



**Grade 3**  
**Unit 2: Thinking About Stories**

	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<b>Read Aloud</b> VSC: (1.3.C.1.a.) (1.3.E.1.a.) (1.3.E.2.a.b.c.)	<b>Author: Beverly Cleary</b> <b>Selections:</b> <u>Ramona</u> series, <u>The Mouse and the</u> <u>Motorcycle, Henry Huggins</u> series	<b>Author: Beverly Cleary</b> <b>Selections:</b> <u>Ramona</u> series, <u>The Mouse and the</u> <u>Motorcycle, Henry Huggins</u> series	<b>Author: Beverly Cleary</b> <b>Selections:</b> <u>Ramona</u> series, <u>The Mouse and the</u> <u>Motorcycle, Henry Huggins</u> series	<b>Author: Beverly Cleary</b> <b>Selections:</b> <u>Ramona</u> series, <u>The Mouse and the</u> <u>Motorcycle, Henry Huggins</u> series	<b>Author: Beverly Cleary</b> <b>Selections:</b> <u>Ramona</u> series, <u>The Mouse and the</u> <u>Motorcycle, Henry Huggins</u> series
<b>Readers’ Workshop</b>	<b>Analyzing Characters</b> <ul style="list-style-type: none"> <li>- Use an excerpt from read aloud</li> <li>- demonstrate understanding of characters (their traits) using evidence from text to support statements</li> <li>- narrator</li> <li>- how does this help us understand the story?</li> <li>- IR/Conferring</li> <li>- share</li> </ul>	<b>Analyzing Characters</b> <ul style="list-style-type: none"> <li>- Use an excerpt from read aloud</li> <li>- understanding of characters (their traits) using evidence from text to support statements</li> <li>- narrator</li> <li>- how does this help us understand the story?</li> <li>- IR/Conferring</li> <li>- share</li> </ul>	<b>Analyzing Characters</b> <ul style="list-style-type: none"> <li>- Use an excerpt from read aloud</li> <li>- demonstrate understanding of characters (their traits) using evidence from text to support statements</li> <li>- narrator</li> <li>- how does this help us understand the story?</li> <li>- IR/Conferring</li> <li>- Share</li> </ul> <p><b>* teacher created/selected assessment/BCR about character</b></p>	<ul style="list-style-type: none"> <li>- <b>Analyzing Characters</b></li> <li>- Use an excerpt from read aloud</li> <li>- demonstrate understandings of characters (how and why they change/cause and effect relationships) using text support</li> <li>- major vs. minor characters</li> <li>- how this helps us understand the story</li> <li>- IR</li> <li>- Begin GR groups</li> <li>- share</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Analyzing Characters</b></li> <li>- Use an excerpt from read aloud</li> <li>- demonstrate understandings of characters (how and why they change/cause and effect relationships) using text support</li> <li>- major vs. minor characters</li> <li>- how this helps us understand the story</li> <li>- IR</li> <li>- Begin GR groups</li> <li>- share</li> </ul> <p><b>*assess character traits</b></p>
<b>Word Study</b>	- adapt scope and sequence from Open Court -r controlled vowels, or, er, ir, ur, ar - word wall: <b>author, favorite, know, when, before</b>	- adapt scope and sequence from Open Court -r controlled vowels, or, er, ir, ur, ar -making words (gardeners or directors)	- adapt scope and sequence from Open Court -r controlled vowels, or, er, ir, ur, ar <b>* teacher created/selected assessment</b>	-adapt scope and sequence from Open Court - r controlled vowels	-adapt scope and sequence from Open Court -r controlled vowels <b>* teacher created student product</b>
<b>Writers’ Workshop</b>	*Understanding a small moment story	*Discovering one small moment	*Establishing long-term partnerships	*Stretching one small moment	*Stretching and writing words
<b>Notes</b>					

