

Commercial Township Public Schools
Language Arts Curriculum Units
Grade 3

Unit 1: Yearlong Language Arts Skills

UNIT SKILLS	UNIT RELATED CPI'S		UNIT ESSENTIAL QUESTIONS	UNIT LEARNING TARGETS	UNIT PACING	CROSS-CURRICULAR/21 ST CENTURY CONNECTIONS	UNIT RESOURCES
	2004	2010					
Analyzing Text	3.1A, G	RL-3-KID-1 RI-3-KID-1 RI-3-IKI-7	How do readers construct meaning from text? How does oral fluency affect students' ability to complete daily classroom activities?	TSWBAT use oral ability to participate in classroom activities and lessons. TSWBAT answer higher-order thinking questions. TSWBAT identify meaning of grade level vocabulary. TSWBAT will use word attack skills to decode unfamiliar words and to determine their meaning. TSWBAT write about a variety of different topics using different genres. TSWBAT will be able to establish their own personal point of view.	32 weeks		Ongoing throughout all text units See resources from specific units
Create personal point of view	3.1G9	RL-3-CS-6 RI-3-CS-6					
Determine the meaning of grade level vocabulary in text	3.1D, F	RI-3-CS-4					
Use features of text to aide in comprehension	3.1G	RI-3-CS-5					
Decoding Words	3.1C2, C3	RF-3-PWR-3					
Oral Fluency	3.1D2, D3	RF-3-F-4					
Publish writing using technology	3.1H1	W-3-PDW-6					
Daily Writing	3.2D	W-3-RW-10					
Participate in discussions	3.3A1	SL-3-CC-1 SL-3-CC-3 SL-3-PKI-6					
Oral Presentation	3.3D1, D2, D3	SL-3-PKI-4 SL-3-PKI-6					
English grammar and usage	3.2C	L-3-CSE-1 L-3-CSE-2 L-3-KL-3					

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Determine word meaning	3.1F	L-3-VAU-4c L-3-VAU-5 L-3-VAU-6					
Formative Assessment: workbook pages, quiz-quiz-trade, SCOOT, enter/exit slips							
Summative Assessment: Chapter assessments, quizzes, workbook pages, SCOOT, projects							

Commercial Township Public Schools
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Unit 2, Part 1: Realistic Fiction, Narrative Writing, Speculative Writing							
UNIT SKILLS	UNIT RELATED CPI'S		UNIT ESSENTIAL QUESTIONS	UNIT LEARNING TARGETS	UNIT PACING	CROSS-CURRICULAR/21 ST CENTURY CONNECTIONS	UNIT RESOURCES
	2004	2010					
Character and Setting	3.1G3	RL-3-KID-3	<p>How do the components of a story aid in comprehension of text?</p> <p>How do the characteristics of words impact student writing and comprehension?</p>	<p>TSWBAT identify and implement various story components.</p> <p>TSWBAT demonstrate mastery of skills in a narrative writing piece.</p>	4 weeks	<ul style="list-style-type: none"> • Storytown: Lesson 1, 2, 11 • Practice Book • CD of Stories • Leveled Readers • Smartboard • CD Player • Computers/ Internet • Vocabulary Cards • Library Books • Teacher Created Materials • SuccessMaker- per student level • Scholastic Leveled Library 	
ABC Order	3.2A9, C1	L-3-VAU-4d					
Plot	3.1G10	RL-3-KID-3 RL-3-KID-9					
Context Clues	3.1E3	RL-3-KID-4 L-3-VAU-4a					
Cause and Effect	3.1G2	RI-3-KID-3 RI-3-IKI-8 L-3-KL-3a					
Homophones	3.1F2	RL-3-KID-4 L-3-VAU-4a					
Homographs	3.1F2	RL-3-KID-4 L-3-VAU-4a					
Making Predictions	3.1E	RL-3-KID-1					
Narrative Writing	3.2B2, D1	W-3-TTP-3 W-3-TTP-4 W-3-TTP-5 L-3-CSE-1 L-3-CSE-2					
Formative Assessment: workbook pages, quiz-quiz-trade, SCOOT, enter/exit slips							
Summative Assessment: Chapter assessments, quizzes, workbook pages, SCOOT, projects							

