# Curriculum Development Course at a Glance
Planning for 3rd Grade Reading, Writing, and Communicating

;Content Area	Reading, Writing, and Communicating		Grade Level	3rd Grade
Course Name/Course Code				

Standard	Grade Level Expectations (GLE)	GLE Code
1. Oral Expression and Listening	1. Oral communication is used both informally and formally	RWC10-GR.3-S.1-GLE.1
	2. Successful group activities need the cooperation of everyone	RWC10-GR.3-S.1-GLE.2
2. Reading for All Purposes	1. Strategies are needed to make meaning of various types of literary genres	RWC10-GR.3-S.2-GLE.1
	2. Comprehension strategies are necessary when reading informational or persuasive text	RWC10-GR.3-S.2-GLE.2
	3. Increasing word understanding, word use, and word relationships increases vocabulary	RWC10-GR.3-S.2-GLE.3
3. Writing and Composition	1. A writing process is used to plan, draft, and write a variety of literary genres	RWC10-GR.3-S.3-GLE.1
	2. A writing process is used to plan, draft, and write a variety of informational texts	RWC10-GR.3-S.3-GLE.2
	3. Correct grammar, capitalization, punctuation, and spelling are used when writing	RWC10-GR.3-S.3-GLE.3
4. Research and Reasoning	1. Researching a topic and sharing findings are often done with others	RWC10-GR.3-S.4-GLE.1
	2. Inferences and points of view exist	RWC10-GR.3-S.4-GLE.2

Colorado 21st Century Skills
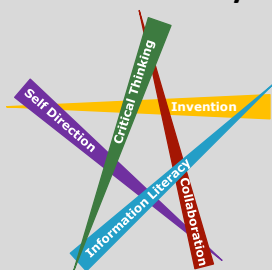
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Common Core Reading Foundational Standards

Phonics and Word Recognition: CCSS.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

CCSS.RF.3.3b Decode words with common Latin suffixes.

CCSS.RF.3.3c Decode multisyllable words.

CCSS.RF.3.3d Read grade-appropriate irregularly spelled words.

Fluency: CCSS.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.RF.3.4a Read grade-level text with purpose and understanding.

CCSS.RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

CCSS.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
In My Opinion	4-6 weeks	1
Telling our Story	4-6 weeks	2
What would happen if…..?	4-6 weeks	3
Becoming Researchers	4-6 weeks	4
Organization and Cycles	4-6 weeks	5

Unit Title	In My Opinion		Length of Unit	4-6 weeks

| Focusing Lens(es) | Communication | Standards and Grade Level Expectations Addressed in this Unit | RWC10-GR.3-S.1-GLE.1 RWC10-GR.3-S.1-GLE.2 RWC10-GR.3-S.2-GLE.1 RWC10-GR.3-S.2-GLE.2 RWC10-GR.3-S.2-GLE.3 | RWC10-GR.3-S.3-GLE.1 RWC10-GR.3-S.3-GLE.3 RWC10-GR.3-S.4-GLE.1 RWC10-GR.3-S.4-GLE.2 |

Inquiry Questions (Engaging-Debatable):	• How should a person compare (and evaluate) one point of view to others? (RWC10-GR.3-S.4-GLE.2-IQ.3) • Where do we get our opinions? (RWC10-GR.3-S.1-GLE.2-EO.a) • What causes disagreements with others? (RWC10-GR.3-S.4-GLE.2-EO.a)

Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning

Concepts	In content:	In reading:	In writing:
	communication, perspective, conflict, values, identity, interaction, communication, opinion, discussion, agreement/disagreement	phonics, fluency, phonological awareness, vocabulary, comprehension	phonics, fluency, phonological awareness, vocabulary, comprehension

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
The rules of phonics allow readers to decode text when faced with difficult or new words. (CCSS: RF.3.3b, CCSS: RF.3.3c) (RWC10-GR.3-S.2-GLE-3.EO.a.ii, iii)*	Why is it important to decode multisyllable words and words with common prefixes and suffixes? (RWC10-GR.3-S.2-GLE.3-EO.a)	Which decoding strategy works best when encountering unfamiliar words?
Context helps readers self-correct when reading words, rereading when necessary. (CCSS.RF.3.4c) (RWC10-GR.3-S.2-GLE.3-EO.b.iii)*	Why would a reader need to reread a portion of text when encountering an unfamiliar word?	Is it easier to stop and reread what you just read or to finish reading the paragraph and go back and read it to clarify meaning?
Reading grade-level texts with fluency leads to improved comprehension. (CCSS: RF.3.4b) (S.2-GLE.3-EO.b) *	Why is it important to read accurately with the appropriate rate and expression?	How is reading/comprehension affected when it is not read accurately? (RWC10-GR.3-S.2-GLE.3-EO.b.ii) and (RWC10-GR.3-S.2-GLE.3-EO.c)
Humans communicate to express ideas, values, opinions and different points of view. (RWC10-GR.3-S.1-GLE.2-EO.a) and (RWC10-GR.3-S.1-GLE.1-EO.d, f, g) and (RWC10-GR.3-S.3-GLE.1-EO.a) and (RWC10-GR.3-S.4-GLE.1-EO.c) and (RWC10-GR.3-S.4-GLE.2-EO.f)	What is the author trying to communicate in this story? (what value? what idea?) (RWC10-GR.3-S.2-GLE.1-EO.a.ii) (RWC10-GR.3-S.2-GLE.2-EO.a.ii)	How do you best express your ideas, values, and opinions? (RWC10-GR.3-S.1-GLE.1-EO.g)

