**   1. Establish routines and rituals for a readers and writers or ELA workshop. 2. Build a strong classroom community and supportive culture; essential elements in order for students to trust one another, share their thinking, and take risks with new skills and strategies to accelerate growth. 3. Identify children’s strengths and challenges and set goals to kick off the year long journey of becoming increasingly literate people. Both district assessments and classroom formative reading and writing measures can support the collection of evidence as baseline data to draw from. Both teachers and students engage in assessment and goal setting.  * *Ideally teachers will find times to administer assessments while maintaining established routines. For example, giving one F&P assessment a day during an independent reading time, or doing an on-demand writing prompt during independent writing time.*  1. Introduce Close Reading routines that help all students’ access, grapple with, and share their thinking about complex high-interest texts after multiple interactions with appropriate scaffolds. 2. Establish reading journals, interactive notebooks, and learning logs across subjects as a means of capturing new thinking and growing ideas in short bursts. |  |
| **Module 2**  “Developing as critical readers, thinkers, and writers of narrative text”  **Module 2 Cont.** | **The Focus of Module 2 is to:**   1. Guide students to develop critical literacy skills by reading, writing, and interacting with narrative texts and illustrations. 2. Study narrative text structures, plot development, and themes through a variety of narrative genres and Mentor Texts. 3. Zero in on characters; describing and analyzing diverse characters’ traits, motivations and feelings while also explaining how individual characters’ actions contribute to the outlay of the story. 4. Explore the stories of various cultural groups while learning about important myths, fables and folktales that provide insight into understanding these various cultures. 5. Engage in authentic, meaningful conversations with peers around high interest complex narrative texts using evidence to support thinking. 6. Write strong narratives using what student’s have learned from the 3rd grade narrative Mentor Texts as an anchor for writing from a reader’s perspective (after reading from a writer’s perspective). 7. Enhance their fictional characters, settings and events with specific details as exemplified in the Mentor Texts. 8. Use peer and teacher feedback as well as specific tools to improve revision and editing skills. 9. Develop strategies for deciphering and understanding academic vocabulary in reading and selecting appropriate words in writing and speaking in reference to narratives. |  |
| **Module 3**  “Learning Through Research” | **The Focus of Module 3 is to:**   1. Introduce students to informational structures, genres, and strategies that allow them to better access and communicate information in an intentional way. 2. Engage in authentic, meaningful conversations with peers around high interest complex informational texts using evidence to support thinking. 3. Participate in research projects that directly build on informational reading skills, as students learn to reference both digital and print sources. 4. Learn best practices for locating information, note taking, sorting and relaying information. 5. Write informational pieces drawing from the evidence students have collected to clearly communicate information about a topic in accordance with purpose and audience. 6. Utilize transition techniques to provide an appropriate sequence of events or processes and to create ease and flow for the reader. 7. Use peer and teacher feedback as well as tools to improve revision and editing skills. 8. Develop strategies for deciphering and understanding academic vocabulary in reading and selecting appropriate words in writing and speaking in reference to informational texts.   \*This module lends itself perfectly to partnering with a social studies or science unit. All district designed science, social studies and GLAD units pair content with literacy. Teachers may need to enhance the units by adding lessons that focus on the designated standards for this module. |  |
| **Module 4**  “Forming Positions” | **The Focus of Module 4 is to:**   1. Support students in developing, distinguishing, and communicating their own point of view with that of others including the authors of the texts they read. 2. Examine how authors communicate similar story elements or key information in different Mentor Texts; how they present their own positions. 3. Use reasoning to support their opinions and draw upon both narrative and informational sources to support their positions. 4. Write strong opinion pieces with reasoning and evidence and utilizing techniques found in Mentor Texts. 5. Use peer and teacher feedback and tools to improve revision and editing skills. 6. Understand reading, writing, speaking, and listening play equal roles in laying the foundation for argumentation.   \*Again the teacher may want to pair at least one cycle of this module with a science, social studies, or GLAD unit giving students an opportunity to use what they have learned about a topic to take a stand on an issue directly related to it. |  |

**Third Grade Module Proposed Focus Standards Chart**

Modules 2, 3, and 4 do not separate standards into cycle 1 and 2 as these standards are simply repeated at a more sophisticated level in the second cycle.

