

Third Grade	Meaning-Based Map: EL Curriculum-at-a-Glance	Module 3
Introduction		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 3).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represents our vision for excellent ELA instruction, including the instructional shifts.</p>		
How to Use the Curriculum Maps		
<p>The curriculum maps are meant to support effective planning and instruction; they are not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum maps provide the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making make the materials come to life in classrooms. To this end, the curriculum should be viewed as a <i>guide</i>, not a <i>script</i>, and teachers should work to become experts in teaching and adapting the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For grades K-5 ELA teachers must carefully balance attention between skills-based and meaning-based competencies, which are outlined in two separate curriculum maps. Curriculum maps include the instructional pacing and content for both areas and all grade level ELA standards. While the curriculum maps are separate, effective ELA instruction should integrate practice of both competencies, both in the ELA block and through the school day. A supplement to the curriculum maps, the K-5 ELA Companion Guide, outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the EL curriculum.</p> <ul style="list-style-type: none"> ● For meaning-based lessons, it is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach full <i>units</i> and/or <i>modules</i>. The K-5 ELA Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. The Companion Guide also outlines a “text talk” process for teachers to discuss the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. ● For skills-based lessons, the <i>Journeys</i> series remains our primary instructional resource as outlined in the Foundational Literacy Guidance document. Research demonstrates that the foundational literacy standards are best taught through a systematic and explicit sequence (such as the sequence provided by <i>Journeys</i>). While we will add on the <i>Journeys</i> resources, it is critical that teachers follow the sequence as provided. 		

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Guidance for the ELA Block

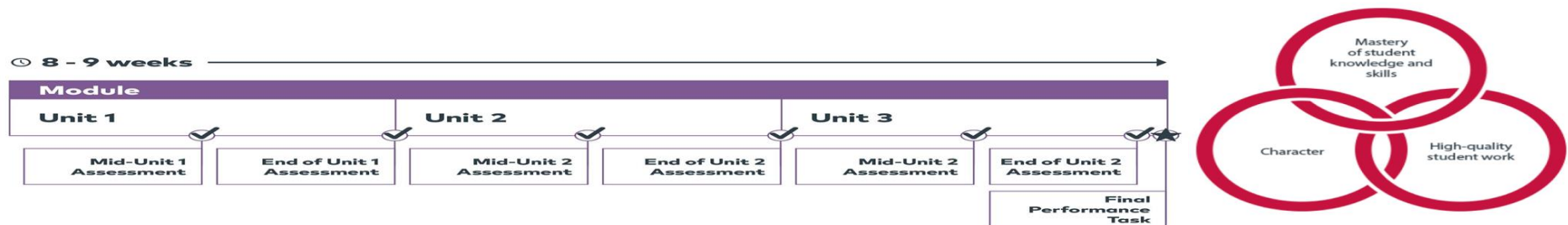
One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. We can also rely on research to help us understand which methods (i.e. whole group or small group instruction) are most effective for the specific content or skills we are teaching. At a high-level, we recommend that SCS 3rd-5th grade students engage in the following types of practice daily:

- **Working with High-Quality Texts (60 minutes daily EL lessons)** – including reading, discussing, writing about, and listening to texts. The primary goal is developing meaning-based competencies, though work with complex texts should reinforce foundational literacy skills and teachers should look for opportunities to make those connections explicit.
- **Ongoing Practice with Foundational Literacy Skills (30-60 minutes daily)** – including instruction and practice reading texts that are targeted at building and strengthening decoding skills and word recognition. In grades 3-5 students should also work with multisyllabic words and words with irregular spellings, as specified in the Standards.
- **A Volume of Reading (as much as possible)** – additional reading (guided, independent, or shared) both within the ELA block and across the school day to support all aspects of reading, including engagement and motivation

These recommendations align to the [TDOE recommendations](#) for Tier I ELA instruction. In 3rd– 5th grade, students should receive **120 to 150 minutes** of Tier 1 ELA instruction daily. In SCS, daily instruction should include an EL module lesson (60 minutes) and Foundational Literacy instruction (30-60 minutes).

Guidance for Meaning-Based Instruction: Structure of an EL Module

Across all K-5 classrooms, students experience four modules over the course of a school year. In grades 3-5, each module has a consistent structure of three units, each of which includes two formal assessments – a mid-unit assessment and an end-of unit assessment. Each unit progresses in a standard sequence. Unit 1, students read, discuss, and write so that they acquire strong and specific content and background knowledge about the topic. Unit 2 extends the reading, research and writing on the topic. Finally, Unit 3 includes the performance task: an extended, supported writing task or presentation where students need to successfully bring together what they have learned about the topic of study.



3 Dimensions of Student Work: Principles that underlie the curriculum

- **Mastery of student knowledge and skills:** Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate early.
- **Character:** Students work to become effective learners, to become ethical people, and to contribute to a better world.
- **High-quality work:** Students create complex work, demonstrate craftsmanship, and create authentic work.
- These three dimensions are the aspirational outcomes for the entire K-5 EL curriculum. Achievement is more than mastery of knowledge and skills or students’ scores on a test. Habits of character and high-quality work are also taught and practiced.

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SCS Instructional Framework		

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

ESSA

ESSA is a federal education law committed to equal opportunity for all students. ESSA is about equity and ensuring the federal guardrails are in place, which include provisions that will help to ensure success for all students and schools. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs.

ESL: English Language Development

To support teachers in helping to ensure success for ESL students in the general education classroom, the EL curriculum provides recommendations for scaffolds for the ELL students in the section called *Meeting Students Needs*. Model Performance Indicators (MPIs) help to make content comprehensible for all learners. The link and the MPI chart below provide instructional recommendations for scaffolds based on the student’s level.

Model Performance Indicators (MPIs): Provide examples (models) of assessable language skills. Reflect the second language acquisition process. Describe how students can use the language (purpose). Relate to specific criteria and elements of academic language. Provide the anchors for curriculum, instruction, and assessment.

	Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)
Listening	<i>Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.</i>	<i>Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.</i>	<i>Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.</i>	<i>Organize details that support the main idea of informational text told in expanded oral discourse with visual support.</i>	<i>Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.</i>
Reading	<i>Sequence a series of pictures to retell key details of informational text with a partner.</i>	<i>Locate key details within illustrated informational text with a partner.</i>	<i>Sequence key details written in simple sentences on sentence strips with a peer.</i>	<i>Organize main topics and key details from informational text in a graphic organizer with a small group.</i>	<i>Draw conclusions about key details written in complex language using a graphic organizer.</i>
Speaking	<i>Name key details (words) in familiar informational text using illustrations when repeating after a peer.</i>	<i>Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.</i>	<i>Retell key details and main topics of informational text using basic sentence structures with models and visual support such as photos, illustrations or picture books.</i>	<i>Explain the main topic and key details of informational text using specific and some technical content-area language in expanded sentences while working with a partner.</i>	<i>Discuss the main topic and key details of informational text using creative word choice and technical and abstract language in multiple complex sentences in a small group.</i>
Writing	<i>Draw and label (with words) illustrations that represent key details of informational text with modeled support.</i>	<i>Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.</i>	<i>Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow guidance document.</i>	<i>Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.</i>	<i>Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.</i>

The WIDA English Language Development (ELD) Standards Connections are found at the following link: <https://www.wida.us/standards/eld.asp>

Throughout this curriculum map, teachers will notice high-quality texts identified for students to engage with through reading/read alouds, discussing, and writing tasks that align to the demands of the standards. Therefore, the high-leverage resources noted below are intended to support teachers' understanding of the curriculum, the standards, and/or instructional practices specified in EL. **To access the resources, click the link. If the link does not open, copy and paste the link into your search engine's browser.**

Reading Resource Tool Kit: Meaning-based Instruction	
The Tennessee State ELA Standards and Crosswalk	
<p>The Tennessee ELA Standards: https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html</p>	<p>Teachers can access the Tennessee State Standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level.</p>
<p>Crosswalk https://drive.google.com/file/d/1I_iDUT0yj0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing</p>	<p>This crosswalk provides a correlation between the Common Core ELA Standards coding and the Tennessee ELA Standards coding.</p>
Scaffolds in the EL Curriculum	
<p>Digging Deeper on Differentiation Strategies https://drive.google.com/file/d/1A6omzTBZGL7WL-xfR530cu0b3490RHGp/view?usp=sharing</p>	<p>This article contains examples of strategies that help all students make the most of challenging texts and harness them for their work and learning.</p>
<p>Scaffolding Options for ELA https://drive.google.com/file/d/1OchJ8Lwxw9BH6EUCXEZIShL5hxCQ4sRP/view?usp=sharing</p>	<p>This table provides scaffolding options regarding the various instructional components found in EL.</p>
<p>Meeting Students Needs Through Scaffolding https://drive.google.com/file/d/1PU5-lz66v-NRGIZ-VJZ1hp_pz5_UbDI/view?usp=sharing</p>	<p>This table provides temporary instructional supports designed to help students successfully read texts that they may find challenging.</p>
Read-Alouds/Close Reading	
<p>Helping Students Read Closely file:///Users/coach/Downloads/ELED-HelpingStudentsReadCloselyELACurriculumGrades3-8-0815%20(2).pdf</p>	<p>This article provides information regarding how close reads can support students' reading ability.</p>
<p>Close Reading: An Instructional Strategy for Conquering Complex Text https://vimeo.com/89001348</p>	<p>In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. The teacher guides students through the close reading process, checks for understanding, and leverages the power of student talk and collaboration to help them make meaning of a complex text.</p>
<p>Close Reading Case Study: Grade 3 file:///Users/coach/Downloads/ELED-CloseReadingCaseStudyGrade3InclusionClass-1215.pdf</p>	<p>Teachers can access a case study that features 3rd grade inclusion class engaging in a close reading whereby the teacher is guiding her students through a carefully crafted sequence of text dependent questions that engages all learners.</p>

