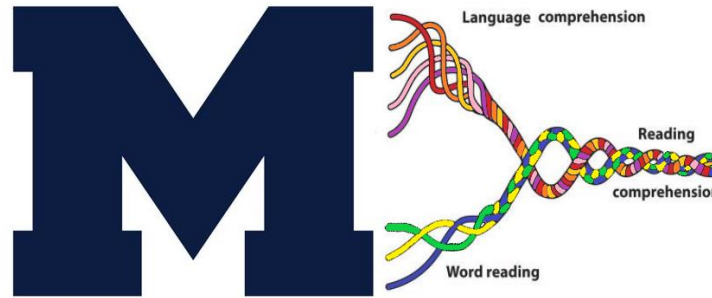




THIRD GRADE ELA KNOWLEDGE-BASED UNITS



Theme	<i>Unit #3: Poetry - Moving Beyond Words to Meaning</i>	Suggested Duration	<i>3-4 weeks</i>
--------------	---	---------------------------	------------------

GSE Standards

Priority Standards

ELAGSE3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELAGSE3RL4 Determine the meaning of words and phrases in both literal and nonliteral language as they are used in the text.

ELAGSE3RL5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ELAGSE3RI8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

ELAGSE3L4 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.

ELAGSE3L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

Essential Questions

<p>Literal—</p> <p>What are different types of poems?</p> <p>What is a stanza?</p> <p>What is a verse?</p>	<p>Inferential—</p> <p>How do poets use capitalization and punctuation differently than authors who write in prose?</p> <p>How are the structures of poems and songs similar and different?</p>	<p>Evaluative -</p> <p>Is free verse more or less effective at communicating a message than rhyming poems?</p>
<p>Tier I Words (conversational)</p>	<p>Tier II Words (transdisciplinary)</p>	<p>Tier III Words (content-specific)</p>
<p>feelings, find, part, meaning</p>	<p>figurative, literal, context, sequence, successive, nuances</p>	<p>stanza, verse</p>
<p>Science of Reading Strategies</p>		
<p>Berger Framework for Comprehension: Template</p> <p>Berger Framework with Instructional Notes</p>	<p>Fluency Strategy</p> <p>Poetry is an ideal tool to develop the prosody and rate aspects of fluency simultaneously. Refer to the Tool 7 handouts for guidance on implementing Tally Reading (pdf pg. 42, 56) and Repeated Reading (pdf pg. 44, 57). Differentiate for readiness by adjusting to what degree you hold students accountable for vocal expression in order to earn a tally.</p>	<p>Vocabulary Strategy</p> <p>Use the Analogy Action strategy from Florida Center for Reading Research to have students think flexibly about how different words relate to one another on a literal and non-literal level.</p>
<p>Assessments</p>		
<p>Formative Assessment(s):</p> <p>Description: Think Pair Share</p> <p>Provide partners with a multi-stanza poem that has been cut apart and shuffled. Have partners work together to put the stanzas in order based on logical flow of ideas and transitional words/phrases.</p> <p>Standards:</p> <p>ELAGSE3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>		

ELAGSE3RL5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Summative Assessment(s):

Description: 3rd Poems Planner Summative adapted from district mini assessments

Standards:

ELAGSE3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELAGSE3RL4 Determine the meaning of words and phrases in both literal and nonliteral language as they are used in the text.

ELAGSE3RL5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Writing Task and Rubric:

Description: Use the section Types of Stanzaic Form on the [LitCharts](#) website to guide students toward writing their own couplets, tercets, quatrains, cinquains or sestets about a topic of their choice.

Standards:

ELAGSE3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

ELAGSE3RL5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ELAGSE3RI8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

	4	3	2	1
Accuracy		Adheres to chosen stanza form throughout the poem	Some misalignment with chosen stanza form	Does not adhere to chosen stanza form
Coherence	Each line relates to a different aspect of the chosen topic	Every line relates to the chosen topic	Some lines do no relate to the chosen topic	None of the lines relate to the chosen topic

Objective or Content	Learning Experiences	Differentiation Consideration
Building Background Knowledge Through The Berger Framework	Berger Framework: If It Rains Pancakes	
Standards Based Text Activities - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.	Provide small groups with printed copies of Sarah Cynthia Sylvia Stout by Shel Silverstein. 1. Challenge each group to break the poem up into stanzas based on idea, rhyme scheme, and appropriate length. 2. Have each group perform the poem out loud using the stanzas they delineated. 3. Ask students to vote on the most effective stanza separation--without voting for their own.	
Performance Task - students should use both written and verbal expression to complete the task.	Have partners share their poems from the Writing Task with each other to: 1. Analyze both poems together to identify the most important words in each line. 2. Trade poems and create a single illustration that shows the most important aspect of the other person's poem. 3. Share the poem and illustration together in a poetry jam session.	
Recommended High Quality Complex Text By Lexile Band		
If it Rains Pancakes -(Can be found for free at https://openlibrary.org/) Dear Wandering Wildebeest (This book can be found in Media Centers and at https://getepic.com) Wind in the Streets (This book can be found in Media Centers and at https://getepic.com)		