

**WEYMOUTH TOWNSHIP ELA CURRICULUM Overview /Pacing Guide**

**Content Area:** ELA

**Course Title:** Reading and Writing Units of Study

**Grade Level:** 3

Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
<b>Unit 1</b>	RL.3.1, RL.3.2, RL.3.3, RL.3.4, RI.3.1 RF.3.3, RF.3.4 W.3.2, W.3.3, W.3.4, W.3.5, W.3.7, W.3.10 L.3.1, L.3.2, L.3.4, L.3.5 SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6	<p><b>Grammar:</b> <i>Unit 1: Sentence Structure</i>                      Understand, classify, formulate, and apply concepts to write, combine, and revise sentences correctly. <i>Unit 5: Capitalization, punctuation, and spelling mechanics:</i> Writing sentences, capitalizing proper nouns/adjectives, abbreviations, titles, commas in a series, parts of a letter, quotations, words often misspelled/confused</p> <p><b>Reading Workshop:</b> <a href="#"><i>Building a reading life</i></a> or <a href="#"><i>Launching the Readers Workshop</i></a> In this unit, the reading workshop is “launched” as readers enact expectations and routines in the reading workshop and read with stamina and comprehension. Students and teachers create a community of readers within the classroom. By examining important aspects of narratives and reading strategies, readers learn to connect with characters, notice how plotlines develop, and determine reading goals and preferences. The unit encourages students to become active readers by “noticing and noting” reading “signposts” to boost comprehension. In this process, they’ll internalize lessons such as choosing books wisely, monitoring for comprehension, and keeping track of their reading. The goal of this unit is to build on their prior skills and move forward with increasing power and</p>	<p><b>Through reading and writing:</b></p> <ul style="list-style-type: none"> <li>● Write your own (multiple types of) sentences</li> <li>● Simple sentences: Subjects/Predicates</li> <li>● Compound Sentences</li> <li>● Complex Sentences</li> <li>● Run-on sentences</li> <li>● Ask questions of a text to dig deeper into meaning.</li> <li>● Choose and read books on their level with fluency and understanding</li> <li>● Log reading progress</li> <li>● Read for sustained periods of time</li> <li>● Talk and write about what they are reading to show understanding</li> <li>● Use strategies and skills to check for comprehension, for</li> </ul>	<p>9/18/23-11/8/23</p> <p>Approximately 39 days</p> <p>*Getting Back into Reading approximately 12 days</p>

		<p>independence, teaching readers to draw upon what they know to self-initiate in ways that allow them to draw upon their repertoire of strategies. Additionally, the unit provides opportunities for students to use the fiction texts as mentors for craft and structure during the writing workshop.</p> <p><b>**Narrative Reading: Building a Reading Life</b> (Book 1) Children will be introduced to the workshop model and taught how to use a reading log to keep track of their independent reading. They will begin a reading notebook, a place where they will capture their thoughts about reading and explore and improve their reading skills. The third graders will come to see a reading life as something they control and own. Mentor texts will be explored and enjoyed during the interactive read-aloud, shared reading, and mini-lessons. Throughout the unit teachers will utilize <i>Foundations, Level 3</i>, (2012, Wilson Language Training Corporation) to build on the phonics and word study instruction students have been receiving in Grades K-2. Level 3 builds on these basic skills, progressing further into the study of word structure with a focus on advanced spelling rules, and morphology. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text. Children will be reading up a storm in the "just right" fiction books of their choice. Mini-lessons, strategy groups, and conferences will provide students with the strategies they will use to move forward as readers. Performance assessments and learning progressions will enable students to accelerate their acquisition of skills.</p> <hr/> <p><b>Writing Workshop</b></p> <p><i>Crafting True Stories</i> (Book 1) The beginning of the third-grade year is the time for establishing a well-managed, productive writing workshop. Students will learn procedures for participating in their new classroom community, writing independently, and working with partners. Students will become familiar with the routines and expectations of the workshop model as well as engage in writing to build stamina and independence. Writers will be assisted in beginning their Writer's Notebook, collecting</p>	<p>example, Post-its to review a new chapter/looking at illustrations to get more information</p> <ul style="list-style-type: none"> <li>● Use strategies and skills to understand hard words (in and around the word/word association)</li> <li>● Write narratives in which include details to describe actions, feelings, and thoughts</li> <li>● Provide a sense of closure</li> <li>● Recount a short sequence of events</li> <li>● Recount a well-elaborated event</li> <li>● Use temporal words to signal event order</li> </ul>	
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<p><b>Unit 2</b></p>	<p>RL.3.1, RL.3.2, RL.3.3, RL.3.4, RI.3.1 RF.3.3, RF.3.4 W.3.2, W.3.3, W.3.4, W.3.5, W.3.7, W.3.10 L.3.1, L.3.2, L.3.4, L.3.5 SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6</p>	<p><b>Grammar:</b> <i>Unit 2 Parts of speech</i> : Nouns, Verbs, Adjectives, Adverbs, Conjunctions</p> <p><b>RW:</b> <i>Reading to Learn: Grasping Main Idea and Text Structure</i> (Book 2) The third graders begin their study of nonfiction with this unit. They will be immersed in nonfiction reading; reading for fluency and learning to make mental summaries. These summaries will contain the big ideas and supporting information they take away from the books as they read. Through mini-lessons, skill groups, and strategy groups the children will acquire study skills such as note-taking using Post-its, note cards, and graphic organizers. Teachers will continue to utilize <i>Foundations</i>, Level 3, (2012, Wilson Language Training Corporation) to build on the phonics and word study instruction students have been receiving in Grades K-2. Level 3 builds on these basic skills, progressing further into the study of word structure with a focus on advanced spelling rules and morphology. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All are necessary for the successful development of reading comprehension. As the children move through the unit they will compare texts, thinking critically about what they are learning. Finally, the children will apply their skills to the reading of narrative nonfiction; using their knowledge of story structure to learn about the lives of people in their study of biographies.</p> <p><b>WW:</b> <i>The Art of Information Writing</i> (Book 2) This unit channels the third graders to work towards creating lively, voice-filled information books. Students will examine their personal areas of expertise; topics they feel passionate about, have a strong interest in, and feel knowledgeable about. Then, as writers, they will develop this topic in such a way as to engage their readers with their level of expertise. In order to accomplish this task the children will conduct research thereby bringing even more facts, details, and interesting information to their topic. The unit aims to build upon the work students have completed in the second grade "All-About" unit. Students are now asked to demonstrate that they can introduce a topic clearly, separate it into subtopics, and organize their writing in such a way that appropriate information is</p>	<p><b>Through reading and writing:</b></p> <ul style="list-style-type: none"> <li>● Nouns</li> <li>● Proper, Collective, Abstract</li> <li>● Singular/Plural</li> <li>● Personal and Possessive pronouns</li> <li>● Verbs-action/linking</li> <li>● Adjectives/adverbs</li> <li>● Conjunctions-coordinating/subordinating</li> <li>● Word study/morphology</li> <li>● Better understand what they are reading by thinking about what they already know</li> <li>● Create categories in which they organize the information they are learning as they read</li> <li>● Discuss the text with others; question the text and grow ideas</li> <li>● Hold a conversation in their mind while reading nonfiction to prepare for discussion</li> <li>● Prepare for reading a nonfiction text by reading the title, subtitles, and skimming the text</li> <li>● See deeply into true stories and note what drove a historical character to accomplish things</li> <li>● Use strategies for holding onto main ideas: example: a</li> </ul>	<p>11/13/23-1/19/24</p> <p>Approximately 39 days</p>
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		<p>grouped together inside of these subtopics. Writers will explore many nonfiction texts with an eye to how authors create headings and subheadings, as well as glossaries, text boxes, sidebars, diagrams, charts, graphs, and other visuals. They will examine text structure and voice and ultimately produce a finished piece of informational writing that demonstrates all they have learned. Students will draft both handwritten pieces as well as pieces using appropriate technology.</p>	<p>pop-out sentence</p> <ul style="list-style-type: none"> <li>●Use text structure of narrative nonfiction in border to summarize learning</li> <li>●Use the structure of nonfiction text to become an expert and teach about a topic</li> <li>●Choose a structure and organize their information so it is clear</li> <li>●Choose and write an interesting beginning and conclusion</li> <li>●Generate informational text from own knowledge on a topic</li> </ul> <p>Include headings, sub-heading, charts, text boxes, graphs charts, glossaries, pictures with captions and other visuals in their finished book</p> <ul style="list-style-type: none"> <li>●Insert new information on their topic into their writing</li> <li>●Research a topic using books, the internet, and reference materials</li> <li>●Write this information in a predetermined format</li> </ul>	
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<b>Unit 3</b>	<p>RL.3.1, RL.3.2, RL.3.3, RL.3.4, RI.3.1  RF.3.3, RF.3.4  W.3.2, W.3.3, W.3.4, W.3.5, W.3.7, W.3.10  L.3.1, L.3.2, L.3.4, L.3.5  SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6</p>	<p><b>Grammar:</b> <i>Unit 3: Usage</i> Proper usage helps to eliminate ambiguity in language. Misplaced words or incorrect sentence structures can lead to misunderstandings. Teaching grammar usage helps individuals avoid such pitfalls.</p> <p><b>RW:</b> <i>Character Studies</i>(Book 3) Unit 3 brings a return to fiction for a close study of characters. The third graders will continue to develop the narrative reading skills they started working on during the first unit but will now dig deeper, analyzing characters and trying to understand what motivates them. The children will be studying the big lessons the characters are learning and they will look closely at how these lessons are a part of the theme or message of the story. Phonics and word study instruction will continue with the use of <i>Foundations</i>, Level 3, (2012, Wilson Language Training Corporation). The basic skills developed in Levels K-2 are built upon in Level 3 where students progress further into the study of word structure with a focus on advanced spelling rules and morphology. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All are necessary for the successful development of reading comprehension. Students will come to see that as characters grow and change, the problems those characters encounter in the story evolve.</p> <p><b>WW:</b> <i>Changing the World: Persuasive Speeches, Petitions, and Editorials</i> (Book 3) In this unit, the third graders will come to see that, as writers, they can move others to action and even to a new way of thinking. The students will be asked to live more wide-awake lives, to take in all that is happening around them- injustices, small kindnesses, and so on- and write. As they begin to</p>	<p><b>Through reading and writing:</b></p> <ul style="list-style-type: none"> <li>● Words often confused/misspelled</li> <li>● Articles</li> <li>● Irregular verbs</li> <li>● Pronouns- Reflexive/Indefinite</li> <li>● Demonstrative pronouns</li> <li>● Compare characters and the lesson they learn within and across stories</li> <li>● Describe and grow theories about the characters in books</li> <li>● Describe how characters solve their problems and the lessons they learn</li> <li>● Explain the importance of details in a story</li> <li>● Envision and make predictions about the characters and the story</li> <li>● Talk and write about what they are reading to show understanding</li> <li>● Track the changes characters go through</li> </ul>	<p>1/22/24-3/15/24</p> <p>Approximately 39 days</p>

