

<b>Grade Level: Third Grade</b>	<b>Unit/Theme: Theme 5 Lesson 21</b>
<b>Topic/Content: A Place for All</b>	<b>Time Frame: 5 weeks</b>
<b>Essential Framework Standards: General Standard 10 &amp; 13</b>	
<b>Essential Questions:</b> What questions point to the identified themes, skills and understandings? What questions provide a broader intellectual focus to the work? How is my community like other communities in my area? How is it different? Do any organizations in the community advertise the community? What benefits do they focus on?	
<b>Focus Skills: Sequence</b> <b>Genre: Expository Nonfiction</b>	
<b>Focus Strategies: Monitor Comprehension: Reread</b>	
Instructional Techniques that further content understanding, interpretation, application, and perception. What should small group instruction look like in this theme/unit? <i>Small group instruction should take place once to twice per week, at a minimum.</i>	
<b>Whole Group (T20-T21): Daily Routines, Oral Language, Read Aloud</b> <b>Word Work: Phonics and Spelling</b> <b>Skill &amp; Strategies: Reading, fluency, comprehension, and vocabulary</b> <b>Small Group: (T22-T23) Leveled Readers, Reading Selection for fluency &amp; comprehension</b>	
<b>Six Traits Emphasis -</b> Which components of Six Traits (from both the ELA program and the Six Traits kits) should be emphasized in this unit? <i>One lesson from the Six Traits student workbook should be taught every week.</i>	
<b>Writing (T37) Explanation Writing Trait: Sentence fluency</b>	
<b>Six-Trait Writing Option: Creative Writing</b> <b>Reference Great Source Forms of Writing, Grade 3, page 2</b>	
<b>Writing Form:</b>	
<b>Harcourt: Explanation</b>	
<b>Six-Trait Writing Option: Creative Writing</b>	
<b>Grammar Emphasis:</b>	
<b>Grammar: The verb “be”</b> <b>Spelling: vowel variants</b>	
<b>Assessment:</b> What evidence will show that the students understand the Essential Questions? Describe how students will be assessed to demonstrate understanding of the key theme, skills and strategies in this unit.	
<b>Reading:</b> By Theme, administer at least two Selection Comprehension Tests and two Focus Skills Tests. Assess routinely for spelling, vocabulary, and grammar.	
<b>Writing:</b> Grade writing form with rubric as provided by Six Traits	
<b>Relevant Tradebooks:</b>	
<b>Frogs; Spiders; Butterflies; by Gail Gibbons</b> <b>Reference Classroom Library selections</b>	
<b>Interdisciplinary Connections:</b>	
<b>Science: Ecosystems</b> <b>Social Studies: Our Community</b>	
<b>Technology Options:</b>	
<b>Explore options provided by Harcourt Schools</b> <a href="http://www.harcourtschool.com/storytown/">http://www.harcourtschool.com/storytown/</a>	

Grade Level: <b>Third Grade</b>	Unit/Theme: <b>Theme 5 Lesson 22</b>
Topic/Content: <b>A Place for All</b>	Time Frame: <b>5 weeks</b>
Essential Framework Standards: <b>General Standard 10 &amp; 13</b>	
Essential Questions: What questions point to the identified themes, skills and understandings? What questions provide a broader intellectual focus to the work? How is my community like other communities in my area? How is it different? Do any organizations in the community advertise the community? What benefits do they focus on?	
Focus Skills: <b>Sequence</b> <b>Genre: Information Narrative; Magazine Article</b>	
Focus Strategies: <b>Monitor comprehension: Reread</b>	
Instructional Techniques that further content understanding, interpretation, application, and perception. What should small group instruction look like in this theme/unit? <i>Small group instruction should take place once to twice per week, at a minimum.</i>	
<b>Whole Group (T118 -T119): Daily Routines, Oral Language, Read Aloud</b> <b>Word Work: Phonics and Spelling</b> <b>Skill &amp; Strategies: Reading, fluency, comprehension, and vocabulary</b> <b>Small Group: (T120-T121) Leveled Readers, Reading Selection for fluency &amp; comprehension</b>	
Six Traits Emphasis - Which components of Six Traits (from both the ELA program and the Six Traits kits) should be emphasized in this unit? <i>One lesson from the Six Traits student workbook should be taught every week.</i>	
<b>Writing (T155) Summary Writing Trait: Sentence fluency</b>	
<b>Six-Trait Writing Option: Creative Writing</b> <b>Reference Great Source Forms of Writing, Grade 3, page 2</b>	
Writing Form: <b>Harcourt: Summary</b>	
<b>Six-Trait Writing Option: Creative Writing</b>	
Grammar Emphasis: <b>Grammar: Main verbs and helping verbs</b> <b>Spelling: vowel variants</b>	
Assessment: What evidence will show that the students understand the Essential Questions? Describe how students will be assessed to demonstrate understanding of the key theme, skills and strategies in this unit. <b>Reading: By Theme, administer at least two Selection Comprehension Tests and two Focus Skills Tests. Assess routinely for spelling, vocabulary, and grammar.</b> <b>Writing: Grade writing form with rubric as provided by Six Traits</b>	
Relevant Tradebooks: <b>Frogs; Spiders; Butterflies; by Gail Gibbons</b> <b>Reference Classroom Library selections</b>	
Interdisciplinary Connections: <b>Science: Ecosystems</b> <b>Social Studies: Our Community</b>	
Technology Options: <b>Explore options provided by Harcourt Schools</b> <a href="http://www.harcourtschool.com/storytown/">http://www.harcourtschool.com/storytown/</a>	