<p>Grappling with Complex Informational Text https://vimeo.com/54007714</p>	<p>In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. Students in a fifth-grade class use close reading strategies to determine the main idea and important details from a newspaper article about the Seneca people.</p>
<p>Taking the Conversation Deeper: Read Alouds https://www.youtube.com/watch?v=B76uqrhHVJs</p>	<p>In this Reading Rocket video, a teacher engages students in discussion and read aloud of complex text.</p>
<p>Student Engagement: EL Protocols</p>	
<p>EL Protocols: https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYlt6yT6XY/view?usp=sharing</p>	<p>Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world.</p>
<p>Classroom Protocols in Action: Science Talk https://vimeo.com/169909161</p>	<p>This video is an example of an EL protocol in action. It shows how the engagement protocols engage all students in the learning.</p>
<p>Social Emotional Learning (SEL) in EL</p>	
<p>EL Character Framework https://characterframework.ededucation.org/</p>	<p>Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. This website highlights what EL means by character and how EL Education’s curriculum promotes habits of character.</p>
<p>Edutopia: Social Emotional Learning https://www.edutopia.org/social-emotional-learning</p>	<p>This website has a robust library of Social Emotional Learning (SEL) resources, such as videos and articles, that teachers may access to learn more about SEL.</p>
<p>Social Emotional Learning: FAQ https://casel.org/faqs/</p>	<p>Teachers may access the CASEL website to thoroughly develop their professional understanding of Social Emotional Learning.</p>
<p>Aspen Institute: National Commission on Social, Emotional, and Academic Development https://www.aspeninstitute.org/publications/learning-happens-supporting-students-social-emotional-academic-development/</p>	<p>Teachers may use this resource to access SEL articles, videos, and other informative supports to learn more about SEL.</p>
<p>Additional Resources</p>	
<p>The moDEL Detroit Project: https://www.detroitk12.org/Page/9721</p>	<p>The moDEL Detroit Project provides both planning and delivery resources to teachers who are implementing the EL Education curriculum. This includes PowerPoints for every lesson in grades K-8. These resources were developed in conjunction with various literacy experts. However, SCS teachers who choose to use the presentations should review them before use to ensure the information highlights the lesson’s priorities identified for their students. <i>Please note, once downloaded, the PowerPoints can be revised to meet your needs.</i></p>
<p>SCS English Language Learners: Grade 3 https://scsk12.sharepoint.com/:f/s/SCSESLResources/EsupXXRBxHNKimUrMpioDUUsB9LTAJikDGwkPyApOLEqKIQ?e=FyMuSR</p>	<p>This resources provides scaffolding options for ESL students within EL in order to support their language needs as outlined on their Individual Learning Plans (ILPs) per Tennessee Policy 3.207. (Please copy and paste the link into your browser.)</p>

Module Overview: Third Grade Module 3: Exploring Literary Classics

What can we learn from reading literary classics? In this module, students consider the answer to this question through a case study of *Peter Pan* by J.M. Barrie. In Unit 1, students begin reading *Peter Pan*. At the beginning of the unit, they also read an informational text about the author and historical context. As students read chapters of *Peter Pan*, they make connections between what they have read in *Peter Pan* and the issues presented in the informational text. Students also consider how each new chapter of *Peter Pan* builds on the events in previous chapters. In the second half of the unit, students analyze character traits and actions and compare their point of view to the point of view of the characters.

Once students have finished reading *Peter Pan*, in the second half of Unit 2, they write a book review explaining whether they would recommend the story to a friend. They finish the unit by participating in a discussion about their opinions of the book. In Unit 3, students revise a scene of *Peter Pan* using some of the reasons students would not recommend the story to a friend. After revising one part of the story, they create a presentation explaining why and how they have revised that scene. For the performance task, students read aloud their revised scenes to an audience before explaining how and why they revised the scene. This performance task centers on CCSS ELA **RF.3.4b**, **SL.3.4**, and **SL.3.6**.

Guiding Questions and Big Ideas

How do writers capture a reader’s imagination?

- *Authors show, not tell, how a character feels through dialogue and description.*
- *Authors choose words and phrases for effect to help readers imagine they are in the story.*

What can we learn from reading literary classics?

- *Literary classics are told in different ways over time.*
- *Literary classics can show how things have changed since the time they were written.*

Readers have differing opinions about the texts they read and support their opinions with evidence from the text.

Task should align to

- Topic
- Targets
- Texts

The 4 T’s	
Topic Exploring literary classics	Task Write and read aloud a revised scene of <i>Peter Pan</i> . Prepare a presentation to explain how and why the scene is revised.
Targets CCSS explicitly taught and assessed): RF.3.4b, SL.3.4, SL.3.6	Texts <i>Peter Pan</i>



Third Grade Module 3: Unit 1: Analyzing Author’s Craft: Character Development in *Peter Pan*

Habits of Character/Social-Emotional Learning (SEL) Focus: Work to Become Ethical People and to Become Effective Learners

Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this unit, students **work to become effective learners**, developing the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration). They practice collaboration as they work in pairs and small groups to discuss questions about *Peter Pan*. Students also **work to become ethical people**, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion). They practice respect because of the potentially diverse views of classmates as they discuss *Peter Pan*. Lessons that engage students with social emotional learning and use an anchor chart or protocol as part of the engagement strategy are identified in **bold print** under the category Anchor Charts and Protocols.

Mid Unit Assessment: Answering Questions about a Literary Text

This assessment centers on CCSS ELA **RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.7, RL.3.10, and L.3.4**. In this assessment, students closely read a new chapter of *Peter Pan* and answer text-dependent selected response and short–constructed response questions to show understanding of vocabulary and the events in the story.

End of Unit Assessment: Analyzing Characters in *Peter Pan*

This assessment centers on CCSS ELA RL.3.1, RL.3.3, RL.3.4, RL.3.6, RL.3.10, and L.3.5. For the end of unit assessment, students closely read another new chapter of *Peter Pan*, answer selected response questions, and complete a table to analyze the character traits, motivations, actions, and points of view.

Required Unit Trade book(s): *Peter Pan*

Suggested Pacing: This unit is approximately **2.5 weeks or 12 sessions of instruction**.

Note: (1) 2017-18 Power Standards highlighted in **red**. (2) Standards assessed on the Quarterly Common Assessment highlighted in **green**. (3) Click on the **blue “Lesson #”** to access the complete EL lesson details online.

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 Discovering Our Topic: Peter Pan RL.3.1, RL.3.2, RL.3.5, RL.3.7, W.3.8, SL.3.1, L.3.4 TN Standards 3.RL.KID.1, 3.RL.KID.2, 3.RL.CS.5, 3.RL.IKI.7, 3.W.RBPK.8, 3.SL.CC.1, 3.FL.VA.7a	1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Infer the Topic (15 minutes) B. Introducing the Performance Task and the Module Guiding Questions (10 minutes) C. Engaging the Reader: <i>Peter Pan</i> , Chapter 1 (20 minutes) 3. Closing and Assessment A. Recounting the Story: <i>Peter Pan</i> , Chapter 1 (10 minutes)	<ul style="list-style-type: none"> I can explain how an illustration contributes to the text. (RL.3.7) I can recount Chapter 1 of <i>Peter Pan</i>. (RL.3.1, RL.3.2) 	<ul style="list-style-type: none"> I Notice/I Wonder note-catcher (RL.3.1, W.3.8) Oral recountings of <i>Peter Pan</i> (RL.3.1, RL.3.2) 	<ul style="list-style-type: none"> Infer the Topic protocol Close Readers Do These Things anchor chart Performance Task anchor chart Module Guiding Questions anchor chart Analyzing Peter Pan anchor chart