		<p>write, the teaching will concentrate on the writer rather than the writing. Writers will learn to choose meaningful topics, organize what they want to say, consider the audience, and proofread their work for readability. All the while they will become increasingly more adept at opinion writing. They will learn to gather and support bold and brave opinions as they write speeches concerning areas of need they see around them and imagine solutions. Speech writing is followed by writing other types of opinion pieces- petitions, editorials, persuasive letters, and so on. They will even join a "Cause Group" and experience making a change that matters. This unit is, in a sense, a "baby essay unit", providing and supporting writers as they develop the skills they will use one day when they write literary and persuasive essays. Students will draft both handwritten pieces as well as pieces using appropriate technology.</p>	<ul style="list-style-type: none"> <li>● Use strategies and skills to tackle complex texts and hard words- morphology</li> <li>● Choose a topic that is meaningful and write an opinion piece on that topic</li> <li>● Gather facts and details for the piece and organize them</li> <li>● Provide the pieces with a sense of closure</li> </ul> <ul style="list-style-type: none"> <li>● Support opinion with facts and details rather than just listing reasons</li> <li>● Work for an extended period of time on one piece, taking it through the writing process</li> <li>● Write a persuasive speech that supports and opinion</li> </ul>	
<b>Unit 4</b>	RL.3.1, RL.3.2, RL.3.3, RL.3.4, RI.3.1 RF.3.3, RF.3.4 W.3.2, W.3.3,	<p><b>Grammar:</b> <i>Unit 4: Grammar</i> Teaching grammar is essential for effective communication, clarity, academic success, and enhanced writing skills</p> <p><b>RW:</b> <i>Research Clubs</i> (Book 4) The third graders again explore the world of nonfiction with this research based unit on the study of</p>	<p><b>Through reading and writing:</b></p> <ul style="list-style-type: none"> <li>● Subject pronouns</li> <li>● Object pronouns</li> <li>● Using I and Me, We, and</li> </ul>	3/18/24-5/17/34  Approximately 40 days

