



ESL
SCIENCE
BUSINESS
BILINGUAL
PRESCHOOL
MATHEMATICS
LIBRARY MEDIA
SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Course: English Language Arts

Grade Level: 3

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

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Subject/Course Title:
**English Language Arts
Grade 3**

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RAHWAY PUBLIC SCHOOLS CURRICULUM

English Language Arts: Reading Grade 3

PACING GUIDE

Unit	Title	Pacing
1	Exploring Literary and Informational Texts Through Critical Analysis	8 weeks
2	Analyzing Text Structure and Purpose	9 weeks
3	Exploring the Depths of Texts: Understanding Structure, Features, and Connections	10 weeks
4	Digital Storytelling: Exploring Literary and Informational Texts to Develop Comprehension and Critical Thinking Skills	7 weeks

English Language Arts: Writing Grade 3

PACING GUIDE

Unit	Title	Pacing
1	Crafting Compelling Narratives: A Journey into Storytelling	8 weeks
2	Exploring Different Types of Tasks: Writing to Analyze Informational and Literary Texts	10 weeks
3	Exploring and Explaining: Writing to Analyze and Convey Literary and Informational Insights	10 weeks
4	Expressing Our Opinions: Writing to Persuade	7 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes.

- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT 1 OVERVIEW

Content Area: English Language Arts: **Reading**

Unit Title: Exploring Literary and Informational Texts Through Critical Analysis

Target Course/Grade Level: 3

Unit Summary: In this unit, third-grade students will embark on an enriching journey of exploring literary and informational texts through critical analysis, aligning with NJSL standards. Through a variety of engaging activities and strategies, students will deepen their comprehension and critical thinking skills across genres. They will learn to ask and answer questions about texts while citing specific evidence to support their interpretations. Furthermore, students will recount key details from texts orally and in writing, explaining how they support the main idea or theme. Additionally, students will analyze the development of characters, the evolution of ideas, and the relationships between elements in the text. By integrating mentor texts, graphic organizers, collaborative discussions, and writing activities, this unit will empower students to engage critically with texts, fostering a lifelong love of reading and equipping them with essential skills for academic success.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

Students will demonstrate understanding of vocabulary development through:

Phonics and Word Recognition

- **L.RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllable words.
 - Read grade-appropriate irregularly spelled words.
 - Analyze the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

- **L.RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Spelling

- **L.WF.3.2.** Demonstrate command of the conventions of encoding and spelling.
 - Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
 - Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
 - Identify language of word origin, as noted in dictionaries.
 - Spell singular and plural possessives (teacher's; teachers')
 - Change y to i (cried) in words with suffixes, when required
 - Spell regular two- and three-syllable words that:
 - i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, Consonant-le.
 - ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
 - Spell common words in English, including regular and irregular forms.

Sentence Composition (Grammar, Syntax, and Punctuation)

- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
 - Capitalize appropriate words in titles.
 - Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
 - Use appropriate pronouns with clear referents.
 - Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
 - Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
 - Paraphrase a main idea or event in order to vary sentence structure and word use.
 - Organize ideas into paragraphs with main ideas and supporting details.
- **L.KL.3.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - Choose words and phrases for effect.
 - Recognize and observe differences between the conventions of spoken and written English.

- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

- **L.VI.3.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

READING:

- **RL.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers

- **RL.CI.3.2.** Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

- **RL.IT.3.3.** Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

- **RI.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

- **RI.CI.3.2.** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

- **RI.IT.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.

WRITING:

- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly.
 - B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
 - C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
 - E. Provide a conclusion related to the information or explanation presented.

- **W.NW.3.3.** Write narratives to develop real or imagined experiences or events with basic story elements.
 - A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events.
 - E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

- **W.WP.3.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - A. Identify audience, purpose, and intended length of composition before writing.
 - B. Consider writing as a process, including self-evaluation, revision and editing.
 - C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

- **W.WR.3.5.** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

- **W.SE.3.6.** Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

SPEAKING AND LISTENING:

- **SL.PE.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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- **SL.II.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.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
 - **SL.PI.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.UM.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
 - **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
 - Students can explore historical events and their significance, analyzing cause-and-effect relationships and describing how events unfold over time.