	<p>4. Homework A. Read and reflect on the guiding questions for the module. Talk about them with someone at home. How do the questions make you feel? Why? What do they make you think about? What are some literary classics you and your family are familiar with (this may include literary classics from other countries)? You can sketch or write your reflections. B. Bring in literary classics, stories that were written long ago and are still enjoyed today, that are meaningful to you and your family to share with the class.</p>			
<p><u>Lesson 2</u> Reading for Gist: “Peter Pan: The Author and Historical Context”</p> <p>RL.3.1, RI.3.4, RL.3.10, RI.3.1, RI.3.10, L.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d</p> <p>TN Standards 3.RL.KID.1, 3.RI.CS.4, 3.RL.RRTC.10, 3.RI.KID.1, 3.RI.RRTC.10, 3.FL.VA.7a i-iv</p>	<p>1. Opening A. Reflecting on Module Guiding Questions and Sharing Literary Classics (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Reading for Gist and Unfamiliar Vocabulary: “<i>Peter Pan: The Author and Historical Context</i>” (25 minutes) B. Making Connections between Chapter 1 and Historical Context (5 minutes) 3. Closing and Assessment A. Launching Independent Research Reading (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can determine the gist and the meaning of unfamiliar Vocabulary in “<i>Peter Pan: The Author and Historical Context.</i>” (RI.3.4, L.3.4) I can make connections between Chapter 1 of <i>Peter Pan</i> and the historical context. (RI.3.1) 	<ul style="list-style-type: none"> Oral recountings of <i>Peter Pan</i> (RL.3.1, RL.3.2) Gist statements and unfamiliar Vocabulary in “<i>Peter Pan: The Author and Historical Context</i>” (RI.3.4, L.3.4) 	<ul style="list-style-type: none"> Module Guiding Questions anchor chart Working to Become Ethical People anchor chart Close Readers Do These Things anchor chart Analyzing <i>Peter Pan</i> anchor chart
<p><u>Lesson 3</u> Close Reading: Chapter 2 of Peter Pan</p> <p>RL.3.1, RL.3.2, RL.3.5, RL.3.10, RI.3.1, RI.3.10, L.3.4, L.3.4a, L.3.4b,</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: <i>Peter Pan</i>, Chapter 2 (20 minutes) 2. Work Time</p>	<ul style="list-style-type: none"> I can recount Chapter 2 of <i>Peter Pan</i>. (RL.3.2) I can explain how Chapter 2 of <i>Peter Pan</i> builds on Chapter 1. (RL.3.5) 	<ul style="list-style-type: none"> <i>Peter Pan</i>: Text-Dependent Questions – Chapter 2 (RL.3.1, RL.3.2, RL.3.4, RL.3.5, L.3.4, L.3.5a) 	<ul style="list-style-type: none"> Working to Become Ethical People anchor chart Analyzing <i>Peter Pan</i> anchor chart Working to Become Effective Learners anchor chart

<p>L.3.4c, L.3.4d, L.3.5, L.3.5a</p> <p>TN Standards 3.RL.KID.1, 3.RL.KID.2, 3.RL.CS.5, 3.RL.RRTC.10, 3.RI.RRTC.10, 3.FLVA.7a i-iv</p>	<p>A. Text-Dependent Questions and Recounting the Story: <i>Peter Pan</i>, Chapter 2 (30 minutes)</p> <p>3. Closing and Assessment A. Making Connections between Chapter 2 and Historical Context (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			<ul style="list-style-type: none"> • Close Readers Do These Things anchor chart • Strategies to Answer Selected Response Questions anchor chart
<p>Lesson 4 Close Reading: Chapter 3 of Peter Pan</p> <p>RL.3.1, RL.3.2, RL.3.5, RL.3.7, RL.3.10, RI.3.1, L.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d</p> <p>TN Standards 3.RL.KID.1, 3.RL.KID.2, 3.RL.CS.5, 3.RL.RRTC.10, 3.FLVA.7a i-iv</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: <i>Peter Pan</i>, Chapter 3 (20 minutes)</p> <p>2. Work Time A. Text-Dependent Questions and Recounting the Story: <i>Peter Pan</i>, Chapter 3 (30 minutes)</p> <p>3. Closing and Assessment A. Making Connections between Chapter 3 and Historical Context (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> • I can explain how Chapter 3 of <i>Peter Pan</i> builds on Chapters 1 and 2. (RL.3.5) • I can explain how an illustration contributes to the text. (RL.3.7) 	<ul style="list-style-type: none"> • <i>Peter Pan</i>: Text-Dependent Questions – Chapter 3 (RL.3.1, RL.3.2, RL.3.4, RL.3.5, L.3.4) 	<ul style="list-style-type: none"> • Working to Become Ethical People anchor chart • Working to Become Effective Learners anchor chart • Close Readers Do These Things anchor chart • Strategies to Answer Selected Response Questions anchor chart • Analyzing <i>Peter Pan</i> anchor chart
<p>Lesson 5 Mid-Unit 1 Assessment: Answering Questions about a Literary Text</p> <p>RL.3.1, RL.3.2, RL.3.5, RL.3.7, RL.3.10, RI.3.1, L.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d</p> <p>TN Standards 3.RL.KID.1, 3.RL.KID.2, 3.RL.CS.5, 3.RL.IKI.7, 3.RI.KID.1,</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Mid-Unit 1 Assessment: Answering Questions about a Literary Text (35 minutes) B. Making Connections between Chapter 4 and Historical Context (5 minutes)</p> <p>3. Closing and Assessment A. Tracking Progress (15 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • I can explain how Chapter 4 of <i>Peter Pan</i> builds on Chapters 1–3. (RL.3.5) • I can explain how an illustration contributes to the text. (RL.3.7) 	<ul style="list-style-type: none"> • Mid-Unit 1 Assessment: Answering Questions about a Literary Text (RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.7, RL.3.10, L.3.4a, L.3.4b, L.3.4c, L.3.4d) 	<ul style="list-style-type: none"> • Close Readers Do These Things anchor chart • Strategies to Answer Selected Response Questions anchor chart • Analyzing <i>Peter Pan</i> anchor chart • Working to Become Effective Learners anchor chart

<p>3.RL.RRTC.10, 3.RI.RRTC.10, 3.FLVA.7a i-iv</p>	<p>A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p><u>Lesson 6</u> Close Reading: Chapter 5 of Peter Pan</p> <p>RL.3.1, RL.3.3, RL.3.5, RL.3.6, RI.3.1, L.3.4, L.3.5, L.3.5a</p> <p>TN Standards 3.RL.KID.1, 3.RL.KID.3, 3.RL.CS.5, 3.RL.CS.6, 3.RI.KID.1, 3.FLVA.7a, 3.FL.VA.7b</p>	<p>1. Opening A. Reviewing Learning Targets (10 minutes) B. Engaging the Reader: <i>Peter Pan</i>, Chapter 5 (15 minutes) 2. Work Time A. Close Reading: <i>Peter Pan</i>, Chapter 5 (30 minutes) 3. Closing and Assessment A. Making Connections between Chapter 5 and Historical Context (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can compare my own point of view to the point of view of characters in the text. (RL.3.6) I can identify character traits of characters in <i>Peter Pan</i>. (RL.3.3) 	<ul style="list-style-type: none"> Close Reading Note-catcher: <i>Peter Pan</i> – Chapter 5 (RL.3.1, RL.3.3, RL.3.6, L.3.5a) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Character Traits anchor chart Working to Become Ethical People anchor chart Working to Become Effective Learners anchor chart Analyzing <i>Peter Pan</i> anchor chart
<p><u>Lesson 7</u> Close Reading: Chapter 6 of Peter Pan</p> <p>RL.3.1, RL.3.3, RL.3.5, RI.3.1, L.3.4, L.3.5, L.3.5a</p> <p>TN Standards 3.RL.KID.1, 3.RL.KID.3, 3.RL.CS.5, 3.RI.KID.1, 3.FLVA.7a, 3.FL.VA.7b</p>	<p>1. Opening A. Reviewing Learning Targets (10 minutes) B. Engaging the Reader: <i>Peter Pan</i>, Chapter 6 (15 minutes) 2. Work Time A. Language Dive: <i>Peter Pan</i>, Chapter 6 (15 minutes) B. Text-Dependent Questions: <i>Peter Pan</i>, Chapter 6 (15 minutes) 3. Closing and Assessment A. Making Connections between Chapter 6 and Historical Context (5 minutes) 4. Homework A. Complete Language Dive 1 Practice in your Unit 1 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can determine the meaning of figurative language. (L.3.5a) I can identify character traits of characters in <i>Peter Pan</i>. (RL.3.3) 	<ul style="list-style-type: none"> <i>Peter Pan</i>: Text-Dependent Questions – Chapter 6 (RL.3.1, RL.3.3, L.3.5a) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Working to Become Ethical People anchor chart Questions We Can Ask during a Language Dive anchor chart Working to Become Effective Learners anchor chart Strategies to Answer Selected Response Questions anchor chart Character Traits anchor chart Analyzing <i>Peter Pan</i> anchor chart