<p>W.3.4, W.3.5, W.3.7, W.3.10 L.3.1, L.3.2, L.3.4, L.3.5 SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6</p>	<p>animals. The exciting thing is that while the children are researching and learning about animals, they are also learning to learn! The children will form clubs and study an animal with their research club. Club members will read subtopics independently and pull what they are learning together, organizing and synthesizing all their new knowledge. Clubs will then research a second animal and learn to compare and contrast across animals, mining ever deeper into the attributes of these varied species for ways they are linked together. Ultimately, the children will use all that they now know and understand about these animals to solve real-world problems; for example creating a better life for an animal in a zoo. This unit will prepare the third graders for a similar research unit taught in fourth grade on extreme weather.</p> <p>Throughout the unit teachers will utilize <i>Foundations</i>, Level 3, (2012, Wilson Language Training Corporation) to continue the phonics and word study instruction students have been receiving. Instruction in the study of word structure with a focus on advanced spelling rules and morphology will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All are necessary for the successful development of reading comprehension.</p> <p><b>WW:</b> <i>Narrative Writing: Once Upon a Time</i> (Book 4) Storytelling is at the heart of this third grade unit in narrative writing. Not only will children learn to write well-crafted tales; but to story-tell those tales with drama, precise action, and language that captures the hearts and minds of the listener. The spotlight is on folk and fairy tales and the children will be immersed in the genre. Fairy tales are by nature taut tales with clear story arcs, archetypes, and lessons. They are terrific models of craft moves that youngsters can use in their own writing. As the children write their adaptations they will see how developing a clear sequence of events is the framework for all good narrative writing. They will use dialogue and description to enhance the story-telling and come to understand how transitional words can glue the scenes of the story together. As they move through the unit the third graders</p>	<p>Us</p> <ul style="list-style-type: none"> <li>● Subject-Verb Agreement</li> <li>● Forms of <i>be</i> agreement</li> <li>● Negatives</li> <li>● Comparing/Superlative adjectives and adverbs</li> <li>● Organize and understand what they are learning by noticing and using text structures</li> <li>● Prepare for reading nonfiction text by reading title, subtitles, and skimming the text</li> <li>● Use questioning techniques to grow ideas about nonfiction</li> <li>● Use the structure of nonfiction text to talk like an expert on the topic</li> <li>● Compare and contrast the traits of animals within a topic and across topics: for example noticing some ways a tiger is like a spider</li> <li>● Develop theories about what they are learning and apply their theories to real-world problems</li> <li>● See patterns across topics and pursue questions about those patterns</li> <li>● Think deeply about a topic by reading closely and noticing cause and effect relationships</li> <li>● Identify the elements of a</li> </ul>	
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		<p>will recall, practice, and improve upon the narrative writing they started at the beginning of the year. They will also be preparing for narrative writing in the fourth grade. Students will draft both handwritten pieces as well as pieces using appropriate technology.</p>	<p>fairy tale</p> <ul style="list-style-type: none"> <li>● Make meaningful and consequential adaptations to a fairytale</li> <li>● Show sequence with strong transitional words</li> <li>● Story-tell ideas before they begin to write</li> </ul>	
			<ul style="list-style-type: none"> <li>● Tell a story that includes the elements of a fairy tale</li> <li>● Use a variety of means of assessing, revising, and editing work</li> <li>● Write a story rich in details to describe characters, plot, and setting</li>   <li>● Write a story that includes dialogue and a storyteller's voice</li> <li>● Write a story with a clear sequence of events with small moments, or small scenes</li> </ul>	
<p><b>Date Created:</b></p>		<p><b>KM~ July 2023</b></p>		
<p><b>Unit Overview</b></p>				
<p><b>Content Area: English Language Arts</b></p>				

<b>Unit 1: Fiction Reading and Descriptive/Narrative Writing</b>	
<b>Target Course/Grade Level: 3</b>	
<p><b>Unit 1 Summary: Literature Reading and Narrative/Descriptive Writing</b></p> <ul style="list-style-type: none"> <li>● Identify and understand elements of fiction</li> <li>● Implementation of writing process</li> <li>● Identify and understand elements of narrative writing</li> </ul> <p><b>Primary interdisciplinary connections:</b>  Reading Standards for Literacy in History/Social Studies and Reading Standards for Literacy in Science and Technical Subjects can be accessed through the following link:<a href="https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf">https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf</a></p> <p><b>21<sup>st</sup> century themes:</b>  <b>9.1 21st-Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.  <a href="https://www.nj.gov/education/aps/cccs/career/">https://www.nj.gov/education/aps/cccs/career/</a></p> <p><b>College and Career Readiness:</b> Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <a href="https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf">https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf</a></p>	
<b>Content Standards: RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.6, RL 3.7, RL 3.9, RF 3.4, W 3.3, W3.4, W3.5, W3.8, W3.10, SL 3.2, SL 3.6, L 3.1, L 3.2, L 3.3, L 3.4 9.1 8.1</b>	
<b>Number</b>	<b>Standard for Mastery</b>
RL 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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.

RL 3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL 3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL 3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL 3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.
W 3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W 3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W 3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W 3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W 3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL 3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
SL 3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification
L 3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L 3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L 3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
L 3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies
9.1	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● <b>How does understanding a text’s structure help me better understand the meaning?</b></li> <li>● <b>How does fluency affect comprehension?</b></li> <li>● <b>How do readers construct meaning from text?</b></li> <li>● <b>How do good writers express themselves? How does process shape the writer’s product?</b></li> </ul> <ul style="list-style-type: none"> <li>● <b>How do writers develop a well written product?</b></li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● <b>Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.</b></li> <li>● <b>Fluent readers group words quickly to help them gain meaning from what they read.</b></li> <li>● <b>Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.</b></li> <li>● <b>Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</b></li> </ul> <ul style="list-style-type: none"> <li>● <b>Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</b></li> </ul>
<p><b>Unit Objectives</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● <b>The Writing Process</b> <ul style="list-style-type: none"> <li>○ Brainstorming</li> <li>○ Drafting</li> <li>○ Revising</li> <li>○ Publishing</li> <li>○ Editing</li> </ul> </li> <li>● <b>How to work cooperatively in groups</b></li> <li>● <b>How to write about their own ideas</b></li> <li>● <b>How to communicate in writing</b></li> <li>● <b>How to correctly use common spelling rules</b></li> </ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● <b>Listen for a variety of purposes</b></li> <li>● <b>Identify setting, characters, and plot in a story</b></li> <li>● <b>Retell a story in order listing the most important events</b></li> <li>● <b>Make and confirm predictions</b></li> <li>● <b>Determine what characters are like based on what they say and do</b></li> <li>● <b>Identify author’s purpose</b></li> <li>● <b>Read grade-level text with purpose and understanding</b></li> <li>● <b>Use context to confirm or self-correct word recognition and understanding, reading as necessary</b></li> <li>● <b>Determine meanings of unknown words using context clues</b></li> <li>● <b>Use syllable patterns to decode multisyllabic words</b></li> <li>● <b>Use new vocabulary learned from literature in classroom experience</b></li> <li>● <b>Generate ideas for writing through recalling experiences, listening to stories, reading, brainstorming, and discussion</b></li> <li>● <b>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</b></li> </ul>