Growth and change often result from conflicts or interactions with people who may hold different opinions. (RWC10-GR.3-S.1-GLE.2)	Describe how the conflict contributed to the sequence of events? (RWC10-GR.3-S.2-GLE.1-EO.a.iv,v)	How does conflict and communication cause change? Why is it useful to have many points of view on a topic? (RWC10-GR.3-S.4-GLE.2-IQ.6)
Writers plan, organize, revise and publish works that express their opinion in order to clarify and communicate their point of view. (RWC10-GR.3-S.3-GLE.1-EO.a) and (RWC10-GR.3-S.3-GLE.3-EO.a-c)	How does your opinion writing need to be revised to be more effective? (RWC10-GR.3-S.3-GLE.3-EO.b) Who is your audience? (RWC10-GR.3-S.3-GLE.3-EO.a) and (RWC10-GR.3-S.1-GLE.1-EO.d.g) What are your supporting details? (RWC10-GR.3-S.1-GLE.1-EO.a) and (RWC10-GR.3-S.3-GLE.1-EO.a.ii)	How do we adjust our arguments to persuade different audiences? (RWC10-GR.3-S.1-GLE.2-EO.a) and (RWC10-GR.3-S.3-GLE.3-EO.a-c)

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
- Why is it important to read accurately with the appropriate rate and expression CCSS: RF.3.4b (RWC10-GR.3-S.2-GLE.3-EO.b.ii) - Point of view and perspective of a text. (RWC10-GR.3-S.2-GLE.1-EO.b.iv) - Ways to speak and present opinions both formally and informally (RWC10-GR.3-S.1-GLE.1)	- Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.RF.3.3) (RWC10-GR.3-S.2-GLE.3-EO.a) - Identify and know the meaning of the most common prefixes and derivational suffixes. CCSS.RF.3.3a (RWC10-GR.3-S.2-GLE.3-EO.a.i) - Decode words with common Latin suffixes. CCSS.RF.3.3b (RWC10-GR.3-S.2-GLE.3-EO.c.ii) - Decode multisyllable words. CCSS.RF.3.3c (RWC10-GR.3-S.2-GLE.3-EO.c.iii) - Read grade-appropriate irregularly spelled words. CCSS.RF.3.3d (RWC10-GR.3-S.2-GLE.3-EO.a.iv) - Read with sufficient accuracy and fluency to support comprehension. CCSS.RF.3.4 (RWC10-GR.3-S.2-GLE.3-EO.b) - Read grade-level text with purpose and understanding. CCSS.RF.3.4a (RWC10-GR.3-S.2-GLE.3-EO.b.i) - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. CCSS.RF.3.4b (RWC10-GR.3-S.2-GLE.3-EO.c.ii) - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.RF.3.4c (RWC10-GR.3-S.2-GLE.3-EO.c.iv) - Revise, reflect on, and improve their written work to better express their ideas, values, and/or opinions (RWC10-GR.3-S.3-GLE.3) and (RWC10-GR.3-S.3-GLE.1.EO.a) - Speak and/or write an opinion piece on a topic that is relevant or significant to them (RWC10-GR.3-S.1-GLE.1-EO.a) and (RWC10-GR.3-S.3-GLE.1.EO.a) - Use language appropriate for task, purpose and audience (RWC10-GR.3-S.1-GLE.1) and (RWC10-GR.3-S.3-GLE.3-EO.a, d-f) - Write an opinion piece with supporting reasons. (RWC10-GR.3-S.3-GLE.1-EO.a) - Read and comprehend grade-level text accurately and fluently with prosody (RWC10-GR.3-S.2-GLE.1-EO.d) and (RWC10-GR.3-S.2-GLE.2-EO.d)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.	
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*"In my opinion, the best football team is the Broncos. They have the best record in the AFC and they have Peyton Manning, who has won more MVP awards than anyone in NFL history."*
Academic Vocabulary:	Revise, edit, reflection, supporting details, reasons, research, formal and informal, audience, conflict, character, plot, sequence, identifies, defend, evidence, infer/inference, identity, articulate, analyze/analysis
Technical Vocabulary:	discourse, opinion, point of view, communication

*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

Unit Title	Telling our Story			Length of Unit	4-6 weeks	

Focusing Lens(es)	Expression	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.3-S.1-GLE.1 RWC10-GR.3-S.1-GLE.2 RWC10-GR.3-S.1-GLE.3 RWC10-GR.3-S.2-GLE.1 RWC10-GR.3-S.3-GLE.1	RWC10-GR.3-S.2-GLE.2 RWC10-GR.3-S.2-GLE.3 RWC10-GR.3-S.3-GLE.2 RWC10-GR.3-S.4-GLE.1

Inquiry Questions (Engaging-Debatable):	• What does it mean to be expressive? • What are forms of expression? (RWC10-GR.3-S.1-GLE.1) • Is it important to have various forms of communication? Why or why not?

