The units presented during a nine week grading period are meant to be completed in the suggested chunks of time listed within each unit. This means that you may have a unit that continues into another nine week period. The Common Core Standards are year end benchmark standards and will be taught throughout the school year; therefore, these literacy units of study may not always end when your grading period does.

Students read about characters who 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.

<table>
<thead>
<tr>
<th>Unit/Theme: Inspired by the Sea</th>
<th>Essential Question: Why does the sea inspire writers?</th>
<th>Estimated Time: 6 weeks</th>
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</thead>
</table>

**CCSS College and Career Anchor Standards**

Reading
- Craft and Structure
- Integration of Knowledge and Ideas

Writing
- Text Types and Purposes
- Speaking and Listening
- Comprehension and Collaboration

Language
- Conventions of Standard English

**Unit Vocabulary**

adjectives, adverbs, author, comma, dialogue, illustrator, line, poem, poet, quotation marks, stanza, text evidence, text features
<table>
<thead>
<tr>
<th>CCSS Standards</th>
<th>Formative Assessments</th>
<th>Explanations and Examples/Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>RI.3.2:</strong> Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
<td>Web or Map Concept</td>
<td><strong>Balanced Literacy:</strong> Use all components of the balanced literacy framework <em>daily</em>.</td>
<td><strong>Treasures Series</strong></td>
</tr>
<tr>
<td>• <strong>RI.3.9:</strong> Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<td>Exit Ticket</td>
<td><em>Reading</em></td>
<td><em>Correlation to Treasures</em></td>
</tr>
<tr>
<td>• <strong>RL.3.1:</strong> Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>Visual Displays of Information</td>
<td><em>Writing</em></td>
<td><em>Read Aloud:</em> Choose a book/poem from those listed below or choose a story from the Read-Aloud Anthology. <a href="http://www.macmillanmh.com">www.macmillanmh.com</a></td>
</tr>
<tr>
<td>• <strong>L.3.1:</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>Read-Write-Pair-Share</td>
<td><strong>Social and Emotional Learning (SEL)</strong></td>
<td><em>Shared reading w/Treasures:</em> “Penguin Chick” by Betty Tatham, pgs. 90-109, Genre: Narrative Nonfiction</td>
</tr>
<tr>
<td>○ <strong>L.3.1(a):</strong> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</td>
<td>Response Cards</td>
<td>Morning Meeting: Connect yesterday’s learning to today’s learning through the use of a morning message. Encourage students to think and talk with one another about your unit of study. Afterwards, encourage further exploration through the completion of a writing prompt.</td>
<td><em>Guided reading:</em> see book room for appropriate leveled readers on topic.</td>
</tr>
<tr>
<td>• <strong>W.3.3:</strong> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
<td>Editing rubric</td>
<td><strong>Art, Speaking and Listening</strong></td>
<td>For access to the Macmillan McGraw-Hill Leveled Readers go to - <a href="http://leveledreaderdatabase.macmillanmh.com/lbdb/search.form">http://leveledreaderdatabase.macmillanmh.com/lbdb/search.form</a></td>
</tr>
<tr>
<td>○ <strong>W.3.3(b):</strong> Use dialogue and descriptions of actions, thoughts, and feelings to develop</td>
<td>Summary Writing</td>
<td>Review all of the artworks. Ask students to describe differences among the works. Which one depicts the sea most accurately? Is it realistic or abstract? What would you create if you painted or drew your own image of the sea? Describe your “ideal” sea image in words. (W.3.3, SL.3.4, SL.3.5)</td>
<td><em>“Suggested” Works from Common Core Maps</em> (These give examples of the rigor expected in the CCSS. Teachers may use other texts.)</td>
</tr>
<tr>
<td></td>
<td>Public Performances</td>
<td><strong>Art, Speaking and Listening</strong></td>
<td><em>(E)</em> indicates a CCSS exemplar text found in Appendices A of CCSS; <em>(EA)</em> indicates a text from a writer with other works identified as exemplars.</td>
</tr>
<tr>
<td></td>
<td>Mix and Match (Logic Lineups) Kagan</td>
<td>Continue with class discussion about the title of the unit, Inspired by the Sea. What do you see in each artwork—can you see the sea? Cover the part of the work that is not part of the sea. What changes about the sea? What do you notice in the water? Why did the artist choose those colors? Is it obvious that this detail is a picture of the sea? What else could it be? Closely compare the Diebenkorn image with the Hopper. Discuss the differences in</td>
<td><strong>Literary Texts</strong></td>
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<td></td>
<td>Oral Questioning</td>
<td></td>
<td><strong>Poems</strong></td>
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<td>Turn to a Partner – Rally Robin</td>
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### Suggested Objectives

- Cite textual evidence to support an interpretation of characters’ motivations.
- Write imaginary narratives using dialogue and descriptions of actions, thoughts, and feelings.
- Explain the function of adverbs and adjectives in speech, literature, and writing.
- Compare and contrast two poems written about oysters.