<p>Lesson 8 Close Reading: Chapter 7 of Peter Pan</p> <p>W.3.3, W.3.3a, W.3.4, W.3.5, RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, L.3.3, L.3.3a</p> <p>TN Standards 3.W.TTP.3, 3.W.PDW.4, 3.W.PDW.5, 3.FL.F.5 a-c</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: <i>Peter Pan</i>, Chapter 7 (15 minutes) 2. Work Time A. Close Reading: <i>Peter Pan</i>, Chapter 7 (35 minutes) 3. Closing and Assessment A. Making Connections between Chapter 7 and Historical Context (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can identify character traits of characters in <i>Peter Pan</i>. (RL.3.3) I can compare my point of view to the point of view of the narrator or characters. (RL.3.6) 	<ul style="list-style-type: none"> Close Reading Note-catcher: <i>Peter Pan</i> – Chapter 7 (RL.3.1, RL.3.3, RL.3.6, L.3.5b) 	<ul style="list-style-type: none"> Character Traits anchor chart Working to Become Ethical People anchor chart Working to Become Effective Learners anchor chart Close Readers Do These Things anchor chart Analyzing <i>Peter Pan</i> anchor chart
<p>Lesson 9 Close Reading: Chapter 8 of Peter Pan</p> <p>RL.3.1, RL.3.3, RL.3.5, RL.3.6, RI.3.1, L.3.4, L.3.5, L.3.5a, L.3.5b</p> <p>TN Standards 3.RL.KID.1, 3.RL.KID.3, 3.RL.CS.5, 3.RL.CS.6, 3.RI.KID.1, 3.FLVA.7a, 3.FL.VA.7b i-ii</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: <i>Peter Pan</i>, Chapter 8 (15 minutes) 2. Work Time A. Language Dive: <i>Peter Pan</i>, Chapter 8 (15 minutes) B. Text-Dependent Questions: <i>Peter Pan</i>, Chapter 8 (20 minutes) 3. Closing and Assessment A. Making Connections between Chapter 8 and Historical Context (5 minutes) 4. Homework A. Complete Language Dive II Practice in your Unit 1 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can identify character traits of characters in <i>Peter Pan</i>. (RL.3.3) I can compare my point of view to the point of view of the narrator or characters. (RL.3.6) 	<ul style="list-style-type: none"> <i>Peter Pan</i>: Text-Dependent Questions – Chapter 8 (RL.3.1, RL.3.3, RL.3.6, L.3.5a) 	<ul style="list-style-type: none"> Character Traits anchor chart Working to Become Ethical People anchor chart Questions We Can Ask during a Language Dive anchor chart Working to Become Effective Learners anchor chart Close Readers Do These Things anchor chart Strategies to Answer Selected Response Questions anchor chart Analyzing <i>Peter Pan</i> anchor chart
<p>Lesson 10 Close Reading: Chapter 9 of Peter Pan</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: <i>Peter Pan</i>, Chapter 9 (15 minutes)</p>	<ul style="list-style-type: none"> I can identify character traits of characters in <i>Peter Pan</i>. (RL.3.3) I can compare my point of view to the point of view of the 	<ul style="list-style-type: none"> Close Reading Note-catcher: <i>Peter Pan</i> – Chapter 9 (RL.3.1, RL.3.3, RL.3.6) 	<ul style="list-style-type: none"> Character Traits anchor chart Working to Become Ethical People anchor chart Working to Become Effective Learners anchor chart

<p>RL.3.1, RL.3.3, RL.3.5, RL.3.6, RI.3.1, L.3.4, L.3.5, L.3.5a, L.3.5b, L.3.5c</p> <p>TN Standards 3.RL.KID.1, 3.RL.KID.3, 3.RL.CS.5, 3.RL.CS.6, 3.RI.KID.1, 3.FL.VA.7a, 3.FL.VA.7b i-iii</p>	<p>2. Work Time A. Close Reading: <i>Peter Pan</i>, Chapter 9 (35 minutes)</p> <p>3. Closing and Assessment A. Making Connections between Chapter 9 and Historical Context (5 minutes)</p> <p>4. Homework A. Complete Shades of Meaning Practice in your Unit 1 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>narrator or characters. (RL.3.6)</p>		<ul style="list-style-type: none"> • Close Readers Do These Things anchor chart • Analyzing <i>Peter Pan</i> anchor chart
<p>Lesson 11 Close Reading: Chapter 10 of Peter Pan</p> <p>RL.3.1, RL.3.3, RL.3.5, RL.3.6, RI.3.1, L.3.4, L.3.5, L.3.5a, L.3.5b, L.3.5c</p> <p>TN Standards 3.RL.KID.1, 3.RL.KID.3, 3.RL.CS.5, 3.RL.CS.6, 3.RI.KID.1, 3.FL.VA.7a, 3.FL.VA.7b i-iii</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: <i>Peter Pan</i>, Chapter 10 (15 minutes)</p> <p>2. Work Time A. Language Dive: <i>Peter Pan</i>, Chapter 10 (15 minutes) B. Text-Dependent Questions: <i>Peter Pan</i>, Chapter 10 (20 minutes)</p> <p>3. Closing and Assessment A. Making Connections between Chapter 10 and Historical Context (5 minutes)</p> <p>4. Homework A. Complete Language Dive III Practice in your Unit 1 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> • I can identify character traits of characters in <i>Peter Pan</i>. (RL.3.3) • I can compare my point of view to the point of view of the narrator or characters. (RL.3.6) 	<ul style="list-style-type: none"> • <i>Peter Pan</i>: Text-Dependent Questions – Chapter 10 (RL.3.1, RL.3.3, RL.3.6) 	<ul style="list-style-type: none"> • Character Traits anchor chart • Working to Become Ethical People anchor chart • Working to Become Effective Learners anchor chart • Close Readers Do These Things anchor chart • Analyzing <i>Peter Pan</i> anchor chart
<p>Lesson 12 End of Unit 1 Assessment: Analyzing Characters in Peter Pan</p> <p>RL.3.1, RL.3.3, RL.3.5, RL.3.6, RL.3.10, RI.3.1, L.3.4, L.3.5, L.3.5a, L.3.5b, L.3.5c</p>	<p>1. Opening A. Returning Mid-Unit 1 Assessment (5 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. End of Unit 1 Assessment: Analyzing Characters in <i>Peter Pan</i></p>	<ul style="list-style-type: none"> • I can identify character traits of characters in <i>Peter Pan</i>. (RL.3.3) • I can compare my point of view to the point of view of the narrator or characters. (RL.3.6) 	<ul style="list-style-type: none"> • End of Unit 1 Assessment: Analyzing Characters in <i>Peter Pan</i> (RL.3.1, RL.3.3, RL.3.4, RL.3.6, RL.3.10, L.3.5) 	<ul style="list-style-type: none"> • Close Readers Do These Things anchor chart • Strategies to Answer Selected Response Questions anchor • Working to Become Effective Learners anchor chart • Analyzing <i>Peter Pan</i> anchor chart

<p>TN Standards 3.RL.KID.1, 3.RL.KID.3, 3.RL.CS.5, 3.RL.CS.6, 3.RL.RRTC.10, 3.RI.KID.1, 3.FL.VA.7a, 3.FL.VA.7b i-iii</p>	<p><i>Pan</i> (30 minutes) B. Making Connections between Chapter 11 and Historical Context (5 minutes) 3. Closing and Assessment A. Tracking Progress (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			<ul style="list-style-type: none"> • Character Traits anchor chart
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Third Grade Module 3: Unit 2: Writing Grounded in Evidence: An Opinion of Peter Pan

Habits of Character/Social-Emotional Learning (SEL) Focus: Work to Become Ethical People and to Become Effective Learners

Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, **students work to become ethical people**, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion), and **work to become effective learners**, developing the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration). They practice collaboration, respect, empathy, compassion, and integrity as they share their ideas about texts, work together collaboratively, and participate in discussions during which they share their opinions. Lessons that engage students with social emotional learning and use an anchor chart or protocol as part of the engagement strategy are identified in **bold print** under the category Anchor Charts and Protocols.

Mid Unit Assessment: Comparing Two Peter Pan Stories

This assessment centers on CCSS ELA **RL.3.1, RL.3.2, RL.3.4, RL.3.9, RL.3.10, L.3.1f**, and **L.3.4**. Students recall and recount the plot of *Peter Pan* by identifying events from the story and placing them in the order in which they occurred. Students then compare the two *Peter Pan* stories they have read by completing a chart. Finally, students show their understanding of the central message of each text by answering selected response questions.

End of Unit Assessment: Revising a Book Review and Participating in a Text-Based Discussion

This two-part assessment centers on CCSS ELA **RL.3.1, W.3.1c, W.3.5, SL.3.1, L.3.2e, L.3.2f, L.3.2g**, and **L.3.3b**. In Part I, students orally support an opinion based on evidence from the text when discussing whether they would recommend *Peter Pan* to a friend. In Part II, students use teacher feedback to revise their book reviews for spelling and linking words and phrases.

Required Unit Trade book(s): *Peter Pan* and *Peter Pan in Kensington Gardens*

Suggested Pacing: This unit is approximately **3 weeks or 14 sessions of instruction**.

Note: (1) 2017-18 Power Standards highlighted in **red**. (2) Standards assessed on the Quarterly Common Assessment highlighted in **green**. (3) Click on the **blue “Lesson #”** to access the complete EL lesson details online.