- Students can examine how historical events or scientific concepts impact society and citizenship, fostering an understanding of civic responsibilities and engagement.

Science:

- **3-ESS2-1:** Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
 - Students can read informational texts about seasonal weather patterns and analyze key details to determine the main idea of the text. They can then represent data about typical weather conditions during different seasons using tables and graphs.

Mathematics:

- **3.MD.4:** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
 - Students can read informational texts about real-world phenomena or processes involving measurement. They can determine the main idea of the text and recount key details, then collect measurement data related to the topic using rulers marked with halves and fourths of an inch. Finally, they can represent this data using line plots, demonstrating their understanding of both ELA and math concepts.

Arts (Visual Arts, Performing Arts):

- **1.2.5.Cr1a:** Generate ideas for media artwork, using a variety of tools, methods and/or materials.
 - Students can create visual representations of characters, events, or concepts from literature or informational texts, demonstrating their understanding through artistic expression.
 - Students can engage in dramatic interpretations or performances based on literary works, bringing characters and stories to life through acting or storytelling.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.
 - Students can use digital tools to research, analyze, and present information from literary or informational texts, developing skills in digital literacy and communication.

Unit Understandings:

Students will understand that...

- characters, settings, and events in literary texts are intricately connected, and analyzing their development can reveal deeper meanings and themes within the story.
- recounting key details from a literary text orally and in writing helps uncover the central themes and messages conveyed by the author, fostering a deeper understanding of the text as a whole.
- individual characters' traits, motivations, and emotions play a significant role in shaping the plot of a story, and analyzing their actions can provide insight into the character's development and contribute to the overall narrative.
- the structure of informational texts influences how information is presented and organized, and analyzing this structure helps to discern main ideas, central themes, and supporting details, leading to a deeper comprehension of the text.

- recounting key details from an informational text orally and in writing allows them to identify the main idea or central theme of a text, as well as the author's purpose and perspective in conveying information to the reader.
- central ideas or concepts in informational texts are developed through the presentation of supporting evidence and details, and tracing this development helps to clarify the author's intended message and deepen understanding of the topic.

Unit Essential Questions:

- How do we establish effective routines and procedures to maximize our learning?
- How can asking and answering questions about a story, while citing specific evidence from the text, help us better grasp its meaning and make connections within the story?
- How do key details from a text, when recounted orally or in writing, contribute to our understanding of the theme, especially in literary works like fables, folktales, and myths from various cultures?
- How do a character's traits, motivations, and emotions evolve throughout a story, and how do their actions shape the storyline?
- How does asking and answering questions about a nonfiction text, while using evidence from the text, help us understand it better and make connections?
- How do the main details from a multi-paragraph informational text, when recounted verbally or in writing, help to reinforce the main idea of the text?
- How do historical events, scientific concepts, or technical procedures in a text interconnect, and how does the use of time, sequence, and cause/effect language help to illustrate their relationships?

Knowledge and Skills:

Students will know...

- how to identify and analyze characters, settings, and events in literary texts.
- the importance of recognizing how these elements contribute to the overall meaning and theme of the story.
- the significance of key details in a literary text.
- how to recount key details orally and in writing.
- the importance of supporting the theme of a text with specific evidence from the text.
- the characteristics of individual characters, including their traits, motivations, and feelings.
- the role of characters' actions in shaping the plot of a story.
- how to analyze the structure of informational texts.
- the organization of ideas within informational texts.
- the importance of discerning main ideas, central themes, and key details in informational texts.
- the significance of key details in an informational text.
- how to recount key details orally and in writing.
- the importance of supporting the main idea or central theme with specific evidence from the text.
- the central ideas or concepts presented in informational texts.
- the role of supporting evidence and details in developing these central ideas.

Students will be able to...

- ask thoughtful questions about a story to deepen their understanding and engage with the text on a deeper level.