Unit Strands	Oral Expression and Listening, Reading for All Purposes, Writing and Composition, Research and Reasoning

Concepts	In content:	In reading:	In writing:
	Expression, beliefs/values, interactions, perspective, communication, stories, character, opinions	phonics, fluency, comprehension, vocabulary, phonological awareness	phonics, fluency, comprehension, vocabulary, phonological awareness, spelling

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
The rules of phonics allow readers to decode text when faced with difficult or new words. (CCSS: RF.3.3b, CCSS: RF.3.3c) (RWC10-GR.3-S.2-GLE-3.EO.a.ii, iii)*	Why is it important to decode multisyllable words and words with common prefixes and suffixes? (RWC10-GR.3-S.2-GLE.3-EO.a)	Which decoding strategy works best when encountering unfamiliar words?
Context helps readers self-correct when reading words, rereading when necessary. (CCSS.RF.3.4c) (RWC10-GR.3-S.2-GLE.3-EO.b.iii)*	Why would a reader need to reread a portion of text when encountering an unfamiliar word?	Is it easier to stop and reread what you just read or to finish reading the paragraph and go back and read it to clarify meaning?
Reading grade-level texts with fluency leads to improved comprehension. (CCSS: RF.3.4b) (RWC10-GR.3-S.2-GLE.3-EO.b)*	Why is it important to read accurately with the appropriate rate and expression?	How is reading/comprehension affected when it is not read accurately? (RWC10-GR.3-S.2-GLE.3-EO.b.ii) and (RWC10-GR.3-S.2-GLE.3-EO.c)
Characters often capture the personal experiences and express the beliefs/opinions of the author. (RWC10-GR.3-S.2-GLE.3-EO.b.i)	Which character do you think reflects the attitudes/beliefs of the author?	Why might some authors choose to express their beliefs/opinions in the form of fictional characters?

Texts typically present the interactions and perspectives of characters in a make-believe world in order to help readers make sense of the "real world." (RWC10-GR.3-S.4-GLE.2-RA.2)	With what parts of the story do you "connect" or identify? Explain.	How can understanding a particular story help you make sense real-life situations you face?
Consideration of the ways in which authors create characters and tell stories can inform and enhance the writing experience. (RWC10-GR.3-S.3 GLE.3-EO.c)	What parts of the story will you use as a model for your writing? What makes a "good story"?	How do authors create characters and tell stories?
Writing that powerfully employs mood, tone, word-choice, imagery, and conventions can effectively convey the expressive intent of the author. (RWC10-GR.3-S.2-GLE.1-EO.b.iii)	How do authors use imagery in their stories?	How do readers recognize the difference between effective writing and ineffective writing?

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• Point of view and perspective of a text. (RWC10-GR.3-S.2-GLE.1-EO.b.iv) • Different sources have different points of view (RWC10-GR.3-S.4-GLE.2-RA.2) • Various methods for drawing conclusions based on information (RWC10-GR.3-S.4-GLE.2-EO.d) • The ways in which prejudices impact our points of view and our judgments of others points of view. (RWC10-GR.3-S.4-GLE.2-N.1) • Agreed-upon rules for discussions (RWC10-GR.3-S.1-GLE.2-EO.a.ii)	• Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.RF.3.3) (RWC10-GR.3-S.2-GLE.3-EO.a) • Identify and know the meaning of the most common prefixes and derivational suffixes. CCSS.RF.3.3a (RWC10-GR.3-S.2-GLE.3-EO.a.i) • Decode words with common Latin suffixes. CCSS.RF.3.3b (RWC10-GR.3-S.2-GLE.3-EO.c.ii) • Decode multisyllable words. CCSS.RF.3.3c (RWC10-GR.3-S.2-GLE.3-EO.c.iii) • Read grade-appropriate irregularly spelled words. CCSS.RF.3.3d (RWC10-GR.3-S.2-GLE.3-EO.a.iv) • Read with sufficient accuracy and fluency to support comprehension. CCSS.RF.3.4 (RWC10-GR.3-S.2-GLE.3-EO.b) • Read grade-level text with purpose and understanding. CCSS.RF.3.4a (RWC10-GR.3-S.2-GLE.3-EO.b.i) • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. CCSS.RF.3.4b (RWC10-GR.3-S.2-GLE.3-EO.c.ii) • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.RF.3.4c (RWC10-GR.3-S.2-GLE.3-EO.c.iv)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*As I read Call of the Wild I noticed how the author described Alaska and help me create mental images as I read.*
Academic Vocabulary:	Storytelling, compare, contrast, values, labels, perspective, captions, Greek/Latin roots
Technical Vocabulary:	Prose, poetry, syllables, imagery, decoding, Greek/Latin roots