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 Comparing Stories: Peter Pan and Chapter 1 of Peter Pan in Kensington Gardens RL.3.1, RL.3.4, RL.3.5, RL.3.9, L.3.4 TN Standards 3.RL.KID.1, 3.RL.CS.4, 3.RL.CS.5,	1. Opening A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: <i>Peter Pan</i> , Chapter 12 (20 minutes) 2. Work Time A. Reading and Recounting the Story: <i>Peter Pan in Kensington Gardens</i> , Chapter 1 (20 minutes)	<ul style="list-style-type: none"> I can determine the meaning of unfamiliar Vocabulary in <i>Peter Pan in Kensington Gardens</i>. (RL.3.4, L.3.4) I can identify similarities and differences between <i>Peter Pan</i> and Chapter 1 of <i>Peter Pan in Kensington Gardens</i>. 	<ul style="list-style-type: none"> <i>Peter Pan in Kensington Gardens</i>: Chapter 1 Glossary (RL.3.4, L.3.4) Comparing Chapter 1 of <i>Peter Pan in Kensington Gardens</i> with <i>Peter Pan</i> (RL.3.1, RL.3.9) 	<ul style="list-style-type: none"> Working to Become Ethical People anchor chart Analyzing Peter Pan anchor chart Close Readers Do These Things anchor chart Analyzing Peter Pan in Kensington Gardens anchor chart

<p>3.RL.IKI.9, 3.FLVA.7a</p>	<p>3. Closing and Assessment A. Comparing Chapter 1 of <i>Peter Pan in Kensington Gardens</i> with <i>Peter Pan</i> (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>(RL.3.1, RL.3.9)</p>		<ul style="list-style-type: none"> • Working to Become Effective Learners anchor chart
<p><u>Lesson 2</u> Comparing Stories: Peter Pan and Chapter 2 of Peter Pan in Kensington Gardens RL.3.1, RL.3.2, RL.3.5, RL.3.9, L.3.1f <u>TN Standards</u> 3.RL.KID.1, 3.RL.KID.2, 3.RL.CS.5, 3.RL.IKI.9, 3.FL.SC.6</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: <i>Peter Pan</i>, Chapter 13 (20 minutes) 2. Work Time A. Reading and Recounting the Story: <i>Peter Pan in Kensington Gardens</i>, Chapter 2 (25 minutes) 3. Closing and Assessment A. Comparing Chapter 2 of <i>Peter Pan in Kensington Gardens</i> with <i>Peter Pan</i> (10 minutes) 4. Homework A. Complete Language Dive I: <i>Peter Pan in Kensington Gardens</i> Practice in your Unit 2 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> • I can recount Chapter 2 of <i>Peter Pan in Kensington Gardens</i>. (RL.3.2) • I can identify similarities and differences between <i>Peter Pan</i> and Chapter 2 of <i>Peter Pan in Kensington Gardens</i>. (RL.3.1, RL.3.9) 	<ul style="list-style-type: none"> • Comparing Chapter 2 of <i>Peter Pan in Kensington Gardens</i> with <i>Peter Pan</i> (RL.3.1, RL.3.9) 	<ul style="list-style-type: none"> • Working to Become Ethical People anchor chart • Analyzing <i>Peter Pan</i> anchor chart • Close Readers Do These Things anchor chart • Questions We Can Ask during a Language Dive anchor chart • Analyzing <i>Peter Pan in Kensington Gardens</i> anchor chart • Working to Become Effective Learners anchor chart
<p><u>Lesson 3</u> Comparing Stories: Peter Pan and Chapter 3 of Peter Pan in Kensington Gardens RL.3.1, RL.3.4, RL.3.5, RL.3.9, L.3.4 <u>TN Standards</u> 3.RL.KID.1, 3.RL.CS.4, 3.RL.CS.5, 3.RL.IKI.9, 3.FL.VA.7a</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: <i>Peter Pan</i>, Chapter 14 (20 minutes) 2. Work Time A. Reading and Recounting the Story: <i>Peter Pan in Kensington Gardens</i>, Chapter 3 (20 minutes) 3. Closing and Assessment A. Comparing Chapter 3 of <i>Peter Pan in Kensington Gardens</i> with <i>Peter Pan</i> (15 minutes)</p>	<ul style="list-style-type: none"> • I can determine the meaning of unfamiliar Vocabulary in <i>Peter Pan in Kensington Gardens</i>. (RL.3.4, L.3.4) • I can identify similarities and differences between <i>Peter Pan</i> and Chapter 3 of <i>Peter Pan in Kensington Gardens</i>. (RL.3.1, RL.3.9) 	<ul style="list-style-type: none"> • <i>Peter Pan in Kensington Gardens</i>: Chapter 3 Glossary (RL.3.4, L.3.4) • Comparing Chapter 3 of <i>Peter Pan in Kensington Gardens</i> with <i>Peter Pan</i> (RL.3.1, RL.3.9) 	<ul style="list-style-type: none"> • Working to Become Ethical People anchor chart • Analyzing <i>Peter Pan</i> anchor chart • Close Readers Do These Things anchor chart • Analyzing <i>Peter Pan in Kensington Gardens</i> anchor chart • Working to Become Effective Learners anchor chart

	<p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 4 Comparing Stories: Peter Pan and Chapter 4 of Peter Pan in Kensington Gardens</p> <p>RL.3.1, RL.3.2, RL.3.9, L.3.1f</p> <p>TN Standards 3.RL.KID.1, 3.RL.KID.2, 3.RL.IKI.9, 3.FL.SC.6</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: <i>Peter Pan</i>, Chapter 15 (20 minutes) 2. Work Time A. Reading and Recounting the Story: <i>Peter Pan in Kensington Gardens</i>, Chapter 4 (25 minutes) 3. Closing and Assessment A. Comparing Chapter 4 of <i>Peter Pan in Kensington Gardens</i> with <i>Peter Pan</i> (10 minutes) 4. Homework A. Complete Language Dive II: <i>Peter Pan in Kensington Gardens</i> Practice in your Unit 2 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can recount Chapter 4 of <i>Peter Pan in Kensington Gardens</i>. (RL.3.2) I can identify similarities and differences between <i>Peter Pan</i> and Chapter 4 of <i>Peter Pan in Kensington Gardens</i>. (RL.3.1, RL.3.9) 	<ul style="list-style-type: none"> Comparing Chapter 4 of <i>Peter Pan in Kensington Gardens</i> with <i>Peter Pan</i> (RL.3.1, RL.3.9) 	<ul style="list-style-type: none"> Working to Become Ethical People anchor chart Analyzing <i>Peter Pan</i> anchor chart Questions We Can Ask during a Language Dive anchor chart Analyzing <i>Peter Pan in Kensington Gardens</i> anchor chart Working to Become Effective Learners anchor chart
<p>Lesson 5 Comparing Stories: Peter Pan and Chapter 5 of Peter Pan in Kensington Gardens</p> <p>RL.3.1, RL.3.4, RL.3.5, RL.3.9, L.3.4</p> <p>TN Standards 3.RL.KID.1, 3.RL.CS.4, 3.RL.CS.5, 3.RL.IKI.9, 3.FL.VA.7a</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: <i>Peter Pan</i>, Chapter 16 (20 minutes) 2. Work Time A. Reading and Recounting the Story: <i>Peter Pan in Kensington Gardens</i>, Chapter 5 (20 minutes) 3. Closing and Assessment A. Comparing Chapter 5 of <i>Peter Pan in Kensington Gardens</i> with <i>Peter Pan</i> (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading</p>	<ul style="list-style-type: none"> I can determine the meaning of unfamiliar Vocabulary in <i>Peter Pan in Kensington Gardens</i>. (RL.3.4, L.3.4) I can identify similarities and differences between <i>Peter Pan</i> and Chapter 5 of <i>Peter Pan in Kensington Gardens</i>. (RL.3.1, RL.3.9) 	<ul style="list-style-type: none"> <i>Peter Pan in Kensington Gardens</i>: Chapter 5 Glossary (RL.3.4, L.3.4) Comparing Chapter 5 of <i>Peter Pan in Kensington Gardens</i> with <i>Peter Pan</i> (RL.3.1, RL.3.9) 	<ul style="list-style-type: none"> Working to Become Ethical People anchor chart Analyzing <i>Peter Pan</i> anchor chart Close Readers Do These Things anchor chart Analyzing <i>Peter Pan in Kensington Gardens</i> anchor chart Working to Become Effective Learners anchor chart

