

**Quashnet School  
Grade 3**

<b>NAME: Stories Worth Telling Again and Again – Unit 1</b>
<b>STRANDS: Reading and Literature /Writing/Language/Speaking and Listening</b>
<b>ESSENTIAL GUIDING QUESTION: Why do we hand stories down to the next generation?</b>
<b>FOCUS QUESTIONS: What is the difference between fables, folktales, and myths? What strategies can be used to stay focused and on topic? What does a good narrative include? What are the functions of nouns, pronouns, verbs, adjectives, and pronouns</b>

<b>Massachusetts State Frameworks</b>	<b>Learning Expectations and Course Specific Goals</b>	<b>Instructional Strategies</b>	<b>Assessment Techniques</b>	<b>Materials, Supplies and Resources</b>	<b>Pacing Guide</b>
RL.3.2 RL.3.3  W.3.3  L.3.1 L.3.1 (a)  S.L.3.1 S.L.3.1 (c)	<p>Students will be able to:</p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text</p> <p>Describe characters in a story and explain how their actions contribute to the sequence of events</p> <p>Write narratives to develop real or imagined experiences or events using effective</p>	<p>Activate prior knowledge</p> <p>Guided Reading</p> <p>Discussion</p> <p>Group Work</p> <p>Partner Work</p> <p>Questioning</p> <p>The use of effective writing techniques</p> <p>Identifying parts of speech (noun, pronoun, verb, adjective, and adverb)</p>	<p>Observation</p> <p>Formative Assessments such as the use of the students’ white boards</p> <p>Presentations</p> <p>Rubrics</p> <p>Quizzes</p>	<p><b><u>Reading Street Titles</u></b>            Tops and Bottoms            Art of the Grasshopper            Pecos Bill            What About MC            Suki Komono            A Day’s Work  <b><u>Trade Book Titles</u></b>            Knots on a Counting Rope            Through Grampa’s Eyes            Snowed in with            Grandmother Silk            Fables            More Stories Julian Tells  <b><u>Poetry</u></b>            Langston Hughes  <b><u>Grammar</u></b>            Ruth Hellar Books            Scott Foresman            Grammar  <b><u>Internet</u></b>            Tumblebooks            American Folklore            SmartExchange            Promethean Planet            Scholastic News Online            BrainPop</p>	September – October 31

	<p>technique, descriptive details, and clear event sequences</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences</p> <p>Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and text, building others' ideas and expressing their own clearly</p> <p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</p>				
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## **Grade 3 Unit 1**

### **Stories Worth Telling Again and Again**

#### **Overview**

In this first six-week unit of third grade, students read stories that are worth telling and retelling.

Students read the tales of grandparents and they become familiar with the tradition of “trickster stories” across multiple cultures. For example, they read a Langston Hughes poem, and review the parts of speech through Ruth Heller’s *World of Language* books. The students engage the texts in multiple ways: They write stories they want to preserve; they also build upon their knowledge of geographical settings of folktales from previous grades as they research the cultural backgrounds of the trickster tales. They dramatically interpret a poem by Langston Hughes. Why do we hand stories down to the next generation?

#### **Essential Question**

Why do we hand stories down to the next generation?

## Unit 1

### Reading Rubric

- **RL.3.2:** *Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.*
- **RL.3.3:** *Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.*

<b>3 = Standard Met</b>	<b>Score</b>	<b>Comments</b>
Find the central message, lesson, or moral.		
Identify the key details that help to express the central message/moral of the story.		
Explain the central message/moral of the story.		
Explain why a key detail is vital to the story's message.		
Retell/Summarize the story including the key events/details and central message.		
Identify the culture that is represented within the story.		
Identify the main characters and their traits, motivations or feelings.		
Explain how the character's actions and traits impact the story and its outcome.		

**Scoring (4 Point Scale)**

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate an understanding of the concepts.

**RL.3.2:** *Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.*

***In order to meet the standards students will need to understand that.....***

- There is a difference between fables, folktales and myths
- There are elements to each that determine which type it is

- There are often hidden messages behind these stories
- Authors/speakers often have a purpose behind their stories
- It may be important to understand a culture in order to truly grasp the meaning of the moral
- These stories were often used to explain things to others (science, natural events etc.)
- Different cultures and groups have different values
- There are key details within a story/folktale etc. that can help you understand the deeper message.

***In order to understand, students will need to consider such questions as...***

- How does the culture relate to the message and meaning?
- Why do we hand down stories from one generation to the next?
- Why is it a fable or folktale etc.?
- How does the story convey the message?
- What is the message, lesson, or moral?
- I think I understand the message, are their facts/key details which support that?