- identify and cite specific evidence from the text to support their answers to questions, enhancing their ability to analyze and interpret literary texts.
- make connections within the story, between different parts of the text, and to their own experiences or prior knowledge, fostering comprehension and critical thinking skills.
- explain how these elements contribute to the development of the theme.
- identify key details within a text, focusing on elements such as characters, events, and settings that contribute to the overall theme.
- articulate the underlying message or moral of a literary work, drawing connections between key details and the overarching theme.
- summarize and retell key details from a text orally, emphasizing clarity, coherence, and relevance to the theme.
- write summaries that include key details from a text, demonstrating an understanding of how these details support the theme and using appropriate language and organization.
- analyze characters in a text by identifying their traits, motivations, and emotions, and tracing how these aspects evolve over the course of the story.
- develop the ability to examine how characters' actions influence the development of the plot, including how their decisions and behaviors drive the storyline forward.
- practice making inferences and drawing conclusions about characters' traits, motivations, and emotions based on textual evidence, supporting their interpretations with examples from the text.
- engage in critical thinking by considering the connections between characters' development and the overall themes and messages of the text, evaluating the significance of their actions within the context of the story.
- ask and answer questions about nonfiction texts.
- make relevant connections to demonstrate understanding.
- identify the structure and organization of informational texts.
- refer explicitly to textual evidence as the basis for answers.
- analyze main ideas, central themes, and key details.
- determine the author's purpose and perspective.
- identify the most important information or key details within a multi-paragraph informational text.
- develop their oral communication skills by recounting the key details from the text in spoken form.
- summarize the information concisely and clearly, focusing on the most relevant points that support the main idea.
- strengthen their written communication skills by recounting the key details in written form through summaries or explanations that effectively convey how the selected details contribute to the overall main idea of the text.
- engage in textual analysis to understand how specific details serve to support the main idea.
- exercise critical thinking skills as they consider the relationship between the key details and the main idea by analyzing the information critically, discerning patterns, connections, or causal relationships that reinforce the central concept of the text.
- develop the ability to read and analyze complex texts containing historical events, scientific ideas, or technical procedures
- identify the sequence of events or steps presented in an informational text.
- describe the development of central ideas or concepts in an informational text.
- trace how supporting evidence and details contribute to the overall understanding of the topic.
- explain the author's purpose and intended message.
- gain proficiency in understanding and using language related to time, sequence, and cause/effect.
- describe the relationships between different elements presented in the text such as how historical events, scientific concepts, or technical procedures are interconnected and influence each other.

- engage in critical thinking as they analyze the relationships between the series of events, ideas, or steps presented in the text.
- effectively describe the relationships between historical events, scientific ideas, or technical procedures using appropriate language, both orally and in writing.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Summative:

- End of Unit 1 Common Assessment
- End of Unit 1 Common Assessment (Spanish Version)
- End of Unit iReady Assessment for Fiction Standards
- End of Unit iReady Assessment for Nonfiction Standards

Formative:

- Exit Tickets
- Graphic Organizers
- Think-Pair-Share
- Open-Ended Constructed Responses
- Summarizations
- Venn Diagrams
- Class Discussions
- Text Evidence
- Evidence-Based Answers
- Teacher Observations
- Self-Evaluations
- Peer Evaluations
- Student Oral Responses
- Written Feedback
- Conferencing Checklist
- White-Board Check-ins
- Anecdotal Records
- Running Records
- Quizzes

RL.CR.3.1.

- i-Ready Standards Mastery-Ask & Answer Questions About Stories Grade 3 Form A (Assigning Standards Mastery Directions)
- Game On!-from CommonLit (Paired Source 1)
- Cyber-Parents-from CommonLit (Paired Source 2)

RL.CI.3.2.

- i-Ready Standards Mastery-Recount Stories and Determine Central Message Grade 3 Form A (Assigning Standards Mastery Directions)
- CommonLit Targeted Lesson-Identifying Theme and Summarizing with "As Good As You"

RL.IT.3.3.

- i-Ready Standards Mastery-Describe Characters Grade 3 Form A (Assigning Standards Mastery Directions)
- CommonLit Targeted Lesson-Analyzing Character Change with "The Retake"

RI.CR.3.1.

- i-Ready Standards Mastery-Ask & Answer Questions Grade 3 Form A (Assigning Standards Mastery Directions)
- CommonLit Targeted Lesson-Finding the Best Evidence with "What would it feel like to touch a cloud?"

RI.CI.3.2.

- i-Ready Standards Mastery-Main Idea & Key Details Form A (Assigning Standards Mastery Directions)
- CommonLit Targeted Lesson-"What is a Space Walk"?