	journal.			
<p>Lesson 6 Recounting the Story and Determining a Message: Peter Pan</p> <p>RL.3.1, RL.3.2, RL.3.5</p> <p>TN Standards 3.RL.KID.1, 3.RL.KID.2, 3.RL.CS.5</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: <i>Peter Pan</i>, Chapter 17 (20 minutes)</p> <p>2. Work Time A. Recounting and Determining the Central Message in <i>Peter Pan</i> (25 minutes)</p> <p>3. Closing and Assessment A. Reviewing Homework (10 minutes)</p> <p>4. Homework A. Complete Recommending <i>Peter Pan</i> in your Unit 2 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can recount the story of <i>Peter Pan</i>. (RL.3.2) I can identify a central message in <i>Peter Pan</i> and how it is conveyed through details in the text. (RL.3.1, RL.3.2) 	<ul style="list-style-type: none"> Recounting the Story and Determining the Central Message: <i>Peter Pan</i> (RL.3.1, RL.3.2) 	<ul style="list-style-type: none"> Working to Become Ethical People anchor chart Analyzing <i>Peter Pan</i> anchor chart Strategies to Answer Selected Response Questions anchor chart Working to Become Effective Learners anchor chart
<p>Lesson 7 Mid-Unit 2 Assessment: Comparing Two Peter Pan Stories</p> <p>RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.9, RL.3.10, L.3.1, L.3.1f, L.3.4</p> <p>TN Standards 3.RL.KID.1, 3.RL.KID.2, 3.RL.CS.4, 3.RL.CS.5, 3.RL.IKI.9, 3.RL.RRTC.10, 3.FL.SC.6, 3.FL.VA.7a</p>	<p>1. Opening A. Returning End of Unit 1 Assessment (5 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Mid-Unit 2 Assessment: Comparing Two Peter Pan Stories (35 minutes)</p> <p>3. Closing and Assessment A. Tracking Progress (15 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can recount the story of <i>Peter Pan in Kensington Gardens</i>. (RL.3.2) I can identify a central message in <i>Peter Pan in Kensington Gardens</i> and how it is conveyed through details in the text. (RL.3.1, RL.3.2) I can identify similarities and differences between <i>Peter Pan</i> and Chapter 6 of <i>Peter Pan in Kensington Gardens</i>. (RL.3.1, RL.3.9) 	<ul style="list-style-type: none"> Mid-Unit 2 Assessment: Comparing Two Peter Pan Stories (RL.3.1, RL.3.2, RL.3.4, RL.3.9, RL.3.10, L.3.1f, L.3.4) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Strategies to Answer Selected Response Questions anchor chart Working to Become Effective Learners anchor chart Analyzing <i>Peter Pan in Kensington Gardens</i> anchor chart
<p>Lesson 8 Writing a Book Review: Analyzing a Model</p> <p>RL.3.10, RI.3.10, W.3.1, W.3.4, W.3.5, SL.3.1a</p>	<p>1. Opening A. Engaging the Reader: Model Book Review (15 minutes) B. Reviewing Learning Target (5 minutes)</p> <p>2. Work Time</p>	<ul style="list-style-type: none"> I can use the Painted Essay® structure to analyze a model. (W.3.1) 	<ul style="list-style-type: none"> The Painted Essay® template (W.3.1) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Strategies to Answer Selected Response Questions anchor chart Working to Become Effective

<p>TN Standards 3.RL.RRTC.10, 3.RI.RRTC.10, 3.W.TTP.1, 3.W.PDW.4, 3.W.PDW.5, 3.SL.CC.1</p>	<p>A. Analyzing a Model: The Painted Essay® (25 minutes) 3. Closing and Assessment A. Research Reading Share (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			<p>Learners anchor chart</p> <ul style="list-style-type: none"> Analyzing <i>Peter Pan in Kensington Gardens</i> anchor chart
<p><u>Lesson 9</u> Writing a Book Review: Drafting the Introduction RL.3.2, W.3.1, W.3.1a, W.3.4, W.3.5</p> <p>TN Standards 3.RL.KID.2, 3.W.TTP.1, 3.W.PDW.4, 3.W.PDW.5</p>	<p>1. Opening A. The Painted Essay®: Sorting and Color-Coding the Parts of an Introductory Paragraph (10 minutes) B. Reviewing Learning Target (5 minutes) 2. Work Time A. Forming an Opinion (10 minutes) B. Shared Writing: Writing an Introduction (20 minutes) 3. Closing and Assessment A. Independent Writing: Writing an Introduction (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can write an introductory paragraph for my book review including a brief recount of the story. (W.3.1a) 	<ul style="list-style-type: none"> Introduction to book review (W.3.1a) 	<ul style="list-style-type: none"> Book Review anchor chart Working to Become Ethical People anchor chart Working to Become Effective Learners anchor chart <i>Peter Pan</i> Recommendations anchor chart
<p><u>Lesson 10</u> Writing a Book Review: Drafting Proof Paragraph 1 RL.3.1, W.3.1, W.3.1a, W.3.1b, W.3.4, W.3.5</p> <p>TN Standards 3.RL.KID.2, 3.W.TTP.1 a-c, 3.W.PDW.4, 3.W.PDW.5</p>	<p>1. Opening A. The Painted Essay®: Sorting and Color-Coding the Parts of Proof Paragraph 1 (15 minutes) B. Reviewing Learning Target (5 minutes) 2. Work Time A. Language Dive: Proof Paragraph 1 (15 minutes) B. Guided Practice: Writing Proof Paragraph 1 (20 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes) 4. Homework A. Complete Language Dive I: Model</p>	<ul style="list-style-type: none"> I can write Proof Paragraph 1 of my book review using evidence from the text to support a reason for my opinion. (RL.3.1, W.3.1b) 	<ul style="list-style-type: none"> Proof Paragraph 1 of book review (RL.3.1, W.3.1b) 	<ul style="list-style-type: none"> Book Review anchor chart Questions We Can Ask during a Language Dive anchor chart

	<p>Book Review Practice in your Unit 2 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 11 Writing a Book Review: Drafting Proof Paragraph 2</p> <p>RL.3.1, W.3.1, W.3.1a, W.3.1b, W.3.4, W.3.5</p> <p>TN Standards 3.RL.KID.1, 3.W.TTP.1 a-c, 3.W.PDW.4, 3.W.PDW.5</p>	<p>1. Opening A. The Painted Essay®: Sorting and Color-Coding the Parts of Proof Paragraph 2 (15 minutes) B. Reviewing Learning Target (5 minutes) 2. Work Time A. Language Dive: Proof Paragraph 2 (15 minutes) B. Guided Practice: Writing Proof Paragraph 2 (20 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes) 4. Homework A. Complete Language Dive II: Model Book Review Practice in your Unit 2 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can write Proof Paragraph 2 of my book review using evidence from the text to support a reason for my opinion. (RL.3.1, W.3.1b) 	<ul style="list-style-type: none"> Proof Paragraph 2 of book review (RL.3.1, W.3.1b) 	<ul style="list-style-type: none"> Book Review anchor chart Questions We Can Ask during a Language Dive anchor chart
<p>Lesson 12 Writing a Book Review: Drafting the Conclusion</p> <p>W.3.1b, W.3.1, W.3.1d, W.3.4, W.3.5, SL.3.1, SL.3.1a</p> <p>TN Standards 3.W.TTP.1 a-c, 3.W.PDW.4, 3.W.PDW.5, 3.SL.CC.1</p>	<p>1. Opening A. Research Reading Share (15 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Guided Writing: Writing a Concluding Paragraph (20 minutes) 3. Closing and Assessment A. Preparing for a Text-Based Discussion: <i>Peter Pan in Kensington Gardens</i> (20 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading</p>	<ul style="list-style-type: none"> I can write a concluding paragraph for my book review. (W.3.1d) I can prepare for a text-based discussion by forming an opinion and identifying reasons and evidence. (RL.3.1, SL.3.1) 	<ul style="list-style-type: none"> Conclusion to book review (W.3.1d) Preparing for a Text-Based Discussion: <i>Peter Pan in Kensington Gardens</i> note-catcher (RL.3.1, SL.3.1) 	<ul style="list-style-type: none"> Working to Become Ethical People anchor chart Book Review anchor chart Discussion Norms anchor chart

<p>Lesson 13 Preparing for and Participating in a Text-Based Discussion</p> <p>W.3.1b, SL.3.1, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, L.3.3b</p> <p>TN Standards 3.W.TTP.1, 3.SL.CC.1</p>	<p>journal.</p> <p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Participating in a Text-Based Discussion: <i>Peter Pan in Kensington Gardens</i> (30 minutes) B. Reflecting on Discussion (10 minutes) 3. Closing and Assessment A. Preparing for a Text-Based Discussion: <i>Peter Pan</i> (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can recognize the differences between written and spoken English. (L.3.3b) I can follow discussion norms to participate in a productive discussion about my opinion of <i>Peter Pan in Kensington Gardens</i>. (SL.3.1) I can prepare for a text-based discussion by forming an opinion and identifying reasons and evidence. (RL.3.1, SL.3.1) 	<ul style="list-style-type: none"> Discussion Notes (SL.3.1) Preparing for a Text-Based Discussion: <i>Peter Pan</i> note-catcher (RL.3.1, SL.3.1) 	<ul style="list-style-type: none"> Discussion Norms anchor chart Working to Become Ethical People anchor chart T-chart anchor chart
<p>Lesson 14 End of Unit 2 Assessment: Revising a Book Review and Participating in a Text-Based Discussion</p> <p>W.3.1b, W.3.1, W.3.1c, W.3.5, SL.3.1, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, L.3.2, L.3.2e, L.3.2f, L.3.2g, L.3.3b</p> <p>TN Standards 3.W.TTP.1 b-c, 3.W.PDW.5, 3.SL.CC.1, 3.FL.SC.6</p>	<p>1. Opening A. Returning Mid-Unit 2 Assessment (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mini Lesson Review: Linking Words and Phrases (5 minutes) B. End of Unit 2 Assessment: Revising a Book Review and Participating in a Text-Based Discussion (30 minutes) 3. Closing and Assessment A. Tracking Progress (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can follow discussion norms to participate in a productive discussion about my opinion of <i>Peter Pan</i>. (SL.3.1) I can revise my book review for linking words and phrases. (W.3.1c, W.3.5) I can use Vocabulary strategies to revise spelling errors. (L.3.2e, L.3.2f, L.3.2g) 	<ul style="list-style-type: none"> End of Unit 2 Assessment: Revising a Book Review and Taking Part in a Text-Based Discussion (RL.3.1, W.3.1c, W.3.5, SL.3.1a, SL.3.1d, L.3.2e, L.3.2f, L.3.2g, L.3.3b) Tracking Progress: Collaborative Discussion (SL.3.1) 	<ul style="list-style-type: none"> Discussion Norms anchor chart Working to Become Ethical People anchor chart



Third Grade Module 3: Unit 3: Reading Like a Writer: Revising Scenes from *Peter Pan*

Habits of Character/Social-Emotional Learning (SEL) Focus: Work to Become Ethical People and to Become Effective Learners

Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this unit, students **work to become effective learners**, developing the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration). They collaborate and persevere through- out the writing process as they develop a revised scene and work towards the module performance task. Students also **work to become ethical people**, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion). They show respect and integrity as they engage in the peer critique protocol through- out the unit and use their peers’ feedback to revise their work. Lessons that engage students with social emotional learning and use an anchor chart or protocol as part of the engagement strategy are identified in **bold print** under the category Anchor Charts and Protocols.