	<ul style="list-style-type: none"> <li>● Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>● Use temporal words and phrases to signal event order.</li> <li>● Provide a sense of closure.</li> <li>● Use sensory details in their writing</li> <li>● Use sentence variety</li> <li>● Choose words and phrases for effect</li> <li>● Capitalize appropriate words in titles</li> <li>● Use punctuation correctly</li> <li>● Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences</li> <li>● Use dialogue effectively</li> <li>● Edit with a partner</li> </ul>
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<b>Formative Assessments:</b>	
<ul style="list-style-type: none"> <li>● Open Ended Questions</li> <li>● Weekly Tests</li> <li>● Writer’s Workshop</li> <li>● Class Discussion</li> <li>● Graphic Organizers</li> <li>● Reading Responses</li> <li>● Reading Log</li> <li>● Exit Slips</li> <li>● Kinesthetic Assessments</li> <li>● Running Records</li> <li>● Literature Circles</li> </ul>	<ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Cooperative Learning Groups</li> <li>● Teacher Conferences</li> <li>● Teacher Observation</li> <li>● Journals/Writer’s Notebook</li> <li>● Portfolio</li> <li>● Anecdotal Notes</li> <li>● Peer/Self Assessments</li> <li>● Whiteboard Assessments</li> <li>● Think-Pair-Share</li> <li>● Constructive Quizzes</li> </ul>
<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>● Portfolio Assessment piece</li> <li>● Unit Test</li> </ul>	

- Timed Writing Piece
- Timed Reading Piece
- District Benchmark and Interim Assessment
- Performance Assessments

**21st Century Life and Career Skills**

X	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
X	CRP9. Model integrity, ethical leadership and effective management.
X	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

<b>Special Education/IEP</b>	<b>504</b>
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides	Extended time for assignments Frequent breaks Sign agenda book daily Study guides

Small group instruction	Graphic organizers	
<b>ELL</b>	<b>Gifted &amp; Talented</b>	
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice	
<b>I&amp;RS/At Risk</b> Alternative Assessments Goal Setting with Students Homework Options Frequent Breaks Tests Read Alouds	Cooperative Learning Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product Flexible Grouping	
<p><b>Teacher Notes:</b></p> <ul style="list-style-type: none"> <li>● <b>Unit Objectives can be used as guides for your mini-lessons.</b></li> <li>● <b>Infuse various literary genres throughout this unit.</b></li> <li>● <b>Start a writing portfolio for each student. Include a narrative piece</b></li> </ul> <hr/> <p><b>The following foundational skills should be developed continuously throughout the year:</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● <b>Make use of schema</b></li> <li>● <b>Reread for clarification</b></li> <li>● <b>Seeking meaning of unknown vocabulary</b></li> <li>● <b>Make and revise predictions</b></li> <li>● <b>Draw conclusions</b></li> </ul>		

- **Make connections: text to text, text to self, text to world**

**Writing:**

- **Use written and oral English appropriate for various purposes and audiences**
- **Create and develop texts that include the following text features**
- **Development: the topic, theme, stand/perspective, argument or character is fully developed**
- **Organization: the text exhibits a discernible progressions of ideas**
- **Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice**
- **Word choice: the words are precise and vivid**
- **Create and develop texts that include the following language conventions**
- **Sentence formation: sentences are complete and varied in length and structure**
- **Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text**

## Unit Overview

**Content Area: Language Arts Literacy**

**Unit 2: Fiction/Nonfiction Reading and Explanatory Writing**

**Target Course/Grade Level: 3**

**Unit 2 Summary:** Fiction/Nonfiction Reading and Explanatory Writing

The focus of this unit will be nonfiction texts and their features. Nonfiction includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. However, fiction should still be infused throughout the unit. In writing, students will be able to explain their own point of view and create original works through explanatory writing.

## Learning Targets

**Content Standards: RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.6, RL 3.7, RI 3.1, RI 3.2, RI 3.3, RI 3.5, RI 3.7, RF 3.4, W 3.2, W 3.4, W 3.5, W 3.8, W 3.10, SL 3.2, SL 3.4, L 3.1, L3.2, L3.3, L 3.4, L3.6 9.1 8.1**

Number	Standard for Mastery
RL 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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.
RL 3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL 3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL 3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RI 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI 3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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.
RI 3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI 3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.
W 3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W 3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W 3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W 3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W 3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL 3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
SL 3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace
L 3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L 3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L 3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
L 3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies
L 3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
9.1	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How does understanding a text’s structure help me better understand the meaning?</li> <li>● How does fluency affect comprehension?</li> <li>● What do readers do when they do not understand everything in a text?</li> <li>● How do good writers express themselves? How does process shape the writer’s product?</li> <li>● How do writers develop a well written product?</li> <li>● Why does a writer choose a particular form of writing?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.</li> <li>● Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>● Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>● Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>● Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</li> <li>● A writer selects a form based on audience and purpose.</li> </ul>
<p><b>Unit Objectives</b></p> <p><i>Students will know...</i></p> <p><b>The Writing Process</b></p> <ul style="list-style-type: none"> <li>○ Brainstorming</li> <li>○ Drafting</li> <li>○ Revising</li> <li>○ Publishing</li> <li>○ Editing</li> </ul> <ul style="list-style-type: none"> <li>● Differences between fiction and nonfiction</li> <li>● Purposes for different types of Writing</li> <li>● How to work cooperatively in groups</li> </ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Listen for a variety of purposes</li> <li>● Identify setting, characters, and plot in a story</li> <li>● Retell a story in order listing the most important events</li> <li>● Make and confirm predictions</li> <li>● Determine what characters are like based on what they say and do</li> <li>● Identify nonfiction selections and their text structure</li> <li>● Read factual material more slowly and carefully than fiction</li> <li>● Summarize the most important details from a nonfiction text</li> <li>● Distinguish main idea and supporting details in expository text</li> <li>● Make inferences about texts, using text ideas, prior knowledge, and experience</li> <li>● Identify author’s purpose</li> <li>● Determine meanings of unknown words using context clues</li> <li>● Infer word meaning from taught roots, prefixes, and suffixes</li> <li>● Use syllable patterns to decode multisyllabic words</li> </ul>

<ul style="list-style-type: none"> <li>● <b>How punctuation helps people understand what they read and write</b></li> <li>● <b>How to communicate in writing</b></li> <li>● <b>How to use writing to inform others</b></li> <li>● <b>How to correctly use common spelling rules</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Use knowledge of word relationships to determine or clarify word meanings</b></li> <li>● <b>Use new vocabulary learned from texts in classroom experience</b></li> <li>● <b>Write an explanatory using linking words to connect ideas within categories of information</b></li> <li>● <b>Develop a topic with facts, definitions, and details</b></li> <li>● <b>Introduce a topic and group related information together; include illustrations when useful to aid in comprehension</b></li> <li>● <b>Use sentence variety</b></li> <li>● <b>Use dialogue effectively</b></li> <li>● <b>Provide a concluding statement or section</b></li> <li>● <b>Utilize resources to help spell words correctly</b></li> <li>● <b>Edit with a partner</b></li> </ul>
<b>Evidence of Learning</b>	
<b>Formative Assessments</b> See Unit 1	
<b>Summative Assessments</b> See Unit 1	
<b>Modifications (ELLs, Special Education, Gifted and Talented)</b> <ul style="list-style-type: none"> <li>● <b>Follow all IEP modifications/504 plan</b></li> <li>● See Unit 1</li> </ul>	
<b>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</b>	

**Teacher Notes:**

## Unit Overview

**Content Area: English Language Arts**

**Unit 3: Fiction/Informational Reading & Informative/Explanatory Writing**

**Target Course/Grade Level: 3**

**Unit Summary:** Fiction/Informational Reading & Informative/Explanatory Writing

During this unit, students will be reading Informational texts to become experts in topics they will then write about. Informational Texts includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. In writing the students will approach writing to share information in a way that readers will understand and learn. This type of writing presents facts clearly.