Blue highlighting signifies a proposed addition to the original priority standards for 2015-2016 due to SBAC expectations.

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|  | **Standard** | Once a standard is a “focus” it may be practiced or reviewed in appropriate following modules | | | | |
| **Module 1** | **Module 2** | **Module 3** | **Module 4** | **All Modules** |
| Reading Literature | RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | X |  |  |  |  |
| RL2 **Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.** |  | X |  |  |  |
| RL 3 **Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.** |  | X |  |  |  |
| RL 4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. | X |  |  |  |  |
| RL 5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as  *chapter, scene,* and *stanza;* describe how each successive part builds on earlier sections. |  | X |  |  |  |
| RL 6 Distinguish their own point of view from that of the narrator or those of the characters. |  |  |  | X |  |
| 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). |  | X |  |  |  |
| RL 8 N/A to literature |  | | | | |
| RL 9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). |  |  |  | X |  |
| RL 10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grads 2-3 text complexity band. | Striving to apply skills in a benchmark level or above | | | | X |
| Reading Informational | RI 1 **Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.** | X |  |  |  |  |
| RI 2 **Determine the main idea of a text; recount the key details and explain how they support the main idea.** | X |  |  |  |  |
| RI 3 3.RI. 3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |  |  | X |  |  |
| RI 4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to *grade3 topic or subject area.* |  |  |  |  | X |
| RI 5 **Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.** |  |  | X |  |  |
| RI 6 Distinguish their own point of view from that of the author of a text. |  |  |  | X |  |
| RI 7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how the key events occur). | X |  |  |  |  |
| RI 8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | X |  |  |  |  |
| RI 9 **Compare and contrast the most important points and key details presented in two texts on the same topic.** |  |  |  | X |  |
| RI 10 By the end of the year, read and comprehend informational texts, including history, social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. | Striving to apply skills in a benchmark level or above | | | | X |
| Reading  Foundations | RF 3 **Know and apply grade-level phonics and word analysis skills in decoding words.** |  |  |  |  | X |
| RF 4 **Read with sufficient accuracy and fluency to support comprehension.** |  |  |  |  | X |
| Writing | W 1 Write opinion pieces on topics or texts, supporting a point of view with reasons. |  |  |  | X |  |
| W 2 **Write informative/explanatory text to examine a topic and convey ideas and information clearly.** |  |  | X |  |  |
| W 3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |  | X |  |  |  |
| W 4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. |  |  |  |  | X |
| W 5 **With Guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.** |  |  |  |  | X |
| 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. |  |  |  |  | X |
| W 7 **Conduct short research projects that build knowledge about a topic.** |  |  | X |  |  |
| 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. | X |  |  |  |  |
| W 9 Begins in grade 4 |  |  |  |  |  |
| W 10 Write routinely over extended time frames( time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. |  |  |  |  | X |

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|  | **Standard** | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **All Modules** |
| Language | L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking |  |  |  |  | X |
| L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |  |  |  | X |
| L 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. |  |  |  |  | X |
| L 4 **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content* choosing flexibly from a range of strategies.** | X |  |  |  |  |
| L 5 **Demonstrate understanding of word relationships and nuances in word meanings.** |  | X |  |  |  |
| L 6 **Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.** | X |  |  |  |  |
| Speaking and Listening | SL 1 **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expression their own clearly.** |  |  |  |  | X |
| SL 2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | X |  |  |  |  |
| SL 3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |  |  | X |  |  |
| SL 4 **Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.** |  |  | X |  |  |
| SL 5 Create engaging audio recordings of stories and poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details |  | X |  |  |  |
| SL 6 **Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations)** |  |  |  |  | X |