Mid Unit Assessment: Narrative Writing: Revising a Scene from *Peter Pan*

This assessment has two parts and centers on CCSS W.3.3, W.3.4, W.3.6, W.3.10, L.3.2a, L.3.2c, L.3.2d, and L.3.3a. In Part I, students answer selected response questions to show their understanding of some of the conventions of standard English. In Part II, students apply what they have learned about writing narratives to revise a scene from *Peter Pan* using a complete Narrative Planning graphic organizer. Since this will be first-draft writing, grammar and conventions will not be formally assessed. Students will word-process their revised scenes, if possible.

End of Unit Assessment: Reading Aloud a New Text for Fluency

This assessment has two parts and centers on CCSS ELA RF.3.3, RF.3.4a, RF.3.4b, and RF.3.4c. In Part I, students read aloud a new excerpt from *Peter Pan in Kensington Gardens* and are assessed on their fluency and accuracy. In Part II, students orally summarize the passage to show basic comprehension of the excerpt.

Required Unit Trade Book(s): *Peter Pan* and *Peter Pan in Kensington Gardens*

Suggested Pacing: This unit is approximately **2.5 weeks or 13 sessions of instruction**.

Note: (1) 2017-18 Power Standards highlighted in **red**. (2) Standards assessed on the Quarterly Common Assessment highlighted in **green**. (3) Click on the **blue “Lesson #”** to access the complete EL lesson details online.

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 Preparing to Write: Determining the Characteristics of the Format RL.3.10, RI.3.10, W.3.3, W.3.4, W.3.5, SL.3.1 TN Standards 3.RL.KID.10, 3.RI.RRTC.10, 3.W.TTP.3, 3.W.PDW.4,	1. Opening A. Research Reading Share (15 minutes) B. Reviewing Performance Task and Learning Targets (10 minutes) 2. Work Time A. Reading for Gist: Revised Scene from <i>Peter Pan in Kensington Gardens</i> (15 minutes) B. Analyzing a Model (10 minutes)	<ul style="list-style-type: none"> I can use a model to generate criteria for a revised scene in a story. (W.3.3, W.3.4, W.3.5) I can identify a scene from <i>Peter Pan</i> to revise. (W.3.3, W.3.4, W.3.5) 	<ul style="list-style-type: none"> Narrative Planning graphic organizer (W.3.3, W.3.4, W.3.5) 	<ul style="list-style-type: none"> Working to Become Ethical People anchor chart Module Guiding Questions anchor chart Performance Task anchor chart Close Readers Do These Things anchor chart Revising a Scene anchor chart Peter Pan Recommendations anchor chart

<p>3.W.PDW.5, 3.SL.CC.1</p>	<p>3. Closing and Assessment A. Choosing a Scene to Revise from <i>Peter Pan</i> (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>			
<p><u>Lesson 2</u> Writing Narrative Texts: Planning a Revised Scene W.3.3, W.3.4, W.3.5 <u>TN Standards</u> 3.W.TTP.3, 3.W.PDW.4, 3.W.PDW.5</p>	<p>1. Opening A. Engaging the Reader: Recounting the Revised Model Narrative (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Independent Writing: Mapping Out an Original Scene (15 minutes) B. Independent Writing: Planning a Revised Scene (20 minutes) C. Peer Critique: Narrative Plan (10 minutes) 3. Closing and Assessment A. Revising Narrative Plan (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can plan a revised scene of <i>Peter Pan</i>. (W.3.3, W.3.4, W.3.5) I can critique my partner's narrative plan and provide kind, helpful, and specific feedback. (W.3.5) 	<ul style="list-style-type: none"> Narrative Planning graphic organizer (W.3.3, W.3.4, W.3.5) Stars and steps on sticky notes (W.3.5) 	<ul style="list-style-type: none"> Performance Task anchor chart Working to Contribute to a Better World anchor chart Working to Become Ethical People anchor chart Peer Critique Protocol anchor chart
<p><u>Lesson 3</u> Writing Narrative Texts: Drafting a Revised Scene of Peter Pan – Part I W.3.3, W.3.3a, W.3.3d, W.3.4, W.3.6, L.3.2, L.3.2a <u>TN Standards</u> 3.W.TTP.3 a/d, 3.W.PDW.4, 3.W.PDW.6, 3.FL.SC.6</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Independent Writing: Drafting a Revised Scene of <i>Peter Pan</i> (35 minutes) B. Mini Lesson: Capitalizing Appropriate Words in Titles (15 minutes) 3. Closing and Assessment A. Partner Share: Revised Scene of <i>Peter Pan</i> (5 minutes) 4. Homework</p>	<ul style="list-style-type: none"> I can draft a revised scene of <i>Peter Pan</i>. (W.3.3, W.3.4, W.3.5, W.3.6, L.3.2a) I can capitalize the appropriate words in a title. (L.3.2a) 	<ul style="list-style-type: none"> Draft <i>Peter Pan</i> scenes (W.3.3, W.3.4, W.3.5, W.3.6, L.3.2a) 	<ul style="list-style-type: none"> Performance Task anchor chart Working to Become Effective Learners anchor chart Revising a Scene anchor chart Parts of Speech anchor chart

	<p>A. Complete the Capitalizing Appropriate Words in Titles Practice in your Unit 3 homework. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>			
<p>Lesson 4 Writing Narrative Texts: Drafting a Revised Scene of Peter Pan – Part II</p> <p>RL.3.1, RL.3.2, RL.3.5, RL.3.7, RL.3.10, RI.3.1, L.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d</p> <p>TN Standards 3.RL.KID.1, 3.RL.KID.2, 3.RL.CS.5, 3.RL.IKI.7, 3.RL.RRTC.10, 3.RI.KID.1, 3.FL.VA.7a i-iv</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Independent Writing: Drafting a Revised Scene of <i>Peter Pan</i> (25 minutes) B. Language Dive: Possessives (25 minutes) 3. Closing and Assessment A. Partner Share: Revised Scene of <i>Peter Pan</i> (5 minutes) 4. Homework A. Complete Language Dive I: Model Narrative: Possessives Practice in your Unit 3 homework. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can draft a revised scene of <i>Peter Pan</i>. (W.3.3, W.3.4, W.3.6, L.3.1e, L.3.1f, L.3.2d) I can form and use possessives correctly in my revised scene. (L.3.d) 	<ul style="list-style-type: none"> Draft <i>Peter Pan</i> scenes (W.3.3, W.3.4, W.3.6, L.3.1e, L.3.1f, L.3.2d) 	<ul style="list-style-type: none"> Performance Task anchor chart Parts of Speech anchor chart Working to Become Effective Learners anchor chart Revising a Scene anchor chart Questions We Can Ask during a Language Dive anchor chart
<p>Lesson 5 Writing Narrative Texts: Revising for Dialogue and Description</p> <p>W.3.3, W.3.3b, W.3.4, W.3.5, W.3.6, L.3.2, L.3.2c</p> <p>TN Standards 3.W.TTP.3, 3.W.PDW.4, 3.W.PDW.5, 3.W.PDW.6, 3.FL.SC.6</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Analyzing a Model (15 minutes) B. Mini Lesson: Punctuating Dialogue (10 minutes) C. Revising My Scene: Dialogue and Description (20 minutes) 3. Closing and Assessment A. Peer Critique: Dialogue and Description (10 minutes) 4. Homework A. Complete Punctuating Dialogue Practice in your Unit 3 homework. B. Accountable Research Reading.</p>	<ul style="list-style-type: none"> I can use dialogue and description to show rather than tell the feelings of characters in my scene of <i>Peter Pan</i>. (W.3.3b, L.3.2c) I can punctuate dialogue correctly. (L.3.2c) I can critique my partner's revised scene and provide kind, helpful, and specific feedback. (W.3.5) 	<ul style="list-style-type: none"> Revised <i>Peter Pan</i> scenes (W.3.3b, L.3.2c) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Peer Critique anchor chart Working to Become Ethical People anchor chart