Continue to infuse Fiction, particularly Historical Fiction, throughout the unit.

**Primary interdisciplinary connections:**

Reading Standards for Literacy in History/Social Studies and Reading Standards for Literacy in Science and Technical Subjects can be accessed through the following link:<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

**21<sup>st</sup> century themes:**

**9.1 21<sup>st</sup>-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.<https://www.nj.gov/education/aps/cccs/career/>

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

## Learning Targets

**Content Standards:** RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.5, RL 3.6, RI 3.1, RI 3.2, RI 3.4, RI 3.5, RI 3.7, RI 3.8, RI 3.9, RF 3.4, W 3.2, W 3.4, W 3.5, W 3.7, W 3.8, W 3.10, SL 3.1, SL 3.2, SL 3.4, SL 3.6, L 3.1, L 3.2, L 3.3, L 3.4, L 3.6, 8.1, 8.2, 9.1, 9.4

Number	Standard for Mastery
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RL 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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.
RL 3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL 3.5	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
RL 3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RI 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI 3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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
RI 3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI 3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI 3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)
RI 3.9	Compare and contrast the most important points and key details presented in two texts on the same topic
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.
W 3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W 3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W 3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W 3.7	Conduct short research projects that build knowledge about a topic.

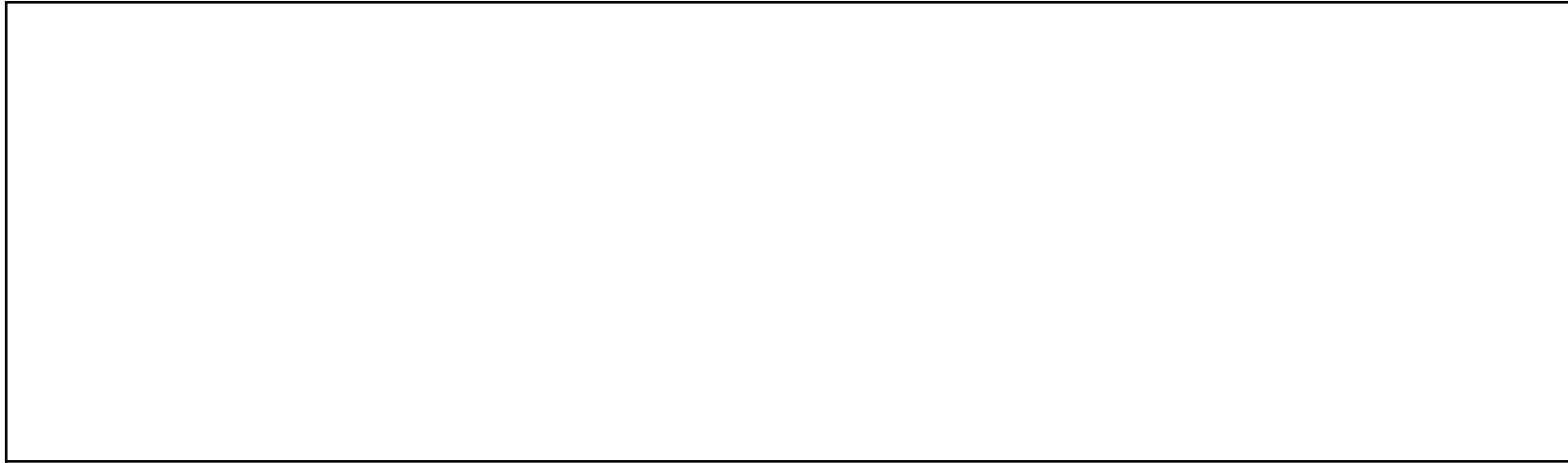
W 3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W 3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL 3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL 3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
SL 3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace
SL 3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification
L 3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L 3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L 3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
L 3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies
L 3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
8.2	All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
9.1	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.4	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● <b>How do readers construct meaning from text?</b></li> <li>● <b>How does fluency affect comprehension?</b></li> <li>● <b>What do readers do when they do not understand everything in a text?</b></li> <li>● <b>Why conduct research?</b></li> <li>● <b>How do writers develop a well written product?</b></li> <li>● <b>Why does a writer choose a particular form of writing?</b></li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● <b>Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make texts personally relevant and useful.</b></li> <li>● <b>Fluent readers group words quickly to help them gain meaning from what they read.</b></li> <li>● <b>Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</b></li> <li>● <b>Researchers gather and critique information on a topic from a variety of sources for specific purposes.</b></li> <li>● <b>Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</b></li> <li>● <b>A writer selects a form based on audience and purpose.</b></li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● <b>The Writing Process</b> <ul style="list-style-type: none"> <li>○ Brainstorming</li> <li>○ Drafting</li> <li>○ Revising</li> <li>○ Editing</li> <li>○ Publishing</li> </ul> </li> <li>● <b>Differences between fiction and nonfiction</b></li> <li>● <b>Purposes for different types of writing</b></li> <li>● <b>How to work cooperatively in groups</b></li> <li>● <b>How punctuation helps people understand what they read and write</b></li> <li>● <b>How to write informational piece keeping their audience in mind</b></li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● <b>Read a variety of nonfiction and fiction books and produce evidence of understanding</b></li> <li>● <b>Listen for a variety of purposes</b></li> <li>● <b>Identify setting, characters, and plot in a story</b></li> <li>● <b>Retell a story in order listing the most important events</b></li> <li>● <b>Make and confirm predictions</b></li> <li>● <b>Determine what characters are like based on what they say and do</b></li> <li>● <b>Identify nonfiction selections and their text structure</b></li> <li>● <b>Read factual material more slowly and carefully than fictional pieces to understand the difference</b></li> <li>● <b>Summarize the most important details from a nonfiction text</b></li> <li>● <b>Use a glossary or index to locate information in a text</b></li> <li>● <b>Distinguish main idea and supporting details in expository text</b></li> <li>● <b>Make inferences about texts, using text ideas, prior knowledge, and experience</b></li> <li>● <b>Draw conclusions from information and data gathered</b></li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Identify author’s purpose</b></li> <li>● <b>Determine meanings of unknown words using context clues</b></li> <li>● <b>Infer word meaning from taught roots, prefixes, and suffixes</b></li> <li>● <b>Use syllable patterns to decode multisyllabic words</b></li> <li>● <b>Use knowledge of word relationships to determine or clarify word meanings</b></li> <li>● <b>Use new vocabulary learned from texts in classroom experience</b></li> <li>● <b>Provide relevant text evidence when responding to an open ended question</b></li> <li>● <b>Write an explanatory using linking words to connect ideas within categories of information</b></li> <li>● <b>Develop a topic with facts, definitions, and details</b></li> <li>● <b>Introduce a topic and group related information together; include illustrations when useful to aid in comprehension</b></li> <li>● <b>Draw evidence from literary or information texts to support analysis, reflection, and research</b></li> <li>● <b>Reference resources, including technology, to locate information</b></li> <li>● <b>Vary sentence beginnings, and use long and short sentences to create sentence fluency, in longer texts use dialogue effectively</b></li> <li>● <b>Provide a concluding statement or section</b></li> <li>● <b>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words</b></li> <li>● <b>Utilize resources to help spell words correctly</b></li> <li>● <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</b></li> <li>● <b>Edit with a partner</b></li> </ul>
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<b>Evidence of Learning</b>
<b>Formative Assessments</b> See Unit 1
<b>Summative Assessments</b> See Unit 1
<b>Modifications (ELLs, Special Education, Gifted and Talented)</b> Follow all IEP modifications/504 plan
<b>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</b>
<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>● <b>Suggestions for Informational Writing</b> <ul style="list-style-type: none"> <li>○ <b>How-To Book</b></li> <li>○ <b>ABC Book</b></li> <li>○ <b>Animal Report</b></li> <li>○ <b>Biographies for Black History or Women’s History Month</b></li> <li>○ <b>Interview</b></li> <li>○ <b>Science Projects</b></li> </ul> </li> <li>● <b>Infuse various literary genres throughout this unit.</b></li> <li>● <b>Continue a writing portfolio for each student.</b></li> <li>● <b>Foundational skills—see unit 1</b></li> </ul>