***In order to understand students will need to...***

- Know how to find key details within a text
- Know what a key detail is and how to differentiate between what is important and what is not.
- Read and understand the reading

**RL.3.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

***In order to meet the standards students will need to understand that...***

- Characters have different traits, motivations and feelings, things that make them unique.
- Things happen in a sequence
- Character actions and traits have an effect on the story events
- Authors give characters certain traits for a reason

***In order to understand, students will need to consider such questions as...***

- What are the traits of the characters?
- What are some specific actions of the character that led you to knowing these traits?
- How does the character's personality or traits impact the story?
- How did the character's traits impact the sequence of events and outcome of the story?

***In order to understand students will need to...***

- Know what character traits, motivations and feelings are
- Describe how a character's different traits impact the story
- Tell others about the different traits of each character
- Connect a character's actions to the outcome of the story.

**Grade 3 Unit 1**  
**Speaking and Listening**

- *S.L. 3.1 Engage effectively in a range of collaborative discussions (one-on-one, groups, and teacher led) with diverse partners on grade three topics and text, building on others' ideas and expressing their own clearly.*
- *S.L. 3.1 (c): Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.*

<b>3 = Standard Met</b>	<b>Score</b>	<b>Comments</b>
Student knows assigned role and follows agreed-upon rules for discussions.		
Student is able to sit quietly, focus, and listen to what others are saying.		
Student comes to the group prepared with the knowledge and understanding of the required material.		
Student is able to express his/her ideas clearly when they are speaking and when contributing to the discussion.		
Student can stay on topic during collaborative discussion (one-on-one, group, and teacher-led).		
Student is able to ask questions to clarify their own misunderstandings.		
Student demonstrates an ability to build upon what others are saying.		

**Scoring (4 Point Scale)**

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

**SL.3.1(c):** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

***In order to meet the standards students will need to understand that...***

- There are rules that need to be followed in various discussions (...We don't talk while others are talking)
- You need to listen to others and consider what they are saying in order to understand and build upon those ideas.
- You need to stay focused and on topic in your comments and questions or no one will understand what you are saying
- There are strategies I can employ to help me stay focused on what others are saying (rephrasing etc.)
- It is ok to ask questions if you don't understand.
- You need to prepare your information in order to engage the audience

***In order to understand, students will need to consider such questions as...***

- What are the speaker(s) trying to say?
- Am listening to what they are saying or just thinking about what I want to say?
- Am I being an active listener?
- Do I understand what the speaker is saying?
- Can I build upon or add something to what the speaker is saying?
- Have I prepared enough information to engage my audience?

***In order to understand students will need to...***

- Be considerate of your partner with or who is speaking.
- Know what active listening skills are and look like (eye contact, etc.)
- Express their ideas clearly and succinctly.
- Know how to employ strategies such as rephrasing a question and asking questions.
- Ask questions to check for understanding.
- Build upon, comment or add to other's ideas.
- Create a presentation with adequate information for their audience.

## Grade 3 Unit 1

### Writing Rubric

- *W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*

Complete	Score	Comments
The student follows the Writing Process. (Graphic organizer, rough draft, editing/revising, final draft)		
Student describes the setting, characters and events with sufficient detail.		
The student conveys a clear main event.		
Student demonstrates the ability to write narrative text using sequential order (beginning, middle, and end).		
The student ended their story with a sense of closure.		
Uses descriptive details within their writing to create pictures in the reader's mind (5 senses, vivid adjectives and rich language)		
Student demonstrates an ability to recognize the purpose of their writing as well as their audience.		
Student uses an interesting beginning to draw the reader in.		

#### Scoring (4 Point Scale)

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**W.3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

***In order to meet the standards students will need to understand that...***A narrative is a story written to describe personal experiences.

- Narratives can be true or made up.
- There are different types of narratives.



- There is a personal experience type of narrative and one with a problem/solution.
- A good narrative includes elements of a story such as; character, setting etc.
- Good writing is a process - creating a graphic organizer, editing, going back and fixing mistakes or revising, and brainstorming.
- A good narrative must follow a logical sequence of events
- A good narrative should include descriptive detail.
- You should have an interesting beginning.
- You need to be clear about what your main event is.
- The ending to your story is important.

***In order to understand, students will need to consider such questions as...***

- What is a narrative?
- What are the elements of a story?
- What do I want to say?
- Have I followed the writing process?
- Is my writing descriptive?
- Is my writing well organized and does it follow a clear sequence of events?
- Am I clear about what my main event is?

***In order to understand students will need to...***

- Organize their writing
- Follow the writing process
- Demonstrate the ability to follow a logical sequence, beginning, middle and end.
- Use descriptive details within their writing
- Vary their sentence beginnings
- End their story with a sense of closure.
- Convey a clear main event.
- Write a story that reflects the elements of a narrative genre piece

## Grade 3 Unit 1 Language Rubric

- **L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.3.1 (a):** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences..