RI.IT.3.3.

- i-Ready Standards Mastery (Assigning Standards Mastery Directions)
- CommonLit Targeted Lesson-Cause and Effect: "Ladybug Law"

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation:

- **Literary Analysis Stations:** Set up stations around the classroom with excerpts from different texts. Students rotate through the stations, reading the excerpts and identifying explicit details, making inferences, and discussing connections to other texts or personal experiences
- **Theme Exploration:** Have students read a short story or novel and identify the theme. Then, have them create a visual representation (poster, collage, etc.) that represents the theme and present it to the class
- **Character Analysis Graphic Organizer:** Provide students with a graphic organizer to analyze a character from a story. They should identify traits, motivations, and actions, and then use textual evidence to support their analysis
- **Non-Fiction Text Analysis:** Provide students with a nonfiction article and have them identify the author's purpose and main idea. They should then write a brief summary and discuss how the author uses evidence to support their main idea
- **Text Feature Scavenger Hunt:** Give students a non-fiction text and have them search for specific text features (headings, captions, diagrams, etc.). Students should then explain how these features help them understand the text better
- **Historical Event Analysis:** Have students read a historical text or primary source document about a specific event. They should analyze the impact of individuals and events throughout the course of the text, explaining what happened and why based on evidence in the text.

- **Vary Text Complexity:** Offer a range of reading materials with different levels of difficulty to match individual reading abilities. Utilize audiobooks or read-alouds for complex texts.
- **Provide Scaffolds and Supports:** Before tackling challenging texts, introduce key vocabulary or concepts through graphic organizers, visuals, or pre-reading activities.
- **Tiered Assignments:** Design assignments with varying levels of complexity. Students can choose tasks that match their current skill level or collaborate on projects with different components.
- **Choice Boards:** Offer students a selection of activities related to the same concept, allowing them to choose tasks that appeal to their interests or learning styles (e.g., creating a comic strip, writing a poem, building a model).

Process Differentiation:

- **Tiered Reading Groups:** Create tiered reading groups based on student readiness. Each group reads a different text at an appropriate reading level but focuses on the same skill or standard (e.g., identifying explicit details, determining themes)
- **Socratic Seminars:** Organize Socratic Seminars where students discuss open-ended questions related to a text. Provide different levels of questioning based on student readiness
- **Literature Circles:** Divide students into literature circles where they read and discuss a text together. Each group focuses on a different aspect of the text (e.g., characters, themes) and presents their findings to the class
- **Tiered Graphic Organizers:** Provide graphic organizers with different levels of structure and prompts to support students who need more guidance or those who benefit from independent organization.
- **Differentiated Grouping:** Form flexible groups based on student needs for specific activities. This allows for peer collaboration, scaffolding, and differentiated instruction within the groups.
- **Choice of Learning Tools:** Offer students options for how they take notes, complete assignments, and demonstrate understanding (e.g., mind maps, digital presentations, written reports).
- **Guided Reading:** Engage in small group instruction tailored to student reading levels. Through selected texts and targeted questioning, practice reading strategies in a supportive environment. Flexible grouping ensures personalized instruction, building confidence and independence.
- **Daily 5:** Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring. (Read to self, work on writing, read to someone, word study, and listen to reading)
- **Daily 3:** Support students to read independently, collaborate with peers, and engage in word work. This approach fosters essential skills at their own pace, nurturing a love for reading and learning.
- **Pair Share:** Engage students to work together in pairs to discuss and share their thoughts, ideas, or responses to a question or prompt.
- **Small Group Instruction:** Work with students in a small group to differentiate instruction based on students' abilities and provide an opportunity for more personalized attention and support. Small group instruction is often used to reinforce concepts, provide additional practice, or introduce new material in a more interactive and focused setting than whole-class instruction.
- **Multiple Learning Strategies:** Incorporate various learning activities like discussions, small group work, independent research projects, kinesthetic activities, or technology integration to cater to different learning styles (auditory, visual, kinesthetic).
- **Tiered Graphic Organizers:** Provide graphic organizers with different levels of structure and prompts to support students who need more guidance or those who benefit from independent organization.
- **Differentiated Grouping:** Form flexible groups based on student needs for specific activities. This allows for peer collaboration, scaffolding, and differentiated instruction within the groups.

