

Canterbury Public Schools
Grade 3 ELA
Module 3 Unit 1

Subject	ELA
Grade Level	Grade 3
Unit Title	Exploring Literary Classics
Unit Goals	<p>Explore the understanding of how the historical context of a literary classic can have an impact on the content</p> <p>Analyze how writers develop characters to capture a reader's imagination</p> <p>Make connections between historical context and the content of a story</p> <p>Students will analyze characters by examining traits, motivations, actions, and points of view</p> <p>Analyze figurative language, word relationships, and nuances in word meaning to gain a deeper understanding of the meaning of the text.</p> <p>Close read a text</p>
Pacing (# of weeks)	2.5 weeks
Standards	RL 3.1, 3.2, 3.4, 3.10, 3.5, 3.6, 3.7 RI 3.1, 3.10 W 3.8 SL 3.1 L 3.4, 3.1, 3.4.a, 3.4.b, 3.4.c, 3.4.d, 3.5, 3.5.a
Content/Conceptual Knowledge (know)	<ul style="list-style-type: none"> - That history is reflected in classical content. - That readers make comparisons with information in a text (text to self) - That effective readers know how to do a close read - that strategies are effective to assisting understanding - There are specific strategies that support a reading project and help the reader respond
Skills (be able to do)	<p>Explain how an illustration contributes to the text.</p> <p>Recount Chapter 1 of Peter Pan</p> <p>Determine the gist and the meaning of unfamiliar vocabulary.</p> <p>Make connections between chapter 1 and the historical context.</p> <p>Explain how chapters build on each other.</p> <p>Explain how an illustration contributes to the text.</p> <p>Compare the points of view / self and characters</p> <p>Identify character traits.</p> <p>Determine the meaning of figurative language</p> <p>Follow the independent reading routines.</p>

	<p>Participate in Think.Triad/Share</p> <p>Determine the gist and meaning of unfamiliar vocabulary</p> <p>Participate in think and wonder conversations</p> <p>Infer a topic</p> <p>Do a close read of a text</p>
Essential Questions	<p>How do writers capture a reader's attention?</p> <p>What can we learn from reading literary classics?</p>
Enduring Understandings	<p>Authors show-not tell- how a character feels through dialogue and description.</p> <p>Authors choose words and phrases for effect to help readers imagine they are in the story.</p> <p>Literary classics are told in different ways over time.</p> <p>Literary classics can show how things have changed since the time they were written.</p>
Vocabulary	<p>Illustration, contributes, recount, literary classics, gift, connections, novels, published, inspired,, fantasy, entertain, original, classic, literature, advantage, society,character traits, point of view, probably certainly, possibly, motivation, racist, sexist,</p>
Common Learning Experiences	<p>Language dives</p> <p>Conversations - productive and equitable conversations</p> <p>Analyze and discuss character traits and points of view</p> <p>Turn and talks</p> <p>Recount the story (chapter)</p>
Assessments	<p>Mid Unit 1 students read a new chapter of Peter Pan and answer text-dependent selected responses and sort answer questions to show understanding of vocabulary and events in the story.</p> <p>Note catchers</p> <p>Oral recountings</p> <p>End of Unit: students read a new chapter of Peter Pan and answer text-dependent selected response and short answer questions to show understanding of the main characters in the story.</p>
Student Resources	<p>Texts and journals, anchor charts, word wall, note catchers, dictionary,</p>
Teacher Resources	<p>Texts, anchor charts</p>

**Canterbury Public Schools
Grade 3ELA Module 3 Unit 2**

Subject	ELA
Grade Level	3
Unit Title	Exploring Literary Classics
Unit Goals	Compare and contrast texts Analyze for a central message Write a book review Participate in a text based discussion in which they share and opinion
Pacing (# of weeks)	3 weeks
Standards	RL.1,RL.3.2c, RL.3.4, RL.3.9, RL.3.10, W.3.1c, 3.1a, W.3.4, W.3.5, L.3.1f, L.3.2e, L.3.2.f, L.3.2g,L.3.3b,L.3.4
Content/Conceptual Knowledge (know)	The component parts of an essay The strategies that enable a close read That you can compare and contrast stories, chapters, characters to familiar situations Words have meanings when used in context
Skills (be able to do)	Compare two Peter Pan stories revise a book review, and participate in a text-based discussion Support writing with text evidence Revise a book review Recall and recount two Peter Pan stories Determine the meaning of unfamiliar words Identify similarities and differences between chapters Recount chapter information Determine a central message Write an introductory paragraph for the book review a including a brief recount of the story Use the Painted Essay format to construct a paragraph Analyze texts Use story to support an opinion Recognize the differences between written and spoken English