<b>Unit Overview</b>
<b>Content Area: English Language Arts</b>
<b>Unit 4: Folktale/Legends/Myths Reading &amp; Speculative/Narrative Writing</b>
<b>Target Course/Grade Level: 3</b>

**Unit Summary:** Folktale/Legends/Myths Reading & Speculative/Narrative Writing

Students will discover the stories and traditions of cultures across the globe as they read folktales, legends, and myths by comparing and contrasting them. The speculative writing is a narrative story. The story the students write may be true or fictional. Students should describe a clear setting, develop character with vivid personality traits, and unfold a plot that includes a story problem, rising action, climax, and concludes with a solution.

**Primary interdisciplinary connections:**

Reading Standards for Literacy in History/Social Studies and Reading Standards for Literacy in Science and Technical Subjects can be accessed through the following link:<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

**21<sup>st</sup> century themes:**

**9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.<https://www.nj.gov/education/aps/cccs/career/>

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

**Learning Targets**

**Content Standards:** RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.7, RL 3.9, RF 3.3, RF 3.4, W 3.3, W 3.4, W 3.5, W 3.6, W 3.8, W 3.10, SL 3.1, SL 3.4, SL 3.5, L 3.1, L3.2, L3.3, L 3.4, L 3.5, 8.1, 8.2, 9.1, 9.4

Number	Standard for Mastery
RL 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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.
RL 3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL 3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL 3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
SL 3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly
SL 3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace
SL 3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details
RF 3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.
W 3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
W 3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W 3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W 3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others
W 3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W 3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
L 3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L 3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L 3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
L 3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies
L 3.6	Demonstrate understanding of figurative language, word relationships and nuances in word meanings

8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
8.2	All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
9.1	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.4	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.
<b>Unit Essential Questions</b>  <ul style="list-style-type: none"> <li>● How does understanding a text’s structure help me better understand its meaning?</li> <li>● How does fluency affect comprehension?</li> <li>● Why do readers need to pay attention to a writer’s choice of words?</li> <li>● How do writers develop a well written product?</li> <li>● How do rules of language affect communication?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>● Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.</li> <li>● Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>● Words powerfully affect meaning.</li> <li>● Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</li> <li>● Rules, conventions of language, help a reader understand what is being communicated.</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>● The Writing Process <ul style="list-style-type: none"> <li>○ Brainstorming</li> <li>○ Drafting</li> <li>○ Revising</li> <li>○ Editing</li> <li>○ Publishing</li> </ul> </li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>● Listen for a variety of purposes</li> <li>● Identify setting, characters, and plot in a story</li> <li>● Identify chronological order of events in a selection by using time order words and other unstated clues</li> <li>● Identify the conflict or problem and its resolution in a work of literature</li> <li>● Make, confirm, and revise predictions</li> </ul>

<ul style="list-style-type: none"> <li>● Characteristics of genres</li> <li>● Purposes for different types of writing</li> <li>● Characteristics of a strong narrative piece</li> <li>● How to work cooperatively in groups</li> <li>● How punctuation helps people understand what they read and write</li> </ul>	<ul style="list-style-type: none"> <li>● Understand that creating mental images while reading can help a reader understand characters and story events</li> <li>● Compare and contrast story plots, characters, settings, and themes</li> <li>● Determine what characters are like based on what they say and do</li> <li>● Identify cause and effect relationships in a literary text and use them to understand plot development</li> <li>● Identify author’s purpose</li> <li>● Identify author’s message/theme using text evidence</li> <li>● Recognize an author’s use of figurative language</li> <li>● Determine meanings of unknown words using context clues</li> <li>● Infer word meaning from taught roots, prefixes, and suffixes</li> <li>● Use syllable patterns to decode multisyllabic words</li> <li>● Use knowledge of word relationships to determine or clarify word meanings</li> <li>● Use new vocabulary learned from texts in classroom experience</li> <li>● Provide relevant text evidence when responding to an open ended question</li> <li>● Use graphic organizers to assist with planning writing</li> <li>● Write a narrative piece based on personal experiences</li> <li>● Develop strong introductions that grab readers’ attention</li> <li>● Include a conclusion where the main character has learned a lesson</li> <li>● Write the events of a narrative sequentially</li> <li>● Develop author’s voice in their own writing</li> <li>● Include sensory details</li> <li>● Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts</li> <li>● Use dialogue effectively</li> <li>● Form and use regular and irregular plural nouns</li> <li>● Ensure subject-verb and pronoun-antecedent agreement</li> <li>● Form and use regular and irregular verbs</li> <li>● Produce simple, compound, and complex sentences</li> <li>● Use commas and quotation marks in dialogue</li> <li>● Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words</li> <li>● Utilize resources to help spell words correctly</li> </ul>
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	<ul style="list-style-type: none"> <li>● <b>Demonstrate command of the conventions of standard english capitalization, punctuation, and spelling when writing</b></li> <li>● <b>Edit with a partner</b></li> </ul>
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<b>Evidence of Learning</b>
<b>Formative Assessments</b> See Unit 1
<b>Summative Assessments</b> See Unit 1
<b>Modifications (ELLs, Special Education, Gifted and Talented)</b> Follow all IEP modifications/504 plan See Unit 1
<b>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</b>          
<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>● <b>These genres lend themselves to Reader’s Theater</b></li> <li>● <b>This would be a good opportunity to celebrate different cultures within your classroom.</b></li> </ul>

- **Infuse various literary genres throughout this unit.**
- **Continue a writing portfolio for each student.**
- **Foundational Skills—see unit 1**

### Unit Overview

**Content Area: English Language Arts**

**Unit 5:** Fiction/Nonfiction Reading & Narrative/Poetry Prompt Writing

**Target Course/Grade Level: 3**

**Unit Summary:** Fiction/Nonfiction Reading & Narrative/Poetry Prompt Writing

The focus of this reading unit is fiction. You may choose either to focus on mysteries or fantasy/fairy tales. Poetry includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem. The poem-linked prompt asks students to explore

an idea from the poem and to relate the idea to their experience and or/understanding in a sustained text. The poem prompt uses such words as describe, explain, and analyze in order to encourage students to develop their ideas more fully.