<b>3 = Standard Met</b>	<b>Score</b>	<b>Comments</b>
Student demonstrates an understanding of what a noun is, accurately identifies the noun, and uses it properly in both writing and speaking.		
Student demonstrates an understanding of what a pronoun is, accurately identifies the pronoun, and uses it properly in both writing and speaking.		
Student demonstrates an understanding of what a verb is, accurately identifies the verbs, and uses it properly in both writing and speaking.		
Student demonstrates an understanding of what an adjective is, accurately identifies the adjectives, and uses it properly in both writing and speaking.		
Student demonstrates an understanding of what an adverb is, accurately identifies the adverbs, and uses it properly in both writing and speaking.		

- **Scoring (4 Point Scale)**
- **4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.
- **3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.
- **2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.
- **1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.3.1 (a):** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

***In order to meet the standards students will need to understand that...***

- Nouns, pronouns, adjectives etc. each have a specific role within a sentence.
- A sentence can have multiple nouns, adjectives etc.

***In order to understand, students will need to consider such questions as...***

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***In order to understand students will need to...***

- Know what each part of speech is or means (noun, verb, pronoun, adjective, adverb)
- They must be able to tell the difference between and identify a noun, verb, pronoun, adjective, etc.
- Must be able to correctly use these parts of speech in their writing and speaking.

**Quashnet School  
Grade 3**

<b>NAME: Inspired by the Sea – Unit 2</b>
<b>STRANDS: Reading and Literature /Reading and Information/Writing/Language/Speaking and Listening</b>
<b>ESSENTIAL GUIDING QUESTION: Why does the sea inspire writers?</b>
<b>FOCUS QUESTIONS: Why are details so important? What is the best way to compare texts? What specific roles do nouns and other parts of speech have within a sentence? What does the writing process consist of? How does dialog enhance writing?</b>

<b>Massachusetts State Frameworks</b>	<b>Learning Expectations and Course Specific Goals</b>	<b>Instructional Strategies</b>	<b>Assessment Techniques</b>	<b>Materials, Supplies and Resources</b>	<b>Pacing Guide</b>
RL.3.1 RI.3.2 RI.3.9  W.3.3 W.3.3(b)  L.3.1 L.3.1(a)  SL.3.1 SL.3.1(a)	<p>Students will be able to:</p> <p>Ask and answer such questions (who, what, when, where, why, and how) to demonstrate understanding of a text, referring explicitly to the text as the basis of answers</p> <p>Determine the main idea of a text, recount the key details, and explain how they support the main idea</p> <p>Compare and contrast the most important points and</p>	<p>Activate prior knowledge</p> <p>Guided Reading</p> <p>Discussion</p> <p>Group Work</p> <p>Partner Work</p> <p>Questioning</p> <p>The use of effective writing techniques</p> <p>Identifying parts of speech and their importance</p>	<p>Observation</p> <p>Formative Assessments such as the use of the students’ white boards</p> <p>Presentations</p> <p>Rubrics</p> <p>Quizzes</p>	<p><b><u>Reading Street</u></b>            Penguin Chick            Symphony of Whales  <b><u>Trade Book Titles</u></b>            The Storm            The Whale            Paddle to the Sea  <b><u>Poetry</u></b>            The Oyster            The Clam            The Waves  <b><u>Grammar</u></b>            Reading Street Daily            Fix-It            Scott Foresman            Grammar  <b><u>Internet</u></b>            Brain Pop            Flocabulary            Tumble Books            Carl’s Corner            Wallkes Web            Promethean Planet</p>	<p>November - December</p>

	<p>key details presented in two texts on the same topic</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>Use dialogue in description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences</p> <p>Engage effectively in a range of</p>				
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	<p>collaborative discussions with diverse partners on grade 3 topics and text, building others' ideas and expressing their own clearly</p> <p>Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p>				
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## **Grade 3 Unit 2**

### **Inspired by the Sea**

#### **Overview**

In this second six-week unit of third grade, students read stories, poetry, and informational texts that are inspired by a love of or curiosity about the sea. Students read about characters that long for or live near the sea. They become familiar with the wide range of informational texts on the topic of oceans and water. They continue to review the parts of speech by comparing two poems written about oysters. The students engage the texts in several ways. For example, they write stories modeled after the haystack scene in *Sarah, Plain and Tall* (Patricia MacLachlan), showing action, thoughts, and feelings. They also build their knowledge of ocean animals as they research their favorite sea creature.

#### **Essential Question**

Why does the sea inspire writers?