	<p>Follow discussion norms to participate in a productive discussion about my opinion of a story</p> <p>I can prepare for a text-based discussion by forming an opinion and identifying reasons and evidence</p> <p>Revise my book review for linking words and phrases</p> <p>Use vocabulary strategies to revise spelling errors</p>
Essential Questions	What can we learn from reading literary classics?
Enduring Understandings	<p>Literary classics are told in different ways over time.</p> <p>Literary classics can show how things have changed since the time they were written.</p> <p>Readers have differing opinions about the texts they read and support their opinions with evidence from the text</p>
Vocabulary	<p>Essay, recount, tour, familiar, strain, tremendously, prams, passage, peer, impressed, mood, grumbled, immediately, politely, though, central message, conveyed, recommend, Painted Essay, structure, proof paragraph, concluding, text-based discussion, elaboration</p>
Common Learning Experiences	<p>Language dives</p> <p>Conversations Cues</p> <p>Compare stories</p> <p>Receive explicit instruction using correct subject-verb and pronoun-antecedent agreement</p> <p>Explicit instruction in how to craft an opinion essay: Painted Essay</p> <p>Use color coded sections</p> <p>Have text-based discussions</p> <p>Work in pairs</p> <p>Sharing</p>
Assessments	<p>Compare two Peter Pan stories/chapters</p> <p>Book review draft the introduction</p>
Student Resources	Texts, Painted essay format, journals, templates, note catchers
Teacher Resources	Texts. Models, format for writing the paragraph and

**Canterbury Public Schools
ELA Module 3 Unit 3**

Subject	ELA
Grade Level	3
Unit Title	Exploring Literary Classics
Unit Goals	Read like a writer
Pacing (# of weeks)	2.5 weeks
Standards	RL.3.10, 3.1, 3.2, 3.5 3.7 RI.3.10, \j9 W.3.3, W.3.4, W.3.4,5.6.10 SL. 3.1 L.3.2, L. 3.2a 3.4, 3.4a, 3.4.c, 3.4.d
Content/Conceptual Knowledge (know)	Background knowledge helps a reader to apply strategies for a close read Practice reading aloud promotes fluency Anchor charts support my thinking Close readers ask questions during reading
Skills (be able to do)	I can: Use dialogue and description to show rather than tell the feelings of a characters Punctuate dialogue Critique my partner's revised scene and provide kind, helpful, and specific feedback Use temporal words and phrases to show when things happen in my revised scene Choose words and phrases for effect Draft a scene of Peter Pan Answer questions Plan the structure of an effective presentation about my revised scene Read a new text excerpt fluently Identify the key points to talk about in my presentation Effectively perform my presentation Effectively deliver my presentation Use a model to generate criteria for a revised scene in a story Identify a scene from Peter Pan Form and use possessives correctly in my revised scene

	<p>Use dialogue and description to show rather than tell the feelings of characters in my scene</p> <p>Punctuate dialogue correctly</p> <p>Form and use regular and irregular verbs and verb tenses</p>
Essential Questions	<p>How do writers capture a reader's imagination?</p> <p>What can we learn from reading literary classics</p>
Enduring Understandings	<p>Authors show-no tell- how a character feels through dialogue and description</p> <p>Authors choose words and phrases for effect to help readers imagine they are in the story</p> <p>Literary classics are told in different ways over time</p> <p>Literary classics can show how things have changed since the time they were written</p>
Vocabulary	<p>Though, realize, actually, doubt, recount, critique, capitalize, possessives, verbs, verb tense, regular verbs, irregular verbs, dialogue, description, temporal, for effect, effectively,</p>
Common Learning Experiences	<p>Find the gist of an exemplar narrative text</p> <p>Read and analyze the model narrative</p> <p>Practice fluency</p> <p>Change a scene of Peter Pan based on reasons that they would not recommend the book to a friend.</p> <p>Use a check for understanding technique to self assess</p> <p>Independent writing</p> <p>Think Pair Share/ turn and talk/</p> <p>Punctuation Capital Letters</p> <p>Language dive</p> <p>Think alouds</p> <p>Use vocabulary accurately</p> <p>Student presentations</p>
Assessments	<p>Create an alternative scene, revise a scene,</p> <p>Manual suggested assessments</p> <p>Do a close read</p> <p>Performance tasks (see guide)</p> <p>Use verbs correctly, form verbs correctly</p> <p>Form and use possessives</p> <p>Punctuate dialogue correctly</p> <p>Student presentations</p>

	Identify the key points to talk about in my presentation
	Answer questions about word choice, capitalization, and punctuation
Student Resources	Texts and journals, graphic organizers, narrative planning guide, narrative writing checklists, parts of speech anchor charts
Teacher Resources	Anchor charts, model narratives, sticky notes, parts of speech anchor charts, Show not tell handout,