Grade Level: <b>Third Grade</b>	Unit/Theme: <b>Theme 5 Lesson 23</b>
Topic/Content: <b>A Place for All</b>	Time Frame: <b>5 weeks</b>
Essential Framework Standards: <b>General Standard 10 &amp; 13</b>	
Essential Questions: What questions point to the identified themes, skills and understandings? What questions provide a broader intellectual focus to the work? How is my community like other communities in my area? How is it different? Do any organizations in the community advertise the community? What benefits do they focus on?	
Focus Skills: <b>Cause and effect</b> Genre: <b>Fantasy and Expository Nonfiction</b>	
Focus Strategies: <b>Answer Questions</b>	
Instructional Techniques that further content understanding, interpretation, application, and perception. What should small group instruction look like in this theme/unit? <i>Small group instruction should take place once to twice per week, at a minimum.</i>	
<b>Whole Group (T202 -T203): Daily Routines, Oral Language, Read Aloud</b> <b>Word Work: Phonics and Spelling</b> <b>Skill &amp; Strategies: Reading, fluency, comprehension, and vocabulary</b> <b>Small Group: (T204-T205) Leveled Readers, Reading Selection for fluency &amp; comprehension</b>	
Six Traits Emphasis - Which components of Six Traits (from both the ELA program and the Six Traits kits) should be emphasized in this unit? <i>One lesson from the Six Traits student workbook should be taught every week.</i>	
<b>Writing (T219) Fantasy Writing Trait: Organization</b>	
<b>Six-Trait Writing Option: Creative Writing</b> <b>Reference Great Source Forms of Writing, Grade 3, page 2</b>	
Writing Form: <b>Harcourt: Fantasy</b>	
<b>Six-Trait Writing Option: Creative Writing</b>	
Grammar Emphasis: <b>Grammar: Present-tense verbs</b> <b>Spelling: Prefixes; pre, mis, in -</b>	
Assessment: What evidence will show that the students understand the Essential Questions? Describe how students will be assessed to demonstrate understanding of the key theme, skills and strategies in this unit. <b>Reading: By Theme, administer at least two Selection Comprehension Tests and two Focus Skills Tests. Assess routinely for spelling, vocabulary, and grammar.</b> <b>Writing: Grade writing form with rubric as provided by Six Traits</b>	
Relevant Tradebooks: <b>Frogs; Spiders; Butterflies; by Gail Gibbons</b> <b>Reference Classroom Library selections</b>	
Interdisciplinary Connections: <b>Science: Ecosystems</b> <b>Social Studies: Our Community</b>	
Technology Options: <b>Explore options provided by Harcourt Schools</b> <a href="http://www.harcourtschool.com/storytown/">http://www.harcourtschool.com/storytown/</a>	