Fund for Educational Excellence: Scope and Sequence

	<b>Lesson 6</b>	<b>Lesson 7</b>	<b>Lesson 8</b>	<b>Lesson 9</b>	<b>Lesson 10</b>
<b>Read Aloud</b>	<b>Author: Beverly Cleary</b>	<b>Author: Beverly Cleary</b>	<b>Author: Beverly Cleary</b>	<b>Author: Beverly Cleary</b>	<b>Author: Beverly Cleary</b>
<b>Readers' Workshop</b>	<ul style="list-style-type: none"> <li>- <b>Analyzing Characters</b></li> <li>- Use an excerpt from read aloud</li> <li>- demonstrate understandings of characters (how and why they change) using text support</li> <li>- how this helps us understand the story</li> <li>- IR</li> <li>- Begin GR groups</li> <li>- Share</li> <li>- <b>* created/selected assessment/BCR about character</b></li> </ul>	<b>Analyzing Characters</b> <ul style="list-style-type: none"> <li>- use an excerpt from read aloud</li> <li>- demonstrate understanding of characters' relationships and how they influence the story</li> <li>- text support</li> <li>- how this helps us understand the story</li> <li>- <b>modeled response about characters' interactions and relationships</b></li> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul>	<b>Analyzing Characters</b> <ul style="list-style-type: none"> <li>- use an excerpt from read aloud</li> <li>- demonstrate understanding of characters' relationships and how they influence the story</li> <li>- text support</li> <li>- how this helps us understand the story</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> <li>- <b>*Collect student product/BCR on character relationships</b></li> </ul>	<b>Analyze Plot</b> <ul style="list-style-type: none"> <li>-use an excerpt from previously read text</li> <li>- explain the connections between and among situations in the story</li> <li>- cause and effect relationships between and among events in the story</li> <li>-explain how the use of dialogue contributes to the story</li> <li>- how does this help us understand the story</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul>	<b>Analyze Plot</b> <ul style="list-style-type: none"> <li>-use an excerpt from previously read text</li> <li>- explain the connections between and among situations in the story</li> <li>- cause and effect relationships between and among events in the story</li> <li>-explain how the use of dialogue contributes to the story</li> <li>- how does this help us understand the story</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul>
<b>Word Study</b>	-context clues - word wall: <b>countries, getting, hidden, with, pretty</b>	-context clues * <b>collect student product</b>	- context clues	-context clues	-context clues * <b>teacher created/selected</b>
<b>Writers' Workshop</b>	*Sketching Rather than Drawing	*Planning Details	*Internalizing Story Shapes	*Storytelling with Partners	*Writing some words in a snap
<b>Notes</b>					

	<b>Lesson 11</b>	<b>Lesson 12</b>	<b>Lesson 13</b>	<b>Lesson 14</b>	<b>Lesson 15</b>
<b>Read Aloud</b>	<b>Author: Beverly Cleary</b>	<b>Author: Beverly Cleary</b>	<b>Author: Beverly Cleary</b>	<b>Author: Beverly Cleary</b>	<b>Author: Beverly Cleary</b>
<b>Readers' Workshop</b>	<p><b>Analyze Plot</b></p> <ul style="list-style-type: none"> <li>-use an excerpt from previously read text</li> <li>- explain the connections between and among situations in the story</li> <li>- cause and effect relationships between and among events in the story</li> <li>- how does this help us understand the story</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul> <p><b>*teacher created/selected assessment</b></p>	<p><b>Analyze Setting</b></p> <ul style="list-style-type: none"> <li>-use an excerpt from previously read text</li> <li>- identify and describe setting (time and place)</li> <li>- what are your clues/how do you know the setting</li> <li>-why is the setting important to this story?</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul>	<p><b>Analyze Setting</b></p> <ul style="list-style-type: none"> <li>-use an excerpt from previously read text</li> <li>- identify and describe setting (time and place)</li> <li>- what are your clues/how do you know the setting</li> <li>-why is the setting important to this story?</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul> <p><b>*teacher created/selected assessment</b></p>	<p><b>Identifying Main Idea</b></p> <ul style="list-style-type: none"> <li>- identify main idea in the text or a portion of the text</li> <li>- explain how main idea was identified (literal with supporting details)</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul>	<p><b>Identifying Main Idea</b></p> <ul style="list-style-type: none"> <li>- identify main idea in the text or a portion of the text</li> <li>- explain how main idea was identified (literal with supporting details)</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul>
<b>Word Study</b>	-synonyms and antonyms - word wall: <b>beautiful, exciting, impossible, terrible, new</b>	- synonyms and antonyms -guess the covered word -lessons from Fountas & Pinnell kit: WM/V 6-7	-synonyms and antonyms - lessons from Fountas & Pinnell kit: WM/V 6-7  <b>* teacher created/selected assessment</b>	- multiple meaning words	- multiple meaning words
<b>Writers' Workshop</b>	*Focusing on the most important part	*Revealing internal stories	*Writing Close-in story Endings	Choose a needed minilesson based on student needs (grammar, mechanics, or craft)	Choose a needed minilesson based on student needs (grammar, mechanics, or craft)
<b>Notes</b>	See the <u>Month by Month Phonics</u> books for procedures to the <i>guess the covered word</i> word study activity				