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Unit 3, Part 1: Expository Nonfiction, Informative/Explanatory Writing, Opinion Piece							
UNIT SKILLS	UNIT RELATED CPI'S		UNIT ESSENTIAL QUESTIONS	UNIT LEARNING TARGETS	UNIT PACING	CROSS-CURRICULAR/21 ST CENTURY CONNECTIONS	UNIT RESOURCES
	2004	2010					
Locate Information	3.1F, 3.5A	RL-3-KID-1 RI-3-KID-1	Why are resources essential in the learning process? How can past experiences affect a student's comprehension of text?	TSWBAT use reference resources such as a dictionary or graphic aid. TSWBAT make inferences or predictions based on prior knowledge. TSWBAT identify the correct meaning of words with multiple meanings.	4 weeks		<ul style="list-style-type: none"> • Storytown: Lesson 1 Paired Selection, 3, 8 Paired Selection, 13, 14, 14 Paired Selection • Practice Book • CD of Stories • Leveled Readers • Smartboard • CD Player • Computers/ Internet • Vocabulary Cards • Library Books • Teacher Created Materials • SuccessMaker- per student level • Scholastic Leveled Library
Use a Dictionary	3.1F4	L-3-VAU-4d					
Author's Purpose	3.2A	RL-3-IKI-9					
Use Graphic Aids	3.2A	RI-3-KID-1 RI-3-IKI-7					
Sequence	3.16	RI-3-KID-1 RI-3-IKI-7					
Author's Message	3.1G6	RL-3-KID-2					
Make Inferences	3.1G	RL-3-KID-1					
Multiple-Meaning Words	3.1F	L-3-VAU-4a					
Make Predictions	3.1E	RL-3-KID-1					
Homographs	3.1F2	RL-3-KID-4 L-3-VAU-4a					
Expository Writing	3.2D	W-3-TTP-2 W-3-TTP-4 W-3-TTP-5 W-3-RBPK-7 W-3-RBPK-8 L-3-CSE-1 L-3-CSE-2					
Formative Assessment: workbook pages, quiz-quiz-trade, SCOOT, enter/exit slips							
Summative Assessment: Chapter assessments, quizzes, workbook pages, SCOOT, projects							

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Unit 4, Part 1: Everyday Text, Informational Narrative, Photo Essays, Persuasive Writing, Speculative Writing							
UNIT SKILLS	UNIT RELATED CPI'S		UNIT ESSENTIAL QUESTIONS	UNIT LEARNING TARGETS	UNIT PACING	CROSS-CURRICULAR/21 ST CENTURY CONNECTIONS	UNIT RESOURCES
	2004	2010					
Main Idea and Details	3.1G2	RL-3-KID-1 RI-3-KID-2 SL-3-CC-2	How do readers construct meaning from text? What is the purpose of writing a persuasive piece?	TSWBAT distinguish main idea/ supporting details/ sequence/ author's message in interpreting text. TSWBAT write a persuasive piece of writing.	4 weeks		<ul style="list-style-type: none"> • Storytown: Lesson 4 Paired Selection, 8, 12 PS, 13 PS, 30 PS • Practice Book • CD of Stories • Leveled Readers • Smartboard • CD Player • Computers/ Internet • Vocabulary Cards • Library Books • Teacher Created Materials • SuccessMaker- per student level • Scholastic Leveled Library
Use Reference Sources	3.1H1	L-3-VAU-4d					
Sequence	3.1G	RI-3-KID-1 RI-3-KID-3 RI-3-IKI-8					
Author's Message	3.1G6	RL-3-KID-2					
Understand and comprehend structure of photo essays	3.1G	RL-3-KID-7 RI-3-RR-10					
Persuasive Writing	3.3C 3.1F 3.2B	W-3-TTP-1 W-3-TTP-4 W-3-TTP-5 L-3-CSE-1 L-3-CSE-2					
Speculative Writing	3.2D	W-3-TTP-2 W-3-TTP-4 W-3-TTP-5 L-3-CSE-1 L-3-CSE-2					
Formative Assessment: workbook pages, quiz-quiz-trade, SCOOT, enter/exit slips							
Summative Assessment: Chapter assessments, quizzes, workbook pages, SCOOT, projects							