- **Choice of Learning Tools:** Offer students options for how they take notes, complete assignments, and demonstrate understanding (e.g., mind maps, digital presentations, written reports).

Product Differentiation:

- **Alternative Assessments:** Allow students to choose from a variety of assessment options to demonstrate their understanding of a text or concept. Options can include written essays, presentations, creative projects, or multimedia projects
- **Literary Analysis Essay:** Have students write a literary analysis essay focusing on a specific aspect of a text (e.g., theme, character development). Provide support and guidance based on individual student needs
- **Digital Storytelling:** Have students create a digital storytelling project where they retell a story or explain a concept using digital media. This allows for creativity and differentiation in the final product
- **Open-Ended Tasks:** Instead of one-size-fits-all questions, design open-ended tasks that allow students to demonstrate their understanding at their own level and express their creativity.
- **Differentiated Rubrics:** Utilize rubrics with clear criteria tailored to different levels of complexity within an assignment. This provides clear expectations and promotes growth for all learners.
- **Multiple Assessment Options:** Provide students with various ways to showcase their learning, such as presentations, written essays, creative projects (poems, songs, artwork), or multimedia presentations.
- **Open-Ended Tasks:** Instead of one-size-fits-all questions, design open-ended tasks that allow students to demonstrate their understanding at their own level and express their creativity.
- **Differentiated Rubrics:** Utilize rubrics with clear criteria tailored to different levels of complexity within an assignment. This provides clear expectations and promotes growth for all learners.

Additional Differentiation:

- **Interest Integration:** Whenever possible, connect lesson topics to students' interests to enhance engagement and motivation.
- **Technology Integration:** Utilize educational technology tools like online quizzes, graphic organizers apps, or digital storytelling platforms to support learning and cater to diverse needs.
- **Student Choice and Voice:** Empower students to participate in the learning process by offering choices and opportunities to share their insights and preferred learning methods.

RESOURCES

Teacher Resources:

- Grade 3 Unit 1 Reading Pacing Guide
- Ready Teacher Resource Book
- ELL Strategy Library
- District Writing Rubrics
- Daily 5 Padlet
-

RL.CR.3.1.

Mentor Texts:

- "The True Story of the Three Little Pigs" by Jon Scieszka Read Aloud
- "The Giving Tree" by Shel Silverstein Read Aloud
- "Where the Wild Things Are" by Maurice Sendak Read Aloud
- "The Snowy Day" by Ezra Jack Keats Read Aloud

Resources:

- Reading Think Aloud Anchor Chart
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Charlotte's Web-Connecting to RL.CR.3.1.
- Types of Questions/QAR Strategy Anchor Chart
- Questioning Stems (Fiction)
- Reading Comprehension Question Stem Cards for Fiction
- BHH Reading Strategy Anchor Chart
- THH Reading with Fiction Graphic Organizer
- How to Write a Level 3 Post-it
- Socratic Seminar Guidelines
- Text Evidence Response Stems
- Making Connections Anchor Charts
- Making Connections (for student notebook)
- Literature Circles
- Close Reading Anchor Chart
- Annotating Text (Fiction)
- Constructed Response-RACES
- Constructed Response Rubric
- Textual Evidence Log
- Book Club Resources

RL.CI.3.2.

Mentor Texts:

- "The Tortoise and the Hare" (Aesop's Fable) Read Aloud
- "The Three Little Pigs" (Folktale) Read Aloud
- "The Lion and the Mouse" (Aesop's Fable) Read Aloud
- "Anansi and the Moss-Covered Rock" (African Folktale) Read Aloud (**AAH**)
- "The Legend of Mulan" (Chinese Myth) Read Aloud (**AAPI**)
- **Paired Texts:**
 - The Sign from CommonLit
 - The Sign of the Cat from CommonLit

Resources:

- Reading Think Aloud Anchor Chart
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Close Reading Anchor Chart
- Theme Anchor Chart
- Theme Graphic Organizers
- Main Idea Mini Anchor Chart
- Main Idea and Key Details Graphic Organizer

- Main Idea vs. Theme Sort
- Summarizing Anchor Chart
- Summarizing Graphic Organizer
- Summarizing Graphic Organizer (SWBST)
- Fiction Summary Rubric
- Annotating Text (Fiction)
- Constructed Response-RACES
- Constructed Response Rubric
- Textual Evidence Log
- Book Club Resources

RL.IT.3.3.