**Primary interdisciplinary connections:**

Reading Standards for Literacy in History/Social Studies and Reading Standards for Literacy in Science and Technical Subjects can be accessed through the following link:<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

**21<sup>st</sup> century themes:**

**9.1 21<sup>st</sup>-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.  
<https://www.nj.gov/education/aps/cccs/career/>

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

**Content Standards: RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.5, RL 3.6, RL 3.7, RL 3.9, RI 3.1, RI 3.2, RI 3.4, RI 3.5, RI 3.7, RF 3.3, RF 3.4, W 3.3, W 3.4, W 3.5, W 3.6, W 3.10, SL 3.2, SL 3.3, SL 3.4, SL 3.5, L 3.1, L 3.2, L 3.3, L 3.5 , 9.1, 9.4, 8.1, 8.2**

Number	Common Core Standard for Mastery
RL 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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.
RL 3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL 3.5	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

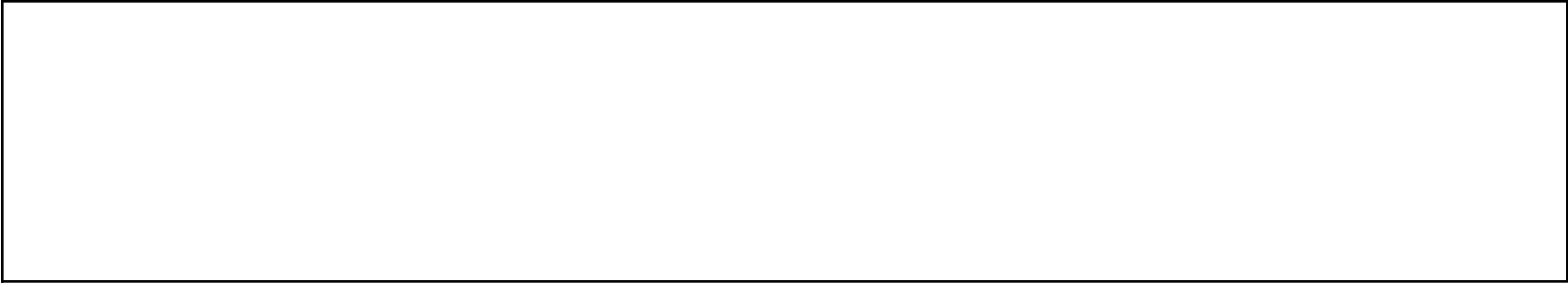
RL 3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL 3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL 3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RI 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI 3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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
RI 3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI 3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RF3.3	Know and apply grade-level phonics and word analysis skills in decoding words
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.
W 3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W 3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W 3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others
W 3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL 3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
SL 3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail

SL 3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace
SL 3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details
L 3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
<b>L 3.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L 3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
L 3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings
9.1	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.4	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
8.2	All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How does understanding a text’s structure help me better understand its meaning?</li> <li>● Why do readers need to pay attention to a writer’s choice of words?</li> <li>● How does fluency affect comprehension?</li> <li>● How do readers construct meaning from text?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>● Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.</li> <li>● Words powerfully affect meaning.</li> <li>● Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>● Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>● A writer selects a form based on audience and purpose.</li> </ul>

<ul style="list-style-type: none"> <li>● Why does a writer choose a particular form of writing?</li> <li>● How do rules of language affect communication?</li> </ul>	<ul style="list-style-type: none"> <li>● Rules, conventions of language, help the reader understand what is being communicated.</li> </ul>
<p><b>Unit Objectives</b> Students will know...</p> <ul style="list-style-type: none"> <li>● <b>The Writing Process</b> <ul style="list-style-type: none"> <li>○ <i>Brainstorming</i></li> <li>○ <i>Drafting</i></li> <li>○ <i>Revising</i></li> <li>○ <i>Editing</i></li> <li>○ <i>Publishing</i></li> </ul> </li> <li>● <i>Purposes for different types of Writing</i></li> <li>● <i>How to work cooperatively in groups</i></li> <li>● <i>How punctuation helps people understand what they read and write</i></li> <li>● <i>How to correctly use common spelling rules</i></li> <li>● <i>How to communicate with writing</i></li> </ul>	<p><b>Unit Objectives</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>● <i>Read a variety of nonfiction and fiction books and produce evidence of understanding</i></li> <li>● <i>Recognize a purpose for reading</i></li> <li>● <i>Listen for a variety of purposes</i></li> <li>● <i>Identify setting, characters, and plot in a story</i></li> <li>● <i>Identify chronological order of events in a selection by using time order words and other unstated clues</i></li> <li>● <i>Make and confirm predictions</i></li> <li>● <i>Determine what characters are like based on what they say and do</i></li> <li>● <i>Interpret figurative language</i></li> <li>● <i>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</i></li> <li>● <i>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</i></li> <li>● <i>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</i></li> <li>● <i>Use reading strategies (e.g., questioning, clarifying, predicting)</i></li> <li>● <i>Identify Nonfiction selections and their text structure</i></li> <li>● <i>Read factual material more slowly and carefully than fiction</i></li> <li>● <i>Summarize the most important details from a nonfiction text</i></li> <li>● <i>Make judgments, form opinions, and draw conclusions from the text</i></li> <li>● <i>Identify a stated and unstated Main Idea and supporting details</i></li> <li>● <i>Make inferences about texts, using text ideas, prior knowledge, and experience</i></li> <li>● <i>Draw conclusions from information and data gathered</i></li> <li>● <i>Identify Author’s Purpose</i></li> <li>● <i>Determine meanings of unknown words using Context Clues</i></li> <li>● <i>Infer word meaning from taught roots, prefixes, and suffixes</i></li> <li>● <i>Use syllable patterns to decode multisyllabic words</i></li> </ul>

- *Use knowledge of word relationships to determine or clarify word meanings*
- *Use new vocabulary learned from texts in classroom experience*
- *Provide relevant text evidence when responding to an Open Ended question*
- *Write a narrative piece based on personal experiences*
- *Develop strong introductions that grab readers' attention*
- *Include a conclusion where the main character has learned a lesson*
- *Write the events of a narrative sequentially*
- *Develop author's voice in their own writing*
- *Include similes and metaphors in their Narrative piece*
- *Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts Use dialogue effectively*
- *Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words*
- *Utilize resources to help spell words correctly*
- *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing*
- *Edit with a partner*