### Reading Informational Text, Informative Writing, Research

**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.

**Reading Informational Text, Informative Writing, Research**

Give the students this prompt: “You have read books about animals that live in the sea. Think about which animal has been most interesting to you. Write a paragraph about what you have learned about a specific sea animal: its habitat, its adaptations, and its diet. You may want to do more research on the Internet, in encyclopedias, or in a library book to add to your learning.” Some students will need guidance in generating open-ended questions about their specific animal, a plan for locating the most relevant and useful information, and organizing their information into focused paragraphs. (SL.3.1a, W.3.10, W.3.2, RI.3.2)

### Language Usage, Speaking and Listening

Choose an interesting sea animal from the books you have read together as a class. Ask the students to come up with five adjectives each to describe the animal. Generate a list of adjectives from the list of student ideas. Then have students come up with movements the animal makes and five adverbs to go with the movements. Create short sentences using the adjectives and adverbs (e.g., “Huge whales glide gracefully.”). After students write several of the sentences on a chart, have them practice making new sentences with comparative or superlative adjectives and adverbs (e.g., “This huge whale glides more gracefully than that one.”). To extend this activity in a different form, ask pairs of students to choose a sea animal. Gather strong adjectives, verbs, and adverbs to describe the animal and its movements. Use the words to create a Wordle with the name of the animal as the center. (L.3.1g, SL.3.6)

### Reading Informational Text, Speaking and Listening

Choose a book that has good examples of text features (e.g., color, line, texture, and shape of each seascape. Discuss the ideas of abstraction and realism by contrasting these works. (SL.3.1, SL.3.3)

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**Stories**

- “A Sand Witch for a Sandwich” (Emily Sweeney)
- “A Wave” (Gussie Osborne)
- “At the Seaside” (Robert Louis Stevenson)
- “Beach Stones” (Lilian Moore)
- “Do Oysters Sneeze?” (Jack Prelutsky)
- “From the Shore” (Carl Sandburg) (EA) (Read Aloud)
- “Seal Lullaby” (Rudyard Kipling) (EA) (Read Aloud)
- “Sleepy Pearl” (Frances Gorman Risser)
- “Song of a Shell” (Violet L. Cuslidge) (Read Aloud)
- “The Barracuda” (John Gardner) (Read Aloud)
- “The Jumblies” (Edward Lear) (E) (Read Aloud)
- “The Waves” (Gertrude M. Jones)
- “Undersea” (Marchette Chute)

**Read Aloud**

- “A Sand Witch for a Sandwich” (Emily Sweeney)
- “A Wave” (Gussie Osborne)
- “At the Seaside” (Robert Louis Stevenson)
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- “Undersea” (Marchette Chute)
• Compare and contrast two informational books about the same topic (e.g., a drop of water).
• Determine the main idea and supporting details of informational text.
• Research a favorite sea animal.
• Write a short informative piece about a favorite thing (e.g., a sea animal); apply growing understanding of what makes a strong, focused paragraph.

Cross-section diagram, table) such as The Cod’s Tale (Mark Kurlansky). Create a list of all the text features the students will see in the book. Display the text as you read, instructing students to look for text features as you turn each page. Give each student one sticky note. As they spot a text feature, have them write the page number on the sticky note and put it by the name of the text feature on the list. Discuss the purpose of each text feature in general and in the text you are reading. (RI.3.5)