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Unit 5: Nonfiction, Interview							
UNIT SKILLS	UNIT RELATED CPI'S		UNIT ESSENTIAL QUESTIONS	UNIT LEARNING TARGETS	UNIT PACING	CROSS-CURRICULAR/21 ST CENTURY CONNECTIONS	UNIT RESOURCES
	2004	2010					
Fact and Opinion	3.1G2	RI-3-CS-6 RI-3-IKI-7 RL-3-CS-6	How can students apply knowledge of reference materials to an authentic learning situation?	TSWBAT identify and apply elements of various writing genres.	3 weeks		<ul style="list-style-type: none"> • Storytown: Lesson 4, 5 Paired Selection, 6 PS, 7, 10 PS, 25 PS • Practice Book • CD of Stories • Leveled Readers • Smartboard • CD Player • Computers/ Internet • Vocabulary Cards • Library Books • Teacher Created Materials • SuccessMaker- per student level • Scholastic Leveled Library
Synonyms and Antonyms	3.1F2	L-3-KL-3					
Locate Information	3.1F; 3.5A	L-3-VAU-4d					
Use a Dictionary	3.1F4	L-3-VAU-4d	How can students distinguish between various types of writing?	TSWBAT use appropriate reference sources to locate information.			
Compose and Apply Interview Questions	3.1B1, B2	SL-3-CC-3					
Biography or autobiography writing	3.2	W-3-TTP-2 W-3-TTP-4 W-3-TTP-5 L-3-CSE-1 L-3-CSE-2					
Formative Assessment: workbook pages, quiz-quiz-trade, SCOOT, enter/exit slips							
Summative Assessment: Chapter assessments, quizzes, workbook pages, SCOOT, projects							

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Unit 6: Poetry							
UNIT SKILLS	UNIT RELATED CPI'S		UNIT ESSENTIAL QUESTIONS	UNIT LEARNING TARGETS	UNIT PACING	CROSS-CURRICULAR/21 ST CENTURY CONNECTIONS	UNIT RESOURCES
	2004	2010					
Identify poetry types and themes	3.1G1	RL-3-CS-5 RL-3-CS-9 RL-3-CS-10	How can students demonstrate knowledge of different types of poetry and literary devices?	TSWBAT identify and apply the components of poetry in an original piece of poetry.	3 weeks		<ul style="list-style-type: none"> • Storytown: Lesson 2PS, 3PS, 7PS, 16PS, 19PS, 21PS, 27PS, 29PS • Practice Book • CD of Stories • Leveled Readers • Smartboard • CD Player • Computers/ Internet • Vocabulary Cards • Library Books • Teacher Created Materials • SuccessMaker- per student level • Scholastic Leveled Library
Write Poetry	3.2D1	SL-3-PKI-5					
Formative Assessment: workbook pages, quiz-quiz-trade, SCOOT, enter/exit slips							
Summative Assessment: Chapter assessments, quizzes, workbook pages, SCOOT, projects							

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Unit 7: Unit 2, Part 2- Realistic Fiction, Narrative Writing, Personal Narratives, Speculative Writing							
UNIT SKILLS	UNIT RELATED CPI'S		UNIT ESSENTIAL QUESTIONS	UNIT LEARNING TARGETS	UNIT PACING	CROSS-CURRICULAR/21 ST CENTURY CONNECTIONS	UNIT RESOURCES
Character and Setting	3.1G3	RL-3-KID-3	<p>How do the components of a story aid in comprehension of text?</p> <p>How do the characteristics of words impact student writing and comprehension ?</p>	<p>TSWBAT identify and implement various story components.</p> <p>TSWBAT demonstrate mastery of skills in a narrative writing piece.</p>	3 weeks		<ul style="list-style-type: none"> • Storytown: Lesson 12, 15PS, 24, 28 • Practice Book • CD of Stories • Leveled Readers • Smartboard • CD Player • Computers/ Internet • Vocabulary Cards • Library Books • Teacher Created Materials • SuccessMaker- per student level • Scholastic Leveled Library
ABC Order	3.2A9; 3.2C1	L-3-VAU-4d					
Plot	3.1G10	RL-3-KID-3 RL-3-KID-9					
Context Clues	3.1E3	RL-3-KID-4 L-3-VAU-4a					
Cause and Effect	3.1G2	RI-3-KID-3 RI-3-IKI-8 L-3-KL-3a					
Homophones	3.1F2	RL-3-KID-4 L-3-VAU-4a					
Homographs	3.1F2	RL-3-KID-4 L-3-VAU-4a					
Making Predictions	3.1E	L-3-VAU-4a					
Narrative Writing	3.2B2, D1	W-3-TTP-3 W-3-TTP-4 W-3-TTP-5 L-3-CSE-1 L-3-CSE-2					
Formative Assessment: workbook pages, quiz-quiz-trade, SCOOT, enter/exit slips							
Summative Assessment: Chapter assessments, quizzes, workbook pages, SCOOT, projects							