Fund for Educational Excellence: Scope and Sequence

	<b>Lesson 16</b>	<b>Lesson 17</b>	<b>Lesson 18</b>	<b>Lesson 19</b>	<b>Lesson 20</b>
<b>Read Aloud</b>	<b>Author: Beverly Cleary</b>	<b>Author: Beverly Cleary</b>	<b>Author: Beverly Cleary</b>	<b>Author: Beverly Cleary</b>	<b>Author: Beverly Cleary</b>
<b>Readers' Workshop</b>	<p><b>Inferring Main Idea/Theme</b></p> <ul style="list-style-type: none"> <li>- identify main idea in the text or portion of text</li> <li>- explain how main idea was identified (inferential thinking)</li> <li>- how/why do we infer?</li> <li>-connections between personal experiences and the theme/main idea</li> <li>-describe lesson, message, or moral learned from text</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul>	<p><b>Inferring Main Idea/Theme</b></p> <ul style="list-style-type: none"> <li>- identify main idea in the text or portion of text</li> <li>- explain how main idea was identified (inferential thinking)</li> <li>- how/why do we infer?</li> <li>-connections between personal experiences and the theme/main idea</li> <li>-describe lesson, message, or moral learned from text</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul> <p><b>*teacher created/selected assessment</b></p>	<p><b>Summarize</b></p> <ul style="list-style-type: none"> <li>- Main idea and supporting details of the text</li> <li>- sequencing events of the text</li> <li>-problem/solution in the text or a portion of the text</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul>	<p><b>Summarize</b></p> <ul style="list-style-type: none"> <li>- Main idea and supporting details of the text</li> <li>- sequencing events of the text</li> <li>-problem/solution in the text or a portion of the text</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul>	<p><b>Summarize</b></p> <ul style="list-style-type: none"> <li>- Main idea and supporting details of the text</li> <li>- sequencing events of the text</li> <li>-problem/solution in the text or a portion of the text</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul> <p><b>*teacher created/selected assessment</b></p>
<b>Word Study</b>	<ul style="list-style-type: none"> <li>-contractions</li> <li>- word wall: <b>can't, won't, I'm, they're, let's</b></li> </ul>	<ul style="list-style-type: none"> <li>-contractions</li> <li>-guess the covered word</li> </ul>	<ul style="list-style-type: none"> <li>- contractions</li> </ul> <p><b>*teacher created/selected assessment</b></p>	<ul style="list-style-type: none"> <li>-contractions</li> <li>-making words(wouldn't)</li> </ul>	<ul style="list-style-type: none"> <li>- contractions</li> <li>-lessons from Fountas &amp; Pinnell kit: WS 1</li> </ul> <p><b>*teacher created/selected assessment</b></p>
<b>Writers' Workshop</b>	Choose a needed minilesson based on student needs (grammar, mechanics, or craft)	Choose a needed minilesson based on student needs (grammar, mechanics, or craft)	Choose a needed minilesson based on student needs (grammar, mechanics, or craft)	*Revising and Editing with partners	*Reading Aloud for visitors: An Authors celebration
<b>Notes</b>					