 *These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

Unit Title	What would happen if…..?		Length of Unit	4-6 weeks
Focusing Lens(es)	Causality/Cause	**Standards and Grade Level Expectations Addressed in this Unit**	RWC10-GR.3-S.1-GLE.1 RWC10-GR.3-S.1-GLE.2 RWC10-GR.3-S.2-GLE.1 RWC10-GR.3-S.2-GLE.2 RWC10-GR.3-S.2-GLE.3	RWC10-GR.3-S.3-GLE.1 RWC10-GR.3-S.3-GLE.3 RWC10-GR.3-S.4-GLE.1 RWC10-GR.3-S.4-GLE.2
Inquiry Questions (Engaging- Debatable):	- What are some common cause/effect relationships in your life? (S2-GLE.2-IQ.3) - What happens if you do not follow your parent's directions?			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	**In content:**		**In reading:**	**In writing:**
	Cause and effect, sequence, relationships, key ideas, comprehension, interactions, complexity, collaboration, action, influence, Context based concepts: Historical events, character traits, characteristics.		phonics, fluency, comprehension, vocabulary, phonological awareness	phonics, fluency, comprehension, vocabulary, phonological awareness, spelling

Generalizations My students will **Understand** that…	**Guiding Questions**	
	Factual	**Conceptual**
The rules of phonics allow readers to decode text when faced with difficult or new words. (CCSS: RF.3.3b, CCSS: RF.3.3c) (RWC10-GR.3-S.2-GLE-3.EO.a.ii, iii)*	Why is it important to decode multisyllable words and words with common prefixes and suffixes? (RWC10-GR.3-S.2-GLE.3-EO.a)	Which decoding strategy works best when encountering unfamiliar words?
Context helps readers self-correct when reading words, rereading when necessary. (CCSS.RF.3.4c) (RWC10-GR.3-S.2-GLE.3-EO.b.iii)*	Why would a reader need to reread a portion of text when encountering an unfamiliar word?	Is it easier to stop and reread what you just read or to finish reading the paragraph and go back and read it to clarify meaning?
Reading grade-level texts with fluency leads to improved comprehension. (CCSS: RF.3.4b) (RWC10-GR.3-S.2-GLE.3-EO.b)*	Why is it important to read accurately with the appropriate rate and expression?	How is reading/comprehension affected when it is not read accurately? (RWC10-GR.3-S.2-GLE.3-EO.b.ii) and (RWC10-GR.3-S.2-GLE.3-EO.c)

Characters actions, in relation to both cause(s) and effect(s), effectively drive the plot. (RWC10-GR.3--S.2-GLE.2-EO.b.iv) and (RWC10-GR.3-S.2-GLE.1-EO.a) and (RWC10-GR.3-S.2-GLE.2-EO.a)	What is cause and effect? (RWC10-GR.3-S.2-GLE.2-EO.a.iii) and (RWC10-GR.3-S2-GLE.2-EO.b.iv) Which words and semantic clues signal cause and effect relationships? (RWC10-GR.3-S.2-GLE2 EO.b.iv) Which were significant character actions that influenced the plot? (RWC10-GR.3-S.2-GLE.1-EO.a.v) and (RWC10-GR.3-S.2-GLE.1-EO.b.iii) Can character's actions affect the sequence of events and/or outcome of the story? Give an example. (RWC10-GR.3-S.2-GLE.1- EO.a.v)	How does noticing cause and effect facilitates comprehension? (RWC10-GR.3-S.2-GLE.2-EO.a.iii) and (RWC10-GR.3-S.2-GLE.2-EO-b.iv) How can cause and effect be considered a relationship? (RWC10-GR.3-S.2-GLE.2-EO.a.iii) and (RWC10-GR.3-S2-GLE.2-EO.b.iv) If one action by one character was different, how would this story be different? (RWC10-GR.3-S.2-GLE.1-EO.a.v)
Cause and effect frame the connections between elements in an expository text and help the reader understand the relationship(s) between concepts, ideas, actions, etc. (RWC10-GR.3-S.2-GLE.2- EO.a.iii)	Which event from the text caused something that followed ?(RWC10-GR.3-S.2-GLE.2-EO.a.iii) What is the language that helps you infer the cause and effect relationship between these two concepts in the text? (RWC10-GR.3-S.2-GLE.2-EO.a.iii) What is the connection between these sentences and paragraphs? (RWC10-GR.3-S.2-GLE.2-EO.c)	How is this series of historical events related through cause and effect? (RWC10-GR.3-S.2-GLE.2- EO.a.iii) How does cause and effect help me understand these scientific ideas? (RWC10-GR.3-S.2-GLE.2- EO.a.iii) How are these steps in a technical procedure in a text related through sequence and cause and effect? (RWC10-GR.3-S.2-GLE.2- EO.a.iii)
Personal behaviors and choices(causes) in group/collaborative discussions have a direct impact(effect) on the success/outcome of the group activity (RWC10-GR.3-S.1-GLE.2-EO.a)	Which features of oral communication make a speaker more effective? Less effective? (S.1-GLE.1; RWC10-GR.3-S.1-GLE-2.EOa.i, ii, v) What would be the effect on an audience if a speaker uses eye contact, or appropriate volume? (RWC10-GR.3-S.1-GLE.2-.EOa.v)	Why is it important to follow agreed-upon rules for discussions? (RWC10-GR.3-S.1-GLE.2-EO.a.ii) How do your choices as a speaker (preparation, clarity, eye contact) affect your audience? (RWC10-GR.3-S.1-GLE-2.EO.a)