## Grade 3 Unit 2 Reading Rubric

- **RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.**
- **RL.3.1 Ask and answer such questions (who, what, when, where, why and how) to demonstrate understanding of a text, referring explicitly to the text as the basis of answers.**
- **RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.**

Complete	Score	Comments
Students are able to identify the main idea of a story.		
Students will be able to identify key details that support the main idea of the story.		
Students are able to articulate (orally and in writing) how the details support the main idea.		
Students are able to use specific details/evidence within a text in order to effectively respond to a specific question orally and in writing.		
Students are able to ask questions to build their understanding of the text.		
Students are able to answer questions to demonstrate their understanding of the text.		
Students are able to identify similarities and differences between two texts (for example through a Venn Diagram).		
Students are able to differentiate between important details and those that are not.		

### Scoring (4 Point Scale)

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

***RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea***

### ***In order to meet the standards students will need to understand that.....***

- There is a difference between a main idea and a detail within a text.
- A main idea is the focus of a story; it is the most important part of the story, the primary message.
- The main idea is most often directly stated in the text, even in the topic sentence.
- A detail gives facts and or supports the main idea.
- There may be details in a story that do not necessarily support the main idea.



***In order to understand, students will need to consider such questions as.....***

- What is the author trying to say?
- What is the most important thing that happened in this story?
- What is this story mostly about?
- What are the important details?
- Does this detail support the main idea or not?

***In order to understand students will need to.....***

- Be able to identify the main idea of the story.
- Be able to differentiate between details which support the main idea and those that don't.
- Be able to articulate (both orally and in writing) how the details support the main idea.

**RI.3.9:** Compare and contrast the most important points and key details presented in two texts on the same topic.

***In order to meet the standards students will need to understand that.....***

- Compare means to show how two things are the same and contrast means to show how two things are different.
- Sometimes an author can use different facts or pieces of information to accomplish the same goal.
- There is a difference between important points and irrelevant details.
- The text features may include important points and key details.

***In order to understand, students will need to consider such questions as.....***

- How are the two books similar?
- How are they different (main idea)?
- Do these books have the same purpose?
- What are text features used by the author/illustrator to teach more about the topic?
- Does one of these books teach more than the other?

***In order to understand students will need to.....***

- Use a Venn diagram.
- Identify similarities and differences between the two texts.
- Group like ideas from each text.
- Identify important points and key details in each text.
- Compare how text features (chart, diagrams, and maps) were used in the two texts.

**RL.3.1:** Ask and answer such questions (who, what, when, where, why, and how) to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

***In order to meet the standards students will need to understand that...***

- Question words are asking for specific pieces of information (i.e. who is a person)
- Re-reading the text or referring back to the text is necessary to answering the question.
- Answers need to be supported with details/evidence from the text.
- There is a difference between a question and an answer.

***In order to understand, students will need to consider such questions as...***

- What is the question asking (Who, what, when, where, why and how)?
- Does my answer include details from the text?

***In order to understand students will need to...***

- Be able to find specific details/evidence within a text and effectively respond to the question (oral or written form).
- Be able to ask questions to demonstrate their understanding of the text.
- Be able to answer questions to demonstrate their understanding of the text.

## Grade 3 Unit 2

### Language Rubric

- **L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.3.1(a):** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Complete	Score	Comments
Student demonstrates an understanding of what a noun is, accurately identifies the noun, and uses it properly in both writing and speaking.		
Student demonstrates an understanding of what a pronoun is, accurately identifies the pronoun, and uses it properly in both writing and speaking.		
Student demonstrates an understanding of what a verb is, accurately identifies the verb, and uses it properly in both writing and speaking.		
Student demonstrates an understanding of what an adjective is, accurately identifies the adjective, and uses it properly in both writing and speaking.		
Student demonstrates an understanding of what an adverb is, accurately identifies the adverb, and uses it properly in both writing and speaking.		
Student can explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		

**Scoring (4 Point Scale)**

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

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**L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.3.1(a):** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

***In order to meet the standards students will need to understand that...***

- Nouns, pronouns, adjectives etc. each have a specific role within a sentence.
- A sentence can have multiple nouns, adjectives etc.

***In order to understand, students will need to consider such questions as...***

***In order to understand students will need to.....***

- Know what each part of speech is or means (noun, verb, pronoun, adjective, adverb)
- Tell the difference between and identify a noun, pronoun, adjective, etc.
- Correctly use these parts of speech in their writing and speaking.