	<p>Select a prompt to respond to in the front of your independent reading journal.</p>			
<p>Lesson 6 Writing Narrative Texts: Revising for Temporal Words and Word Choice</p> <p>W.3.3, W.3.3b, W.3.3c, W.3.4, W.3.5, W.3.6, L.3.3, L.3.3a</p> <p>TN Standards 3.W.TTP.3 b-c, 3.W.PDW.4, 3.W.PDW.5, 3.W.PDW.6</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mini Lesson: Temporal Words and Phrases (15 minutes) B. Language Dive: Choosing Words and Phrases for Effect (30 minutes) 3. Closing and Assessment A. Peer Critique: Word and Phrase Choice (10 minutes) 4. Homework A. Complete Language Dive II: Model Narrative: Choosing Words and Phrases for Effect Practice in your Unit 3 homework. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can use temporal words and phrases to show when things happen in my revised <i>Peter Pan</i> scene. (W.3.3c, W.3.5) I can choose words and phrases for effect. (W.3.5, L.3.3a) I can critique my partner's revised scene and provide kind, helpful, and specific feedback. (W.3.5) 	<ul style="list-style-type: none"> Revised <i>Peter Pan</i> scenes (W.3.3b, W.3.3c, L.3.3a) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Questions We Can Ask during a Language Dive anchor chart Peer Critique anchor chart Working to Become Ethical People anchor chart
<p>Lesson 7 Mid-Unit 3 Assessment: Narrative Writing: Revising a Scene from Peter Pan</p> <p>W.3.3, W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4, W.3.6, W.3.10, L.3.2, L.3.2a, L.3.2c, L.3.2d, L.3.3, L.3.3a</p> <p>TN Standards 3.W.TTP.3 a-e, 3.W.PDW.4, 3, 3.W.PDW.6, 3.W.RW.10, 3.FL.SC.6</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mid-Unit 3 Assessment: Narrative Writing: Revising a Scene from <i>Peter Pan</i> (45 minutes) 3. Closing and Assessment A. Tracking Progress (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can draft a revised scene of <i>Peter Pan</i>. (W.3.3, W.3.4, W.3.6, W.3.10, L.3.2a, L.3.2c, L.3.2d, L.3.3a) I can answer questions about word choice, capitalization, and punctuation. (L.3.2a, L.3.2c, L.3.2d, L.3.3a) 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment: Narrative Writing: Revising a Scene from <i>Peter Pan</i> (W.3.3, W.3.4, W.3.6, W.3.10, L.3.2a, L.3.2c, L.3.2d, L.3.3a) Tracking Progress: Narrative Writing (W.3.3) 	<ul style="list-style-type: none"> Working to Become Effective Learners anchor chart Strategies to Answer Selected Response Questions anchor chart Revising a Scene anchor chart
<p>Lesson 8 Preparing a Presentation: Prompt Cards – Structure</p> <p>RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c,</p>	<p>1. Opening A. Reviewing the Performance Task Anchor Chart (5 minutes) B. Reviewing Learning Targets (5 minutes)</p>	<ul style="list-style-type: none"> I can plan the structure of an effective presentation about my revised scene. (SL.3.4) I can read a new excerpt of text 	<ul style="list-style-type: none"> Structure outlined on Presentation prompt cards (SL.3.4) 	<ul style="list-style-type: none"> Performance Task anchor chart Working to Become Effective Learners anchor chart Discussion Norms anchor chart

<p>SL.3.4, SL.3.6, L.3.3b</p> <p>TN Standards 3.FL.F.5 a-c, 3.SL.PKI.4, 3.SL.PKI.6</p>	<p>2. Work Time A. Analyzing a Model: Structure and Presentation (20 minutes) B. Preparing a Presentation: Structure (10 minutes) 3. Closing and Assessment A. Practicing Reading Fluency (20 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>fluently. (RF.3.4)</p>		<ul style="list-style-type: none"> • Effective Presentation anchor chart • Fluent Readers Do These Things anchor chart
<p><u>Lesson 9</u> Preparing a Presentation: Prompt Cards – Key Points</p> <p>RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, SL.3.4, SL.3.6, L.3.3b</p> <p>TN Standards 3.FL.F.5 a-c, 3.SL.PKI.4, 3.SL.PKI.6</p>	<p>1. Opening A. Reviewing Performance Task Anchor Chart and Learning Targets (5 minutes) 2. Work Time A. Preparing a Presentation: Key Points (40 minutes) 3. Closing and Assessment A. Practicing Reading Fluency (15 minutes) 4. Homework A. Practice reading your revised <i>Peter Pan</i> scene in preparation for the performance task. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> • I can identify the key points to talk about in my presentation. (SL.3.4) • I can read a new excerpt of text fluently. (RF.3.4) 	<ul style="list-style-type: none"> • Key points on Presentation prompt cards (SL.3.4) 	<ul style="list-style-type: none"> • Performance task anchor chart • Fluent Readers Do These Things anchor chart
<p><u>Lesson 10</u> Practicing a Presentation – Part I</p> <p>RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, SL.3.4, SL.3.6, L.3.3b</p> <p>TN Standards 3.FL.F.5 a-c, 3.SL.PKI.4, 3.SL.PKI.6</p>	<p>1. Opening A. Reviewing Performance Task Anchor Chart and Learning Targets (5 minutes) 2. Work Time A. Practicing Our Presentations (25 minutes) B. Peer Critique: Presentations (15 minutes) 3. Closing and Assessment A. Reading Fluency Practice (15 minutes) 4. Homework</p>	<ul style="list-style-type: none"> • I can effectively perform my presentation. (SL.3.4, SL.3.6, L.3.3b) • I can critique my partner's presentation and provide kind, helpful, and specific feedback. • I can read a new excerpt of text fluently. (RF.3.4) 	<ul style="list-style-type: none"> • Student presentations (SL.3.4, SL.3.6, L.3.3b) 	<ul style="list-style-type: none"> • Performance Task anchor chart • Effective Presentation anchor chart • Peer Critique anchor chart • Working to Become Ethical People anchor chart • Fluent Readers Do These Things anchor chart

	<p>A. Practice reading your revised <i>Peter Pan</i> scene in preparation for the performance task. B. Use your prompt cards to practice your presentation for the performance task. C. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 11 End of Unit 3 Assessment: Reading a New Text Aloud for Fluency</p> <p>RF.3.3, RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, SL.3.4, SL.3.6, L.3.3b</p> <p>TN Standards 3.FL.PWR.3, 3.FL.F.5 a-c, 3.SL.PKI.4, 3.SL.PKI.6</p>	<p>1. Opening A. Returning Mid-Unit 3 Assessments (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. End of Unit 3 Assessment: Reading Aloud a New Text for Fluency (95 minutes) 3. Closing and Assessment A. Tracking Progress (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can effectively perform my presentation. (SL.3.4, SL.3.6, L.3.3b) I can read a new excerpt of text fluently. (RF.3.4) 	<ul style="list-style-type: none"> Student presentations (SL.3.4, SL.3.6, L.3.3b) 	<ul style="list-style-type: none"> Performance Task anchor chart Working to Become Effective Learners anchor chart Fluent Readers Do These Things anchor chart
<p>Lesson 12 End of Unit 3 Assessment: Reading a New Text Aloud for Fluency</p> <p>RF.3.3, RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, SL.3.4, SL.3.6, L.3.3b</p> <p>TN Standards 3.FL.PWR.3, 3.FL.F.5 a-c, 3.SL.PKI.4, 3.SL.PKI.6</p>	<p>1. Opening A. Returning Mid-Unit 3 Assessments (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. End of Unit 3 Assessment: Reading Aloud a New Text for Fluency (95 minutes) 3. Closing and Assessment A. Tracking Progress (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can effectively perform my presentation. (SL.3.4, SL.3.6, L.3.3b) I can read a new excerpt of text fluently. (RF.3.4) 	<ul style="list-style-type: none"> Student presentations (SL.3.4, SL.3.6, L.3.3b) 	<ul style="list-style-type: none"> Performance Task anchor chart Working to Become Effective Learners anchor chart Fluent Readers Do These Things anchor chart
<p>Lesson 13 Performance Task: Presentations</p>	<p>1. Opening A. Reviewing Learning Target (10</p>	<ul style="list-style-type: none"> I can effectively deliver my 	<ul style="list-style-type: none"> Student presentations 	<ul style="list-style-type: none"> Performance Task anchor chart Effective Presentation anchor

<p>SL.3.4, SL.3.6, L.3.3b</p> <p>TN Standards 3.SL.PKI.4, 3.SL.PKI.6</p>	<p>minutes)</p> <p>2. Work Time A. Delivering Our Presentations (45 minutes)</p> <p>3 Closing and Assessment A. Reflecting on Learning (5 minutes)</p> <p>4. Homework A. N/A</p>	<p>presentation. (SL.3.4, SL.3.6)</p>	<p>(SL.3.4, SL.3.6)</p>	<p>chart</p>
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