Critical Content: My students will **Know**…	**Key Skills:** My students will be able to **(Do)**…
• The importance of authors choice of detail (RWC10-GR.3-S.1-GLE.2-EO.b) and (RWC10-GR.3-S.2-GLE.1-EO.a.ii.c) • Cause and effect relationships in narrative and expository texts, oral discussion, other disciplines and all aspects of life. (RWC10-GR.3-S.2-GLE.2-IQ.3) and (RWC10-GR.3-S.2-GLE.1-EO.a.v) and (RWC10-GR.3-S.3-GLE.3-EO.a-c) • Which words signal cause/effect relationships (RWC10-GR.3-S2-GLE2-EO.b.iv)	• Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.RF.3.3 (RWC10-GR.3-S.2-GLE.3-EO.a) • Identify and know the meaning of the most common prefixes and derivational suffixes. CCSS.RF.3.3a (RWC10-GR.3-S.2-GLE.3-EO.a.i) • Decode words with common Latin suffixes. CCSS.RF.3.3b (RWC10-GR.3-S.2-GLE.3-EO.c.ii) • Decode multisyllable words. CCSS.RF.3.3c (RWC10-GR.3-S.2-GLE.3-EO.c.iii) • Read grade-appropriate irregularly spelled words. CCSS.RF.3.3d (RWC10-GR.3-S.2-GLE.3-EO.a.iv) • Read with sufficient accuracy and fluency to support comprehension. CCSS.RF.3.4 (RWC10-GR.3-S.2-GLE.3-EO.b)

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- Read grade-level text with purpose and understanding. CCSS.RF.3.4a (RWC10-GR.3-S.2-GLE.3-EO.b.i)
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. CCSS.RF.3.4b (RWC10-GR.3-S.2-GLE.3-EO.c.ii)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.RF.3.4c (RWC10-GR.3-S.2-GLE.3-EO.c.iv)Read and comprehend grade-level text accurately and fluently with prosody (RWC10-GR.3-S.2-GLE.1-EO.d) and (RWC10-GR.3-S.2-GLE.2-EO.d)
- 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. (RWC10-GR.3-S.2-GLE.2-EO.a.iii) and (RWC10-GR.3-S.2-GLE.1-EO.b) and (RWC10-GR.3-S.3-GLE.3-EO.a-c)
- 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 (RWC10-GR.3-S.2-GLE.1-EO.b.iii)
- Identify words signal cause/effect relationships (RWC10-GR.3-S.2-GLE.2-EO.b.iv)
- Identify cause/effect relationships (RWC10-GR.3-S.2-GLE.2-EO.a.iii) and (RWC10-GR.3-S.2-GLE.1-EO.a.v; b.iii) and (RWC10-GR.3-S.2-GLE.2-EO.c.ii)

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Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	Reading a variety of texts about one topic gives me greater understanding of perspective and cause and effect (e.g., the *True Story of the Three Little Pigs* vs. the traditional fairy tale 'The Three Little Pigs.'
Academic Vocabulary:	Sequence, cause/effect, relationship, narrative, expository, character, plot, actions, signal words, discussion, technical procedures,
Technical Vocabulary:	Fable, folktale, myth, chapter, stanza, chronology, scene

*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

Unit Title	Becoming Researchers		**Length of Unit**	4-6 weeks
Focusing Lens(es)	Analysis/Analyzing	**Standards and Grade Level Expectations Addressed in this Unit**	RWC10-GR.3-S.1-GLE.1 RWC10-GR.3-S.1-GLE.2 RWC10-GR.3-S.2-GLE.1 RWC10-GR.3-S.2-GLE.2 RWC10-GR.3-S.2-GLE.3	RWC10-GR.3-S.3-GLE.1 RWC10-GR.3-S.3-GLE.3 RWC10-GR.3-S.4-GLE.1 RWC10-GR.3-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	• What are the characteristics of a researcher? (RWC10-GR.3-S.4-GLE.1.2) • Why research? (RWC10-GR.3-S.4-GLE.1) and (RWC10-GR.3-S.4-GLE.2-EO.f) • Should researchers share their finding with others? Why or why not? (RWC10-GR.3-S.4-GLE.1)			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	**In content:**		**In reading:**	**In writing:**
	Research/researcher, evaluation, critical thinking, reasoning, points of view, infer/inference, analysis, sharing, collaboration, inform, topic, interpretation, collaborative discussion, sources, inferences, accuracy, fairness, relevance		Phonics, Fluency, Phonological Awareness, Vocabulary, Comprehension	Phonics, Fluency, Phonological Awareness, Vocabulary, Comprehension