<b>Evidence of Learning</b>
<b>Formative Assessments</b> See Unit 1
<b>Modifications (ELLs, Special Education, Gifted and Talented)</b> <b>Follow all IEP's and 504 modifications</b> See Unit 1
<b>Summative Assessments</b> See Unit 1
<b>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</b>
<b>Teacher Notes:</b> <ul style="list-style-type: none"><li>● <b>Unit Objectives can be used as guides for your mini-lessons.</b></li><li>● <b>Invite "Mystery Readers" into your classroom and give clues to the students to see if they can guess who the reader will be.</b></li><li>● <b>Infuse various literary genres throughout this unit.</b></li><li>● <b>Continue a writing portfolio for each student.</b></li></ul>



## Unit Overview

**Content Area: English Language Arts**

**Unit 6: Nonfiction/Fiction Reading & Opinion Piece/Persuasive Writing**

**Target Course/Grade Level: 3**

**Unit Summary:** Nonfiction/Fiction Reading & Opinion Piece/Persuasive Writing

The focus of the reading will be nonfiction as students gather information to support their Opinion/Persuasive piece. Continue to infuse Fiction reading throughout the unit. Persuasive writing requires students to state their point of view on a given controversy or topic related to self, school/community, or social situations.

**Primary interdisciplinary connections:**

Reading Standards for Literacy in History/Social Studies and Reading Standards for Literacy in Science and Technical Subjects can be accessed through the following link:<https://www.nj.gov/education/cccs/2020/2020%20NJSLSSS.pdf>

**21<sup>st</sup> century themes:**

**9.1 21<sup>st</sup>-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.<https://www.nj.gov/education/aps/cccs/career/>

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <https://www.nj.gov/education/cccs/2020/2020%20NJSLSCCLKS.pdf>

**Content Standards: RL 3.1, RL 3.4, RL 3.5, RL 3.6, RL 3.7, RL 3.9, RL 3.10, RI 3.1, RI 3.2, RI 3.3, RI 3.4, RI 3.5, RI 3.6, RI 3.7, RI 3.8, RI 3.9, RI 3.10, RF 3.3, RF 3.4, W 3.1, W 3.4, W 3.5, W 3.6, W 3.10, SL 3.2, SL 3.3, SL 3.4, L 3.1, L 3.2, L 3.3, L 3.4, 9.1, 9.4, 8.1, 8.2**

Number	Common Core Standard for Mastery
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RL 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL 3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL 3.5	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
RL 3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL 3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL 3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RL 3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently
RI 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI 3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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
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
RI 3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI 3.6	Distinguish their own point of view from that of the author of a text.
RI 3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI 3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)
RI 3.9	Compare and contrast the most important points and key details presented in two texts on the same topic
RI 3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

RF3.3	Know and apply grade-level phonics and word analysis skills in decoding words
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.
W 3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W 3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W 3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others
W 3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL 3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
SL 3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail
SL 3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace
L 3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L 3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L 3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
L 3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies
9.1	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.4	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
8.2	All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● Why do readers need to pay attention to a writer’s choice of words?</li> <li>● How does fluency affect comprehension?</li> <li>● How do readers construct meaning from text?</li> <li>● Why does a writer choose a particular form of writing?</li> <li>● How do rules of language affect communication?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Words powerfully affect meaning.</li> <li>● Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>● Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>● A writer selects a form based on audience and purpose.</li> <li>● Rules, conventions of language, help the reader understand what is being communicated.</li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The Writing Process <ul style="list-style-type: none"> <li>○ Brainstorming</li> <li>○ Drafting</li> <li>○ Revising</li> <li>○ Editing</li> <li>○ Publishing</li> </ul> </li> <li>● How to work cooperatively in groups</li> <li>● Purposes for different types of Writing</li> <li>● How punctuation helps people understand what they read and write</li> <li>● The importance of word choice when writing an opinion/persuasive piece</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Read a variety of nonfiction and fiction books and produce evidence of understanding</li> <li>● Recognize a purpose for reading</li> <li>● Listen for a variety of purposes</li> <li>● Identify setting, characters, and plot in a story</li> <li>● Identify chronological order of events in a selection by using time order words and other unstated clues</li> <li>● Make and confirm predictions</li> <li>● Use reading strategies (e.g., questioning, clarifying, predicting)</li> <li>● Summarize the most important details from a nonfiction text</li> <li>● Make judgments, form opinions, and draw conclusions from the text</li> <li>● Make inferences about texts, using text ideas, prior knowledge, and experience</li> <li>● Classify arguments as either fact or opinion</li> <li>● Draw conclusions from information and data gathered</li> <li>● Identify author’s purpose</li> </ul>

<ul style="list-style-type: none"> <li>● The importance of audience when writing an opinion/persuasive piece</li> <li>● When reading it is important to read fluently in order to fully comprehend the story</li> <li>● How to write three persuasive reasons in their letter</li> <li>● How to create their own web for pre-writing</li> </ul>	<ul style="list-style-type: none"> <li>● Identify Point of View and how that affects the information presented to the reader</li> <li>● Determine meanings of unknown words using context clues</li> <li>● Use knowledge of word relationships to determine or clarify word meanings</li> <li>● Use new vocabulary learned from texts in classroom experience</li> <li>● Provide relevant text evidence when responding to an open-ended question</li> <li>● Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>● Provide reasons that support the opinion.</li> <li>● Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>● Provide a concluding statement or section</li> <li>● Develop strong introductions that grab readers' attention</li> <li>● Develop author's voice in their own writing</li> <li>● Choose words and phrases for effect</li> <li>● Form and use possessives</li> <li>● Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words</li> <li>● Utilize resources to help spell words correctly</li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</li> <li>● Edit with a partner</li> </ul>
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<p><b>Formative Assessments</b> See Unit 1</p>
<p><b>Summative Assessments</b></p>

See Unit 1

**Modifications (ELLs, Special Education, Gifted and Talented)**

- Follow all IEP modifications/504 plan

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

**Teacher Notes:**

- Unit Objectives can be used as guides for your mini-lessons.
- Continue a writing portfolio for each student.

The following foundational skills should be developed continuously throughout the year:

**Reading:**

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

**Writing:**

- Use written and oral English appropriate for various purposes and audiences
- Create and develop texts that include the following text features
- Development: the topic, theme, stand/perspective, argument or character is fully developed
- Organization: the text exhibits a discernible progressions of ideas

- **Style:** the writer demonstrates a quality of imagination, individuality, and a distinctive voice
- **Word choice:** the words are precise and vivid
- **Create and develop texts that include the following language conventions**
- **Sentence formation:** sentences are complete and varied in length and structure
- **Conventions:** appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text