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Unit 8: Unit 3, Part 2: Expository Nonfiction, Informative/Explanatory Writing, Opinion Piece							
UNIT SKILLS	UNIT RELATED CPI'S		UNIT ESSENTIAL QUESTIONS	UNIT LEARNING TARGETS	UNIT PACING	CROSS-CURRICULAR/21 ST CENTURY CONNECTIONS	UNIT RESOURCES
	2004	2010					
Locate Information	3.1F; 3.5A	RL-3-KID-1 RI-3-KID-1	Why are resources essential in the learning process? How can past experiences affect a student's comprehension of text?	TSWBAT use reference resources such as a dictionary or graphic aid. TSWBAT make inferences or predictions based on prior knowledge. TSWBAT identify the correct meaning of words with multiple meanings.	3 weeks		<ul style="list-style-type: none"> • Storytown: Lesson 21, 23PS, 26PS, 27, 29 • Practice Book • CD of Stories • Leveled Readers • Smartboard • CD Player • Computers/ Internet • Vocabulary Cards • Library Books • Teacher Created Materials • SuccessMaker- per student level • Scholastic Leveled Library
Use a Dictionary	3.1F4	L-3-VAU-4d					
Author's Purpose	3.2A	RL-3-IKI-9					
Use Graphic Aids	3.2A	RI-3-KID-1 RI-3-IKI-7					
Sequence	3.1G	RI-3-KID-1 RI-3-IKI-7					
Author's Message	3.1G6	RL-3-KID-2					
Make Inferences	3.1G	RL-3-KID-1					
Multiple-Meaning Words	3.1F	L-3-VAU-4a					
Make Predictions	3.1E	RL-3-KID-1					
Homographs	3.1F2	RL-3-KID-4 L-3-VAU-4a					
Expository Writing	3.2D	W-3-TTP-2 W-3-TTP-4 W-3-TTP-5 W-3-RBPK-7 W-3-RBPK-8 L-3-CSE-1 L-3-CSE-2					

Formative Assessment: workbook pages, quiz-quiz-trade, SCOOT, enter/exit slips

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Summative Assessment: Chapter assessments, quizzes, workbook pages, SCOOT, projects

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Unit 9: Unit 4, Part 2: Everyday Text, Informational Narrative, Photo Essays, Persuasive Writing, Speculative Writing							
UNIT SKILLS	UNIT RELATED CPI'S		UNIT ESSENTIAL QUESTIONS	UNIT LEARNING TARGETS	UNIT PACING	CROSS-CURRICULAR/21 ST CENTURY CONNECTIONS	UNIT RESOURCES
Main Idea and Details	3.1G2	RL-3-KID-1 RI-3-KID-2 SL-3-CC-2	How do different types of writing influence readers?	TSWBAT write a persuasive piece.	3 weeks		<ul style="list-style-type: none"> • Storytown: Lesson 18PS, 22, 22PS, 24PS, 28PS • Practice Book • CD of Stories • Leveled Readers • Smartboard • CD Player • Computers/ Internet • Vocabulary Cards • Library Books • Teacher Created Materials • SuccessMaker- per student level • Scholastic Leveled Library
Use Reference Sources	3.1H1	W-3-RBPK-8					
Sequence	3.1G	RI-3-KID-1 RI-3-IKI-7	How does the understanding of sequence of events have a direct impact on the comprehension of the author's message?	TSWBAT write a speculative piece.			
Author's Message	3.1G6	RL-3-KID-2					
Understand and comprehend structure of photo essays	3.1G	RL-3-KID-7 RI-3-RR-10	TSWBAT put story events in sequential order.	TSWBAT identify the author's message.			
Persuasive Writing	3.1F; 3.2B; 3.3C	W-3-TTP-1 W-3-TTP-4 W-3-TTP-5 L-3-CSE-1 L-3-CSE-2					
Speculative Writing	3.2D	W-3-TTP-2 W-3-TTP-4 W-3-TTP-5 L-3-CSE-1 L-3-CSE-2					
Formative Assessment: workbook pages, quiz-quiz-trade, SCOOT, enter/exit slips							
Summative Assessment: Chapter assessments, quizzes, workbook pages, SCOOT, projects							

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Language Arts Curriculum Units
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Unit 10: Fable, Fairy Tale, Fantasy, Folktale, Legend, Myth