Generalizations **My students will Understand that…**	**Guiding Questions**	
	Factual	**Conceptual**
The rules of phonics allow readers to decode text when faced with difficult or new words. (CCSS: RF.3.3b, CCSS: RF.3.3c) (RWC10-GR.3-S.2-GLE-3.EO.a.ii, iii)*	Why is it important to decode multisyllable words and words with common prefixes and suffixes? (RWC10-GR.3-S.2-GLE.3-EO.a)	Which decoding strategy works best when encountering unfamiliar words?
Context helps readers self-correct when reading words, rereading when necessary. (CCSS.RF.3.4c) (RWC10-GR.3-S.2-GLE.3-EO.b.iii)*	Why would a reader need to reread a portion of text when encountering an unfamiliar word?	Is it easier to stop and reread what you just read or to finish reading the paragraph and go back and read it to clarify meaning?
Reading grade-level texts with fluency leads to improved comprehension. (CCSS: RF.3.4b) (RWC10-GR.3-S.2-GLE.3-EO.b)*	Why is it important to read accurately with the appropriate rate and expression?	How is reading/comprehension affected when it is not read accurately? (RWC10-GR.3-S.2-GLE.3-EO.b.ii) and (RWC10-GR.3-S.2-GLE.3-EO.c)

Researchers recognize what they don't know and conduct research projects in order to better understand topics and phenomena. (RWC10-GR.3-S.4-GLE.1; S.4-GLE.2-EO.f)	What do you already know about this topic? (RWC10-GR.3-S.4-GLE.2-EO.f) What do you want to know that you could learn through research?(RWC10-GR.3-S.4-GLE.2-EO.f) Where can you find information? (RWC10-GR.3-S.2-GLE.2-EO.b.ii) Which information is worth using? (RWC10-GR.3-S.4-GLE.2-EO.c) Which information from illustrations (maps, photographs) and text will I use? (RWC10-GR.3-S.4-GLE.2-EO.c)	Why is it important to recognize what you know and what you don't know (intellectual humility)? (RWC10-GR.3-S.4-GLE.2-EO.f)
Different sources reflect different authors' point of view. (RWC10-GR.3-S.4-GLE.2-EO.a)	What is the point of view of this author? (RWC10-GR.3-S.4-GLE.2-EO.a) What is your point of view? (RWC10-GR.3-S.2-GLE.2-EO.b.iii) How are the points of view of these two authors the same and different? (RWC10-GR.3-S.2-GLE.2-EO.c.iii)	How and why can points of view differ? (RWC10-GR.3-S.4-GLE.2-IQ.1) How does one person's point of view compare to others? (RWC10-GR.3-S.4-GLE.2- IQ.3) Why is it useful to have many different points of view on a topic? (RWC10-GR.3-S.4-GLE.2-IQ.6)
Readers can assess the validity of a particular point of view by evaluating its fairness, relevance, and accuracy. (RWC10-GR.3-S.4-GLE.2-EO.b)	Is this point of view fair? Is this point of view relevant to your research?	How does assessing points of view relate to critical thinking?
Sharing information in a collaborative discussion allows participants to inform each other and to be informed (RWC10-GR.3-S.1-GLE.1-EO.a) and (RWC10-GR.3-S.1-GLE.2-EO.a) and (RWC10-GR.3-S.4-GLE.1)	What are the rules and norms for collaborative discussions? (RWC10-GR.3-S.1-GLE.2-EO.a.ii) In what ways does listening lead to intellectual humility? (RWC10-GR.3-S.4-GLE.2-EO.f)	In a collaborative discussion, what role do rules and norms play? Do rules help people or hold them back? (RWC10-GR.3-S.1-GLE.2-IQ.2)
Writers use the conventions of grammar, capitalization, punctuation and spelling accurately to keep their audience focused on the content of their writing. (RWC10-GR.3-S.3-GLE.3)	What resources (people or classroom resources) can help you revise and edit your writing to strengthen it? (RWC10-GR.3-S.3-GLE.3-EO.b) What resources can be used to help spell words correctly? (RWC10-GR.3-S.3-GLE.3-IQ.2)	How does punctuation help people understand what they read and write? (RWC10-GR.3-S.3-GLE.3-IQ.1)