Grade Level: <b>Third Grade</b>	Unit/Theme: <b>Theme 5 Lesson 24</b>
Topic/Content: <b>A Place for All</b>	Time Frame: <b>5 weeks</b>
Essential Framework Standards: <b>General Standard 10 &amp; 13</b>	
Essential Questions: What questions point to the identified themes, skills and understandings? What questions provide a broader intellectual focus to the work? How is my community like other communities in my area? How is it different? Do any organizations in the community advertise the community? What benefits do they focus on?	
Focus Skills: <b>Cause and effect Realistic Fiction</b>	
Focus Strategies: <b>Answer Questions</b>	
Instructional Techniques that further content understanding, interpretation, application, and perception. What should small group instruction look like in this theme/unit? <i>Small group instruction should take place once to twice per week, at a minimum.</i> <b>Whole Group (T288-T289): Daily Routines, Oral Language, Read Aloud</b> <b>Word Work: Phonics and Spelling</b> <b>Skill &amp; Strategies: Reading, fluency, comprehension, and vocabulary</b> <b>Small Group: (T290 -T291) Leveled Readers, Reading Selection for fluency &amp; comprehension</b>	
Six Traits Emphasis - Which components of Six Traits (from both the ELA program and the Six Traits kits) should be emphasized in this unit? <i>One lesson from the Six Traits student workbook should be taught every week.</i> <b>Writing (T305) Persuasion Writing Trait: Organization</b>	
<b>Six-Trait Writing Option: Creative Writing</b> <b>Reference Great Source Forms of Writing, Grade 3, page 2</b>	
Writing Form: <b>Harcourt: Persuasion</b>	
<b>Six-Trait Writing Option: Creative Writing</b>	
Grammar Emphasis: <b>Grammar: Present, past, and future tense verbs</b> <b>Spelling: "schwa" and unaccented syllables</b>	
Assessment: What evidence will show that the students understand the Essential Questions? Describe how students will be assessed to demonstrate understanding of the key theme, skills and strategies in this unit. <b>Reading: By Theme, administer at least two Selection Comprehension Tests and two Focus Skills Tests. Assess routinely for spelling, vocabulary, and grammar.</b> <b>Writing: Grade writing form with rubric as provided by Six Traits</b>	
Relevant Tradebooks: <b>Frogs; Spiders; Butterflies; by Gail Gibbons</b> <b>Reference Classroom Library selections</b>	
Interdisciplinary Connections: <b>Science: Ecosystems</b> <b>Social Studies: Our Community</b>	
Technology Options: <b>Explore options provided by Harcourt Schools</b> <a href="http://www.harcourtschool.com/storytown/">http://www.harcourtschool.com/storytown/</a>	

Grade Level: <b>Third Grade</b>	Unit/Theme: <b>Theme 5 Lesson 25</b>
Topic/Content: <b>A Place for All</b>	Time Frame: <b>5 weeks</b>
Essential Framework Standards: <b>General Standard 10 &amp; 13</b>	
Essential Questions: What questions point to the identified themes, skills and understandings? What questions provide a broader intellectual focus to the work? How is my community like other communities in my area? How is it different? Do any organizations in the community advertise the community? What benefits do they focus on?	
Focus Skills: <b>Sequence; Cause and Effect</b> Genre: <b>Reader’s Theater: Science Fiction; Reading Nonfiction: Textbook</b>	
Focus Strategies: <b>Monitor Comprehension: Reread Answer Questions</b>	
Instructional Techniques that further content understanding, interpretation, application, and perception. What should small group instruction look like in this theme/unit? <i>Small group instruction should take place once to twice per week, at a minimum.</i> <b>Whole Group (T370-T371): Daily Routines, Oral Language, Read Aloud</b> <b>Word Work: Phonics and Spelling</b> <b>Skill &amp; Strategies: Reading, fluency, comprehension, and vocabulary</b> <b>Small Group: (T372 -T373) Leveled Readers, Reading Selection for fluency &amp; comprehension</b>	
Six Traits Emphasis - Which components of Six Traits (from both the ELA program and the Six Traits kits) should be emphasized in this unit? <i>One lesson from the Six Traits student workbook should be taught every week.</i> <b>Writing (T393) Select writing piece from writing journal, revise, edit, and publish</b> <b>Writing Trait: Sentence fluency</b>	
<b>Six-Trait Writing Option: Creative Writing</b> <b>Reference Great Source Forms of Writing, Grade 3, page 2</b>	
Writing Form: <b>Harcourt: Selected choice</b>	
<b>Six-Trait Writing Option: Creative Writing</b>	
Grammar Emphasis: <b>Grammar: Review verb “be”</b> <b>Spelling: Vowel variant</b>	
Assessment: What evidence will show that the students understand the Essential Questions? Describe how students will be assessed to demonstrate understanding of the key theme, skills and strategies in this unit. <b>Reading: By Theme, administer at least two Selection Comprehension Tests and two Focus Skills Tests. Assess routinely for spelling, vocabulary, and grammar.</b> <b>Writing: Grade writing form with rubric as provided by Six Traits</b>	
Relevant Tradebooks: <b>Frogs; Spiders; Butterflies; by Gail Gibbons Reference Classroom Library selections</b> <b>Reference Classroom Library selections</b>	
Interdisciplinary Connections: <b>Science: Ecosystems</b> <b>Social Studies: Our Community</b>	
Technology Options: <b>Explore options provided by Harcourt Schools</b> <a href="http://www.harcourtschool.com/storytown/">http://www.harcourtschool.com/storytown/</a>	