Reading Literature, Speaking and Listening
Review characters and character motivation from the first unit. Introduce the book Sarah, Plain and Tall (Patricia MacLachlan) as historical fiction: a fictional story from the days of settling the prairies. Introduce also the name of the unit: Inspired by the Sea. As you read the first chapter of this book, challenge students to look for specific places in the text where they can prove that a character in the story is “inspired by the sea.” Ask students to give you a thumbs-up when they hear/see a line in the text that talks about a character “inspired by the sea.” Students should easily detect Sarah as the character motivated by her love of the sea. One of her letters reads, “I have always loved to live by the sea.” Create a chart and write down any evidence of Sarah’s motivation. Discuss what motivates the other characters. Each day, as students come together to discuss the reading, instruct them to be prepared to give textual evidence of Sarah’s motivation and the motivation of at least one other character. (RL.3.3, RL.3.1, SL.3.4, SL.3.1a)

Language Usage, Speaking and Listening
Many Luscious Lollipops (Ruth Heller) teaches about adjectives through several language lessons. Read this book to the class, covering a few pages a day so that students may incorporate what they learn each day into conversation and writing. Use the adjectives and adverbs (which are covered in another Heller book, Up, Up and Away) to build interesting sentences about the sea and

Informational Texts

Nonfiction Books
• A Drop Around the World (Barbara Shaw McKinney and Michael S. Maydak) (Read Aloud)
• A Drop of Water: A Book of Science and Wonder (Walter Wick) (E) (Read Aloud)
• Crabs (Mary Jo Rhodes and David Hall) (Read Aloud)
• Disasters at Sea (DK Readers) (Andrew Donkin)
• Dolphins, Seals, and Other Sea Mammals (Mary Jo Rhodes and David Hall) (Read Aloud)
• John Muir: America’s Naturalist (Images of Conservationists) (Thomas Locker) (Read Aloud)
• Journey of a Humpback Whale (DK Readers) (Caryn Jenner)
• Life in a Kelp Forest (Mary Jo Rhodes and David Hall)

• Sarah, Plain and Tall (Patricia MacLachlan) (E)
• The Raft (Jim LaMarche) (E)
• The Storm (The Lighthouse Family series) (Cynthia Rylant and Preston McDaniels) (E)
• The Whale (The Lighthouse Family series) (Cynthia Rylant and Preston McDaniels) (EA)
• Three Days on a River in a Red Canoe (Vera B. Williams)
in students’ own narratives. Be sure students can explain the function of each part of speech (adjectives and adverbs) and its use in literature, speech, and writing. (L.3.1a, L.3.1g, L.3.2d, L.3.5b)

**Reading Informational Text, Speaking and Listening**
Read aloud two books with similar topics, such as: *A Drop of Water: A Book of Science and Wonder* (Walter Wick) and *A Drop Around the World* (Barbara Shaw McKinney). As you read the books, discuss the following questions:
- What is the main idea of the book? Of each section?
- What are the key points used to create the main idea?
- How are the two books similar?
- How are they different?
- What are the text features used by the authors/illustrators to teach more about a drop of water?
- Do these books have the same purpose?
- Does one of the books teach more than the other?
- How could one of the books be improved? (SL.3.2, SL.3.1d, RI.3.2, RI.3.9, RI.3.6)

**Reading Poetry, Speaking and Listening**
Encourage the dramatic interpretation and recitation of poetry in this unit. Read two poems aloud that have similar topics such as: “Sleepy Pearl” (Frances Gorman Risser) and “Do Oysters Sneeze?” (Jack Prelutsky). Ask the students the following questions:
- What do you think is the message of each poem? Cite evidence from the poem, by stanza and line that hints at the meaning.
- How are these poems similar? How are they different?
- Which of the poems do you think is the best? Why? (RL.3.5, RL.3.9, SL.3.1a, SL.3.1d)

**Books for Reading and Reference**
- *Life on a Coral Reef* (Mary Jo Rhodes and David Hall) (Read Aloud)
- *Many Luscious Lollipops: A Book About Adjectives* (World of Language) (Ruth Heller) (Read Aloud)
- *Octopuses and Squids* (Mary Jo Rhodes and David Hall)
- *Partners in the Sea* (Mary Jo Rhodes and David Hall)
- *Predators of the Sea* (Mary Jo Rhodes and David Hall) (Read Aloud)
- *Rachel Carson: Preserving a Sense of Wonder* (Thomas Locker and Joseph Bruchac) (Read Aloud)
- *Sea Turtles* (Mary Jo Rhodes and David Hall)
- *Seahorses and Sea Dragons* (Mary Jo Rhodes and David Hall)
- *Shark Attack!* (DK Readers) (Cathy East Dubowski)
- *Survival Secrets of Sea Animals* (Mary Jo Rhodes and David Hall) (Read Aloud)
- *Swimming with Hammerhead Sharks* (Kenneth Mallory) (Read Aloud)
- *The Cod’s Tale* (Mark Kurlansky and S.D. Schindler) excerpts (e.g., informative illustrations/text features) (Read Aloud)
- *The Lamp, the Ice, and the Boat Called Fish: Based on a True Story* (Jacqueline Briggs Martin and Beth Krommes) (Read Aloud)
<table>
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<tr>
<th><strong>ELA Pacing Guide for Third Grade 2012-2013</strong></th>
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</table>
| **Reading Literature, Narrative Writing**
Chapter Five of *Sarah, Plain and Tall* contains a narrative about haystacks. Prepare students to write well-developed narratives and guide a discussion of the way Patricia MacLachlan wrote the haystack section by asking them the following questions about the narrative in the chapter:

- How many of you wanted to try sliding down a haystack after reading that scene?
- What was it in her writing that made you feel like you were there?
- How did you know what the characters were feeling?
- How did the dialogue help you to “be there”?
- How did she communicate action? Thoughts? Feelings?
- How did she order the events?
- How did she close the scene?

Then give the students this prompt: “Write a personal narrative about something similar to the haystack slide, such as riding a roller coaster, sledding down a snowy hill, or sliding down a hill. Be sure to show your actions, your thoughts, and your feelings through dialogue and description.” (RL.3.1, W.3.3, W.3.4, L.3.2c, W.3.5, L.3.1, L.3.2, L.3.3, W.3.10, L.3.6, L.3.3a)

**Marzano’s Six Steps to Vocabulary Instruction**

- Step 1- Introduce Vocabulary
- Step 2- Restate the Meaning
- Step 3- Visuals and Vocabulary Building
- Step 4- Activities for Deeper Understanding
- Step 5 – Vocabulary Discussion
- Step 6- Vocabulary Games

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**Art, Music and Media**

- Claude Monet, *Garden at Sainte-Adresse* (1867)
- Edward Hopper, *Ground Swell* (1939)
- Katsushika Hokusai, *Mount Fuji Seen Below a Wave at Kanagawa* (1826-1833)

**Additional Resources**

- "Ocean Poes" (Kaunakakai Multiage Primary School, Kaunakakai, HI) (RL.3.5) [http://www.k12.hi.us/~shasincl/poems_ocean.html](http://www.k12.hi.us/~shasincl/poems_ocean.html)
- *History of America “On the Water”* (Smithsonian, National Museum of American History) (RI.3.3) [http://americanhistory.si.edu/onthewater](http://americanhistory.si.edu/onthewater)
- *Reading and Writing About Pollution to Understand Cause and Effect*
### Three ways to differentiate the unit lesson:

#### Modify the student independent practice. Examples:
- Add sentence starters to open response questions.
- Change how students are required to demonstrate mastery - multiple choice, open response, illustration, and dramatic performance.
- Provide word banks to written response questions.
- Provide texts on students' reading level when-ever reading a text is a requirement for the student independent practice.

#### Modify how you teach the lesson. Examples:
- Add or revise visual scaffolding during the lesson, such as charts or graphic organizers.
- Teach the lessons in small groups.
- Vary the allotted lesson time by breaking up the lesson into two days, focusing on more modeling examples in day one.
- Allow students to preview the text used for the lesson before the lesson.

#### Modify the content used to teach the lesson. Examples:
- Choose a text for the lesson that is at the reading level of your students.
- Add supporting learning objectives to the lesson to help students master the original learning outcome.

(ReadWriteThink) (RI.3.3) http://www.readwritethink.org/classroom-resources/lesson-plans/reading-writing-about-pollution-1035.html

- Patricia MacLachlan (1938 - ) Biography (JRank Encyclopedia) (RI.3.3) http://biography.jrank.org/pages/2148/MacLachlan-Patricia-1938.html

- Blue Planet: Seas of Life (five-disc box set, BBC, 2008) http://www.amazon.com/gp/product/B001957A4E/ref=pd_lpo_k2_dp_sr_1?pf_rd_p=486539851&pf_rd_s=lpo-top-stripe-1&pf_rd_t=201&pf_rd_i=B000MRAAJM&pf_rd_m=ATVPDKIKX0DER&pf_rd_r=1HAY7AA0G9H7536DRJ1E