Critical Content: My students will **Know…**	Key Skills: My students will be able to **(Do)…**
• Different sources and points of view (RWC10-GR.3-S.4-GLE.2-RA.2) • Various methods for drawing conclusions based on information (RWC10-GR.3-S.4-GLE.2-EO.d) • The connections between prejudices and view point. (RWC10-GR.3-S.4-GLE.2-N.1) • Agreed upon rules for discussions in group setting (RWC10-GR.3-S.1-GLE.2-EO.a.ii)	• Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.RF.3.3) (RWC10-GR.3-S.2-GLE.3-EO.a) • Identify and know the meaning of the most common prefixes and derivational suffixes. CCSS.RF.3.3a (RWC10-GR.3-S.2-GLE.3-EO.a.i) • Decode words with common Latin suffixes. CCSS.RF.3.3b (RWC10-GR.3-S.2-GLE.3-EO.c.ii) • Decode multisyllable words. CCSS.RF.3.3c (RWC10-GR.3-S.2-GLE.3-EO.c.iii) • Read grade-appropriate irregularly spelled words. CCSS.RF.3.3d (RWC10-GR.3-S.2-GLE.3-EO.a.iv) • Read with sufficient accuracy and fluency to support comprehension. CCSS.RF.3.4 (RWC10-GR.3-S.2-GLE.3-EO.b) • Read grade-level text with purpose and understanding. CCSS.RF.3.4a (RWC10-GR.3-S.2-GLE.3-EO.b.i) • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. CCSS.RF.3.4b (RWC10-GR.3-S.2-GLE.3-EO.c.ii) • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.RF.3.4c (RWC10-GR.3-S.2-GLE.3-EO.c.iv) • Read and comprehend grade-level text accurately and fluently with prosody (RWC10-GR.3-S.2-GLE.1-EO.d) and (RWC10-GR.3-S.2-GLE.2-EO.d) • Report on a topic with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace (RWC10-GR.3-S.1-GLE.1-EO.a) • Engage effectively in a collaborative discussion about their research, building on others' ideas and expressing their own clearly (RWC10-GR.3-S.1-GLE2.EO) • Ask and answer questions about information from a speaker, offering appropriate elaboration and detail (RWC10-GR.3-S.1-GLE.2-EO.c) • Think critically about difficult texts or complex problems by assessing inferences for accuracy and fairness. (RWC10-GR.3-S.4-GLE.2-EO.e) and (RWC10-GR.3-S.2-GLE.2-EO.a.i) • Write informative/explanatory texts to examine a topic and convey ideas and information clearly (RWC10-GR.3-S.3-GLE.2-EO.a) • Conduct short research projects that build knowledge about a topic, gathering information and taking notes from multiple sources to present to peers (RWC10-GR.3-S.4-GLE.1) • Recognize that different sources may have different points of view (RWC10-GR.3-S.4-GLE.2)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*"I don't believe this is a good source of information to include in my report because the facts presented don't support my argument."*
Academic Vocabulary:	Volume, sources, evidence, quality, relevance, analyze, evaluate, point of view/prejudices, visual information, charts, maps, illustrations, models, collaborative discussion, facts, definitions, research, topic, summary/summarize, grammar, capitalization, punctuation, audience, revise, edit, argument
Technical Vocabulary:	main idea, details, draw conclusions, definitions, writer's craft, adjective, adverb, pronoun, verb tenses

*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

Unit Title	Organization and Cycles		Length of Unit	4-6 weeks

Focusing Lens(es)	Organization	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.3-S.1-GLE.1 RWC10-GR.3-S.1-GLE.2 RWC10-GR.3-S.2-GLE.1 RWC10-GR.3-S.2-GLE.2 RWC10-GR.3-S.2-GLE.3	RWC10-GR.3-S.3-GLE.1 RWC10-GR.3-S.3-GLE.3 RWC10-GR.3-S.4-GLE.1 RWC10-GR.3-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	• What does it mean to be creative? (RWC10-GR.3-S.3-GLE.3-EO.b) • What makes a poem a poem? (RWC10-GR.3-S.2-GLE.1-EO.d.i) and (RWC10-GR.3-S.3-GLE.1-EO.c)			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	**In content:**		**In reading:**	**In writing:**
	Organization, cycles, systems, creativity/innovation, revision/reflection, editing, connections, design, patterns, complexity, analysis, writing process, mechanics, publishing, audience, purpose		Phonics, Fluency, Phonological awareness, Vocabulary, Comprehension	Phonics, Fluency, Phonological awareness, Vocabulary, Comprehension

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
The rules of phonics allow readers to decode text when faced with difficult or new words. (CCSS: RF.3.3b, CCSS: RF.3.3c) (RWC10-GR.3-S.2-GLE-3.EO.a.ii, iii)*	Why is it important to decode multisyllable words and words with common prefixes and suffixes? (RWC10-GR.3-S.2-GLE.3-EO.a)	Which decoding strategy works best when encountering unfamiliar words?
Context helps readers self-correct when reading words, rereading when necessary. (CCSS.RF.3.4c) (RWC10-GR.3-S.2-GLE.3-EO.b.iii)*	Why would a reader need to reread a portion of text when encountering an unfamiliar word?	Is it easier to stop and reread what you just read or to finish reading the paragraph and go back and read it to clarify meaning?
Reading grade-level texts with fluency leads to improved comprehension. (CCSS: RF.3.4b) (RWC10-GR.3-S.2-GLE.3-EO.b) *	Why is it important to read accurately with the appropriate rate and expression?	How is reading/comprehension affected when it is not read accurately? (RWC10-GR.3-S.2-GLE.3-EO.b.ii) and (RWC10-GR.3-S.2-GLE.3-EO.c)