**Grade 3 Unit 2 Writing Rubric**

- **W.3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.3.3 (b):** Use dialogue in descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Complete	Score	Comments
The student follows the Writing Process. (graphic organizer, rough draft, editing/revising, final draft)		
Student demonstrates an ability to recognize the purpose of their writing as well as their audience.		
Student describes the setting, characters and events with sufficient detail.		
Student demonstrates the ability to write narrative text using sequential order (beginning, middle, and end).		
Student uses an interesting beginning to draw the reader in.		
Student demonstrates varied sentence beginnings.		
Student writes an ending with a sense of closure.		
Uses descriptive details within their writing to create pictures in the reader’s mind (5 senses, vivid adjectives and rich language)		
The student conveys a clear main event.		
There is evidence of the use of dialog within the writing		

**Scoring (4 Point Scale)**

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**W.3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

***In order to meet the standards students will need to understand that...***A narrative is a story written to describe personal experiences.

- Narratives can be true or made up.
- There are different types of narratives – personal experience, and one with a problem/solution.
- A good narrative includes elements of a story such as, character, setting. etc.
- Good writing is a process which includes editing, going back and fixing mistakes or revising, brainstorming, graphic organizer.
- A good narrative must follow a logical sequence of events.
- A good narrative should include descriptive detail.
- You should have an interesting beginning.
- You need to be clear about what your main event is.
- The ending to your story is important.

***In order to understand, students will need to consider such questions as...***

- What is a narrative?
- What are the elements of a story?
- What do I want to say?
- Have I followed the writing process?
- Is my writing descriptive?
- Is my writing well organized and does it follow a clear sequence of events?
- Am I clear about what my main event is?

***In order to understand students will need to...***

- Organize their writing and follow the writing process.
- Demonstrate the ability to follow a logical sequence, beginning, middle and end.
- Use descriptive details within their writing.
- Vary their sentence beginnings.
- End their story with a sense of closure.
- Convey a clear main event.
- Write a story that reflects the elements of a narrative genre piece
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**W.3.3 (b):** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

***In order to meet the standard students will need to understand that...***

- Dialogue is used to show spoken words.
- Dialogue can be used to develop experiences and events or show the response of characters to situations.
- Descriptions of actions, thoughts, and feelings can be used to develop experiences and events, or show the response of Characters to situations.

***In order to understand, students will need to consider such questions as...***

- When is it appropriate and effective to use dialogue?
- How do I show dialogue in my writing?
- What experiences, events, or character responses should I describe in my writing?

- Will the reader of my story be able to visualize and understand my character’s actions, thoughts, and feelings?
- Will the reader of my story be able to understand my character’s responses to situations?

***In order to understand students will need to...***

- Use dialogue appropriately
- Use descriptions of actions, thoughts, and feelings
- Develop experiences or events
- Show the response of characters to situations

**Grade 3 Unit 2 Speaking and Listening Rubric**

- SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly
- .SL.3.1(a): Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

<b>Complete</b>	<b>Score</b>	<b>Comments</b>
Student knows assigned role and follows agreed-upon rules for discussion		
Student is able to sit quietly, focus, and listen to what others are saying.		
Student comes to the group prepared with the knowledge and understanding of the required material.		
Student is able to express his/her ideas clearly when they are speaking and when contributing to the discussion.		
Student can stay on topic during collaborative discussion (one-on-one, group, and teacher-led).		
Student is able to ask questions to clarify their own misunderstandings.		
Student demonstrates an ability to build upon what others are saying.		

**Scoring (4 Point Scale)**

- 4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.
- 3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.
- 2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.
- 1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

**SL.3.1 (a):** Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

***In order to meet the standards students will need to understand that...***

- There are rules that need to be followed in various discussions (...We don't talk while others are talking)
- You need to listen to others and consider what they are saying in order to understand and build upon those ideas.
- You need to stay focused and on topic in your comments and questions or no one will understand what you are saying
- There are strategies I can employ to help me stay focused on what others are saying (rephrasing etc.)
- You need to prepare your information in order to participate in the discussion and to engage the audience

***In order to understand, students will need to consider such questions as...***

- What is the speaker trying to say?
- Am I listening to what they are saying or just thinking about what I want to say?
- Am I being an active listener?
- Do I understand what the speaker is saying?
- Can I build upon or add something to what the speaker is saying?
- Am I prepared to effectively participate in the discussion?
- 

***In order to understand students will need to...***

- Follow the agreed-upon rules for discussion.
- Demonstrate active listening skills
- Express ideas clearly and succinctly.
- Know how to employ strategies such as rephrasing a question and asking questions.
- Build upon, comment or add to others' ideas related to the focus of the discussion.
- Participate in the discussion with adequate information for my audience.