UNIT SKILLS	UNIT RELATED CPI'S		UNIT ESSENTIAL QUESTIONS	UNIT LEARNING TARGETS	UNIT PACING	CROSS-CURRICULAR/21 ST CENTURY CONNECTIONS	UNIT RESOURCES
Compare and Contrast	3.1G10	RI-3-IKI-9	<p>How do prefixes and suffixes affect word recognition?</p> <p>How are certain story elements similar and different?</p> <p>How are cause and effect relationships connected?</p> <p>How can a student determine the correct meaning of homophones?</p> <p>How can a student use key details to determine the meaning of a text?</p>	TSWBAT analyze text to enhance comprehension.	3 weeks		<ul style="list-style-type: none"> • Storytown: Lesson 9, 9 Paired Selection, 11PS, 16, 17PS, 19, 20PS, 23, 26 • Practice Book • CD of Stories • Leveled Readers • Smartboard • CD Player • Computers/ Internet • Vocabulary Cards • Library Books • Teacher Created Materials • SuccessMaker- per student level • Scholastic Leveled Library
Prefixes and Suffixes	3.1F3	L-3-VAU-4a RF-3-PWR-3a RF-3-PWR-3b					
Cause and Effect	3.1G2	RI-3-KID-3 RI-3-IKI-8 L-3-KL-3a					
Homophones	3.1F2	RL-3-KID-4 L-3-VAU-4a					
Make Inferences	3.1G8	RL-3-KID-1					
Multiple- Meaning Words	3.1F	L-3-VAU-4a					
Main Idea and Details	3.1G2	RL-3-KID-1 RI-3-KID-2 SL-3-CC-2					
Use Reference Sources	3.1H1	W-3-RBPK-8					
Theme	3.1G6	RL-3-KID-2 RL-3-KID-9					
Follow Directions	3.4B1	SL-3-CC-1b					

Formative Assessment: workbook pages, quiz-quiz-trade, SCOOT, enter/exit slips

Summative Assessment: Chapter assessments, quizzes, workbook pages, SCOOT, projects

Commercial Township Public Schools
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Unit 11: Historical Fiction, Historical Documents

UNIT SKILLS	UNIT RELATED CPI'S		UNIT ESSENTIAL QUESTIONS	UNIT LEARNING TARGETS	UNIT PACING	CROSS-CURRICULAR/21 ST CENTURY CONNECTIONS	UNIT RESOURCES
Fact and Opinion	3.1G2	RI-3-CS-6 RI-3-IKI-7 RL-3-CS-6	What is the theme of the story? Why is it important to follow directions? What are primary source? Why are they important?	TSWBAT identify the theme of a story. TSWBAT follow a given set of directions. TSWBAT use reference sources to research a topic.	2 weeks		<ul style="list-style-type: none"> • Storytown: Lesson 6 and 18 • Practice Book • CD of Stories • Leveled Readers • Smartboard • CD Player • Computers/ Internet • Vocabulary Cards • Library Books • Teacher Created Materials • SuccessMaker- per student level • Scholastic Leveled Library
Synonyms and Antonyms	3.1F2	L-3-KL-3					
Theme	3.1G6,10	RL-3-KID-2 RL-3-KID-9					
Follow Directions	3.4B1	SL-3-CC-1b					
Identify and use primary sources	3.1H1	W-3-RBPK-8					

Formative Assessment: workbook pages, quiz-quiz-trade, SCOOT, enter/exit slips

Summative Assessment: Chapter assessments, quizzes, workbook pages, SCOOT, projects

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Unit 12: Reader's Theater							
UNIT SKILLS	UNIT RELATED CPI'S		UNIT ESSENTIAL QUESTIONS	UNIT LEARNING TARGETS	UNIT PACING	CROSS-CURRICULAR/21 ST CENTURY CONNECTIONS	UNIT RESOURCES
Fluency	3.1D	RF-3-F-4	How does performing a play improve the students' ability to speak orally?	TSWBAT demonstrate oral fluency while performing a Reader's Theater.	The following will be covered if time allows: 1 week	Math: Orally explaining the process used to complete a problem	<ul style="list-style-type: none"> • Storytown: Lessons 5, 10, 15, 17, 20, 25, and 30 • Practice Book • Teacher Resource Book • CD of Stories • Leveled Readers • Smartboard • CD Player with recording capabilities • Video Camera/Flip Camera • Art Supplies • Computers/ Internet • Teacher Created Materials • SuccessMaker- per student level • Scholastic Leveled Library
Speak clearly at an understandable pace	3.1D1; 3.3D3	RF-3-F-4				Science: Orally explaining the steps and/or results of an experiment	
Speak with expression	3.1D1; 3.3D3	RF-3-F-4				Health: Use oral language to convey your emotions to others	
21 st Century Skills: Social Studies: Timeline Technology: Create a recording of the Reader's Theater performance							
Formative Assessment: workbook pages, quiz-quiz-trade, SCOOT, enter/exit slips							
Summative Assessment: Chapter assessments, quizzes, workbook pages, SCOOT, projects							