The writing cycle enables a writer to share an organized message with a specific audience. (RWC10-GR.3-S.3-GLE.1-EO.c) and (RWC10-GR.3-S.3-GLE.2-EO.a)	What are the steps in the writing process? (RWC10-GR.3-S.3-GLE.1; S.3-GLE.2) What is the purpose of the graphic organizer? (S.3-GLE.1-RA.1) What signal words show us organization in writing? (RWC10-GR.3-S.3-GLE.1-EO.a.iii) and (RWC10-GR.3-S.3-GLE.1-EO.b.iii) and (RWC10-GR.3-S.3-GLE.2-EO.a.iv)	How can thoughts and ideas be organized to prepare for writing? How does punctuation help people understand what they read and write? (RWC10-GR.3-S.3-GLE.3. IQ 1)
Authors' use creativity, innovation, and design/structure to engage readers. (RWC10-GR.3-S.3-GLE.3-EO.a-c)	How do brainstorming and collaboration inspire creativity? (RWC10-GR.3-S.3-GLE.1-IQ.4)	How can thoughts and ideas be organized in creative/unique ways? (RWC10-GR.3-S.3-GLE.1-IQ .2) How do we inspire creativity?
Resources for gathering information, checking spelling, and determining word meanings enhance and clarify authors' writing. (RWC10-GR.3-S.2-GLE.2-EO.b.ii) and (RWC10-GR.3-S.2-GLE.3-EO.c) and (RWC10-GR.3-S.3-GLE.3-EO.c) and (RWC10-GR.3-S.3-GLE.3-EO.f.vii)	What resources would help in gathering information about the topic? (S.2-GLE.2-EO.b.ii) What resources would assist with checking spelling? What resources would assist with determining or clarifying meaning of words? (S.2-GLE.3-EO.c.v.)	Why is accuracy with information, word choice, and spelling important in the writing process? (RWC10-GR.3-S.3-GLE.3-EO.d.i)

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• The revising and editing process (RWC10-GR.3-S.3-GLE.3-EO.a-c) • Examples of publishing methods for written work (RWC10-GR.3-S.3 GLE.3-EO.c) • The organizational terms used in writing and publishing i.e. chapter, scene, stanza, etc. (RWC10-GR.3-S.2-GLE.1-EO.b.iii)	• Read and comprehend grade-level text accurately and fluently with prosody (S.2-GLE.1-EO.d; S.2-GLE.2-EO.d) • Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.RF.3.3) (RWC10-GR.3-S.2-GLE.3-EO.a) • Identify and know the meaning of the most common prefixes and derivational suffixes. CCSS.RF.3.3a (RWC10-GR.3-S.2-GLE.3-EO.a.i) • Decode words with common Latin suffixes. CCSS.RF.3.3b (RWC10-GR.3-S.2-GLE.3-EO.c.ii) • Decode multisyllable words. CCSS.RF.3.3c (RWC10-GR.3-S.2-GLE.3-EO.c.iii) • Read grade-appropriate irregularly spelled words. CCSS.RF.3.3d (RWC10-GR.3-S.2-GLE.3-EO.a.iv) • Read with sufficient accuracy and fluency to support comprehension. CCSS.RF.3.4 (RWC10-GR.3-S.2-GLE.3-EO.b) • Read grade-level text with purpose and understanding. CCSS.RF.3.4a (RWC10-GR.3-S.2-GLE.3-EO.b.i)

	• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. CCSS.RF.3.4b (RWC10-GR.3-S.2-GLE.3-EO.c.ii) • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.RF.3.4c (RWC10-GR.3-S.2-GLE.3-EO.c.iv) • Use signal words and text structure to determine the sequence of major events (RWC10-GR.3-S.2-GLE.1-EO.b.ii) • Write a summary by using important information from the text. (RWC10-GR.3-S.2-GLE.1-EO.b.iii) • Inform in an engaging and interesting manner, using the systems in the writing process. (RWC10-GR.3-S.3-GLE.2.EO.a) • Describe events, people, and settings using relevant text-based information (RWC10-GR.3-S.3-GLE.2) • Write informative/explanatory text to examine a topic and covey ideas and information clearly (RWC10-GR.3-S.3-GLE.2) • Write descriptive poems using figurative language. (RWC10-GR.3-S.3-GLE.1-EO.c) • Publish writing using technology (RWC10-GR.3-S.3-GLE.3-EO.c) and (RWC10-GR.3-S.3-GLE.3. RA.1) • Use temporal words and phrases to signal event order (RWC10-GR.3-S.3-GLE.1-EO.b.iii) • Conduct a short research project (RWC10-GR.3-S.4-GLE.1) • Use words and text structure to convey and understand ideas clearly. (RWC10-GR.3-S.3-GLE.2-EO.a)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*"This poem has three stanzas and it is a haiku. If it did not have three stanzas, it could not be categorized as a haiku."*
Academic Vocabulary:	Organization, vocabulary, brainstorming, graphic organizer, innovation, publish, sequence, peer feedback, describe, explain, compare, facts, definitions, topic, conclusion, temporal,
Technical Vocabulary:	Mechanics, edit, revise, haiku, stanza,

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