**Quashnet School  
Grade 3**

<b>NAME: Creative, Inventive, and Notable People – Unit 3</b>
<b>STRANDS: Reading and Literature /Reading and Information/Writing/ Language/Speaking and Listening</b>
<b>ESSENTIAL GUIDING QUESTION: How are the words “creative” and “inventive” similar? How are they different?</b>
<b>FOCUS QUESTIONS: How can one event affect another? How do time order words make writing more clear? When is it appropriate to use coordinating conjunctions when writing or speaking? Why is it important to build upon what others say?</b>

<b>Massachusetts State Frameworks</b>	<b>Learning Expectations and Course Specific Goals</b>	<b>Instructional Strategies</b>	<b>Assessment Techniques</b>	<b>Materials, Supplies and Resources</b>	<b>Pacing Guide</b>
RL3.1 RI.3.3  W.3.2  L.3.1 L.3.1(h) L.3.1(i)  SL.3.1 SL.3.1(a)	Students will be able to:  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers  Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect  Write informative explanatory texts to	Activate prior knowledge  Guided Reading  Discussion  Group Work  Partner Work  Questioning  How to distinguish between fact and fiction	Observation  Formative Assessments such as the use of the students’ white boards  Presentations  Rubrics  Quizzes	<u><b>Reading Street</b></u> Rocks in His Head Gertrude Ederle Statue of Liberty Biography: Massachusetts Creative inventive People  <u><b>Trade Books</b></u> Emma’s Rug Sign Painter Vincent Van Gogh  <u><b>Grammar</b></u> Scott Foresman (conjunctions, adverbs, suffixes, prefixes, subject and predicates)  <u><b>Internet</b></u> Waltkes Web Tumblebooks Flocabulary Brainpop	January 2 – February 15



**Grade 3 Unit 3**  
**Creative, Inventive, and Notable People**

**Overview**

In this third six-week unit of third grade, students read biographies about musicians, artists, and inventors of the early twentieth century. Students read fiction that shows the passion of an artist; poetry that shows a different way of thinking; and biographies of creative people living and working in the same time period. They also read about conjunctions and use them while composing sentences that describe what they learned about the inventors. They create a slide presentation and build upon the word work on conjunctions by writing an opinion piece about a favorite person in the unit. Finally, they record themselves fluently reading a poem, illustrate the poem, and post the work on the Internet for parents to enjoy.

**Essential Question**

How are the words “creative” and “inventive” similar? How are they different?

## Grade 3 Unit 3

### Reading Rubric

- RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Complete	Score	Comments
Students are able to ask questions to build their understanding of the text.		
Students are able to answer questions to demonstrate their understanding of the text.		
Students are able to use specific/evidence within a text in order to effectively respond to a specific question orally and in writing.		
Student can identify cause(s) and effect(s) of actions or events in a given text.		
Student can provide correct sequence of events or procedural steps from a given text using time order words.		
Students are able to make connections between events/concepts.		

#### Scoring (4 Point Scale)

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.**

#### ***In order to meet the standards students will need to understand that...***

- One event leads to another
- There is a logical sequence to an author's writing which helps the writing make more sense
- Time order words are used to sequence events and/or identify periods of time
- There are signal words that can help you identify cause and effect
- Cause is not always given before the effect.
- The author does not always explicitly make connections between cause and effect.

***In order to understand, students will need to consider such questions as...***

- What caused this to happen?
- What happened first?
- What order did the events happen?
- What is the connection between these events?

***In order to understand students will need to...***

- Read, use, and interpret a timeline and make use of various text features.
- Describe the logical sequence within an informational text.
- Recognize the causes and effects of various events or concepts
- Make connections between events and or concepts

## **Grade 3 Unit 3** **Writing Rubric**

- **W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

<b>Complete</b>	<b>Score</b>	<b>Comments</b>
The student follows the Writing Process (Graphic organizer, rough draft, editing/revising, final draft)		
The student demonstrates the ability to write informative/explanatory text using sequential order.		
The student conveys the main idea clearly.		
The student includes facts that are related to the topic or main idea.		
The student makes connections between events/details and the main idea.		

**Scoring (4 Point Scale)**

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

***In order to meet the standards students will need to understand that.....***

- There is a difference between a fact and opinion.
- Explanatory writing should be supported by facts not opinion and must convey ideas
- It can be helpful to use a variety of resources
- You must be able to follow a logical sequence or your writing will be hard to understand
- Write what happened or you observed not what you think happened

***In order to understand, students will need to consider such questions as.....***

- What information am I trying to convey?
- Is my writing clear and easy for a reader to understand?
- Did I follow the writing process?
- Did I include important details and facts?
- Did I stay on topic?

***In order to understand students will need to.....***

- Write an essay that follows a logical sequence (cause and effect should be clear)
- Write an essay that clearly and effectively explores and explains a topic
- Include facts related to the topic
- Convey the main idea clearly in their writing (whales are endangered)
- Make connections between events and the main idea

## Grade 3 Unit 3 Language Rubric

**L3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.3.1 (h):** Use coordinating and subordinating conjunctions.

**L.3.1 (i):** Produce simple, compound, and complex sentences.

Complete	Score	Comments
Students use coordinating conjunctions when writing or speaking (FANBOYS-for, and, nor, but, or, yet, so).		
Students use subordinating conjunctions when writing or speaking (after, although, because, before, when, while...).		
Students produce simple sentences when writing or speaking.		
Students use conjunctions to produce compound sentences when writing or speaking.		
Students use conjunctions to produce complex sentences when writing or speaking.		

**Scoring (4 Point Scale)**

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**L3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.3.1 (h):** Use coordinating and subordinating conjunctions.

**L.3.1 (i):** Produce simple, compound, and complex sentences.

***In order to meet the standards students will need to understand that...***

- Coordinating conjunctions are (FANBOYS For, And, Nor, But, Or, Yet, So)
- Subordinating conjunctions are (after, although, because, before, when, while, even if, unless, until etc.)
- There are differences between simple, compound and complex sentences.

***In order to understand, students will need to consider such questions as...***

***In order to understand students will need to...***

## Grade 3 Unit 3 Speaking and Listening Rubric

- SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clear
- SL.3.1 (a): Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Complete	Score	Comments
Student knows assigned role and follows agreed-upon rules for discussion		
Student is able to sit quietly, focus, and listen to what others are saying.		
Student comes to the group prepared with the knowledge and understanding of the required material.		
Student is able to express his/her ideas clearly when they are speaking and when contributing to the discussion.		
Student can stay on topic during collaborative discussion (one-on-one, group, and teacher-led).		
Student is able to ask questions to clarify their own misunderstandings.		
Student demonstrates an ability to build upon what others are saying.		

### Scoring (4 Point Scale)

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

Quashnet School  
Grade 3

<b>NAME: The People, The Preamble, and the Presidents – Unit 4</b>
<b>STRANDS: Reading and Information Reading and Foundational Skills/Writing/ Language/Speaking and Listening</b>
<b>ESSENTIAL GUIDING QUESTION: Why is it important to choose words carefully?</b>
<b>FOCUS QUESTIONS: How do using context clues help the reader understand the meaning of unfamiliar words?</b>

Massachusetts State Frameworks	Learning Expectations and Course Specific Goals	Instructional Strategies	Assessment Techniques	Materials, Supplies and Resources	Pacing Guide
RI.3.4 RI.3.8 RF.3.4 RF.3.4(b)  W.3.7  L.3.4 L.3.4(b)  SL.3.3	Students will be able to:  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area  Describe the logical connection between particular sentences and paragraphs in a text  Read with sufficient accuracy and fluency to support comprehension  Read on-level prose and poetry orally with accuracy, at the	Activate prior knowledge  Guided Reading  Discussion  Group Work  Partner Work  Questioning	Observation  Formative Assessments such as the use of the students’ white boards  Presentations  Rubrics  Quizzes	<u><b>Reading Street</b></u> William’s House Long Way to a New Land A Picture Book of JFK George Washington’s Breakfast  <u><b>Trade Books</b></u> We the Kids Coming to America  <u><b>Grammar</b></u> Reading Street Grammar Book  <u><b>Internet</b></u> Liberty Kids Mission US Walkets Web Flocabulary Brainpop	February 25 – April 5

	<p>appropriate rate, and with expression on successive readings</p> <p>Conduct short research projects that build knowledge about a topic</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies</p> <p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail</p>				
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## Grade 3 Unit 4

### **The People, The Preamble, and the Presidents**

#### **Overview**

In this fourth six-week unit of third grade, students read about the people, the Preamble (to the Constitution), and the presidents of the United States. Building on knowledge of the notable people in the last unit, students read informational texts about the people who came to America and established a new government in the eighteenth century. They read about the lives of presidents, research a president of interest, and write a “bio-poem” (a biography in poem form). Finally, students create and perform a cumulative choral reading of the Preamble to the U.S. Constitution and memorize it for an oral recitation.

#### **Essential Question**

Why is it important to choose words carefully?

## Grade 3 Unit 4 Reading/Language Rubric

- **RI.3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, [and] first/second/third in a sequence).
- **RI.3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
  - **L.3.4 (d):** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
  - L.3.4(a): Use sentence level context as a clue to the meaning of the word or phrase
- **RF.3.4:** Read with sufficient accuracy and fluency to support comprehension.
  - **RF.3.4 (b):** Read on-level prose and poetry orally with accuracy, [at the] appropriate rate, and [with] expression on successive readings.

Complete	Score	Comments
Identify and describe in text how a sentence fits into an overall paragraph.		
Identify and describe how a paragraph fits into the overall text.		
Provide correct sequence of events in a given text.		
Identify cause (s) and effect (s) of actions or events in a given text.		
Compare and contrast events in a given text.		
Identify specific transition words in a given text.		
Demonstrates the ability to effectively use things like a dictionary or glossary to determine the meaning of unfamiliar words or phrases within a text.		
Demonstrates the ability to effectively use the strategy of context clues to determine the meaning of unfamiliar words. (student actually stops at words they don't know)		
Reads with sufficient accuracy and fluency to support comprehension		
Read on level prose/poetry orally with accuracy, at the appropriate rate, and with expression on successive readings.		

**Scoring (4 Point Scale)**

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**RI.3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, [and] first/second/third in a sequence).

***In order to meet the standards students will need to understand that...***

- A paragraph begins and ends
- All the sentences in a paragraph work together to form an idea.
- All the paragraphs in a text work together to form ideas, concepts etc.
- Paragraphs are indented
- There are transition words which signal connections between sentences and paragraphs.

***In order to understand, students will need to consider such questions as...***

- How does this sentence or paragraph fit into the overall picture or idea in the text?
- Are there any words (first, next, finally, because, since, alike, meanwhile, also) that will give me a clue as to how this sentence or paragraph fit into the main idea?

***In order to understand students will need to...***

- Identify and retell how a sentence fits into an overall paragraph
- Identify and retell how a paragraph fits into the overall text
- Identify transition words which signal connections between sentences and paragraphs

**RI.3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.

**L.3.4 (d):** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**L.3.4 (a):** Use sentence level context as a clue to the meaning of the word or phrase

***In order to meet the standards students will need to understand that...***

- There are a variety of strategies that you can use which can help you determine the meaning of unfamiliar words (context clues, dictionary).
- The context in which a word is used can affect its meaning
- It can be difficult to understand what a text is saying if you simply skip words or misunderstand words you don't know

- A dictionary will have more than one meaning of a word and you need to go back and see how the word is used
- You should try reading a word in its context before resorting to a dictionary.
- Dictionary skills include the use of guide words, alphabetic order, multiple entries and most common comes first.

***In order to understand, students will need to consider such questions as.....***

- Do I understand what I am reading?
- What is the best strategy for me to use, should I try one before another?
- Does the definition you chose for a particular word make sense with the text? Does it connect with the text?

***In order to understand students will need to...***

- Use context clues as a strategy to determine the meaning of unfamiliar words.
- Use their dictionary skills
- Stop at words they don't know

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

**RF.3.4 (b):** Read on-level prose and poetry orally with accuracy, [at the] appropriate rate, and [with] expression on successive readings.

***In order to meet the standards students will need to understand that...***

***In order to understand, students will need to consider such questions as...***

***In order to understand students will need to...***

## Grade 3 Unit 4 Speaking and Listening Rubric

- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Complete	Score	Comments
Student phrases questions about information from the speaker correctly (ask questions respectfully, ask the right way.)		
Student asks and answers relevant questions related to the speaker (with elaboration and detail when appropriate).		
Student stays focused on the topic.		
Student participates in the discussion.		

### Scoring (4 Point Scale)

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### ***In order to meet the standards students will need to understand that...***

- Rephrasing can be an effective strategy (“so what you’re saying is”)
- There are question words such as, who what when, where etc. which can help you know that someone is asking you a question
- There is a difference between a comment and question.

### ***In order to understand, students will need to consider such questions as...***

- Can I build upon or add to what the speaker is saying?
- Am I paying attention?
- Is my answer relevant to the topic?

### ***In order to understand students will need to...***

- Stay focused and on topic
- Know how to phrase a question
- Ask relevant questions related to a speaker
- Answer questions and elaborate with details if needed

### **Grade 3 Unit 4 Writing Rubric**

**W.3.7:** Conduct short research projects that build knowledge about a topic.

<b>Complete</b>	<b>Score</b>	<b>Comments</b>
Student demonstrates an understanding that research is a process that locates and acknowledges a variety of sources (primary, secondary).		
Student demonstrates an understanding of the differences between facts and opinions.		
Student demonstrates an understanding of nonfiction text features (captions, graphic sources, headings).		
Student demonstrates an ability to create a plan for searching for valid information, take notes (without plagiarism), organize information in a meaningful way, and communicate the information with clarity.		
Student produces a research project on a topic that furthers their knowledge.		

**Scoring (4 Point Scale)**

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**W.3.7:** Conduct short research projects that build knowledge about a topic.

***In order to meet the standards students will need to understand that...***

- Information needs to be in their own words.
- Multiple resources should be used.
- Research is a process.
- Text features

***In order to understand, students will need to consider such questions as...***

- What are good questions to ask for my research project?
- How do I research my topic?
- What resources can I use?

***In order to understand students will need to...***

- Demonstrate an understanding of the differences between facts and opinions.
- Further their knowledge about a topic through their research project.