Mentor Texts:

- "Charlotte's Web" by E.B. White Read Aloud
- "The Lion, the Witch, and the Wardrobe" by C.S. Lewis PDF
- "Matilda" by Roald Dahl Read Aloud
- "Harry Potter and the Sorcerer's Stone" by J.K. Rowling PDF
- "Esperanza Rising" by Pam Muñoz Ryan Online Book
- **Paired Texts:**
 - Too Many Vegetables from CommonLit
 - Athena and the Dandelions from CommonLit

Resources:

- Reading Think Aloud Anchor Chart
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Character Traits Anchor Chart
- Character Traits Activities
- Character Traits: Synonyms
- Character Traits Chart
- Character Traits and Feelings Anchor Chart
- Character Traits and Feelings Graphic Organizer
- Plot Diagram
- Plot Structure Anchor Chart
- Plot Structure Graphic
- Inference Anchor Chart 1
- Inference Anchor Chart 2
- Inference Graphic Organizer
- Inference Graphic Organizers
- Socratic Seminar Guidelines
- Constructed Response-RACES
- Constructed Response Rubric
- Textual Evidence Log
- Geri's Game-Disney Pixar Short to Teach Character Analysis
- Charlotte's Web-Connecting to RL.IT.3.3.
- The Lion, the Witch and the Wardrobe-Connecting to RL.IT.3.3.
- Matilda-Connecting to RL.IT.3.3.
- Harry Potter and the Sorcerer's Stone-Connecting to RL.IT.3.3.
- Esperanza Rising-Connecting to RL.IT.3.3.

- Book Club Resources

RI.CR.3.1.

Mentor Texts:

- Be Nice to Spiders!-from CommonLit
- Learning About the Solar System-from CommonLit
- "National Geographic Kids: Penguins" by Anne Schreiber Read Aloud

Resources:

- Nonfiction Reading Stop and Jot Anchor Chart
- Close Reading Anchor Chart
- Close Reading and Annotating Anchor Charts
- Text Evidence Response Stems
- Reading Non-Fiction Chart with BIG QUESTIONS
- Types of Questions/QAR Strategy Anchor Chart
- Reading Comprehension Question Stem Cards for Nonfiction
- Constructed Response-RACES
- Constructed Response Rubric
- Textual Evidence Log
- Book Club Resources
- Point of View Anchor Chart
- Point of View Essential Questions List
- Author's Point of View Graphic Organizer
- Narrator's/Author's Point of View
- Narrator's/Author's Point of View Graphic Organizer

RI.CI.3.2.

Mentor Texts:

- How to Find a Tortoise Nest-from CommonLit
- CommonLit Targeted Lesson-What is Antarctica?
- CommonLit Targeted Lesson-Identifying Main Ideas with "Going for the Gold: Suni Lee, Gymnastics Star" (**AAPI**)

Resources:

- Nonfiction Reading Stop and Jot Anchor Chart
- Close Reading Anchor Chart
- Close Reading and Annotating Anchor Charts
- Text Evidence Response Stems
- Reading Non-Fiction Chart with BIG QUESTIONS
- Types of Questions/QAR Strategy Anchor Chart
- Reading Comprehension Question Stem Cards for Nonfiction
- Summarizing Nonfiction Anchor Chart
- Constructed Response-RACES
- Constructed Response Rubric
- Textual Evidence Log
- Book Club Resources

RI.IT.3.3.

Mentor Texts:

- Now and Ben by Gene Barretta Read Aloud
- How People Learned to Fly by Fran Hodgkins Read Aloud

- From Peanuts to Peanut Butter by Robin Nelson Read Aloud
- School: Then and Now by Robin Nelson Read Aloud
- From Seed to Plant by Gail Gibbons Read Aloud
- Anne Frank-from CommonLit **(HG)**
- Lightening! is No Joke-from CommonLit

Resources:

- Nonfiction Reading Stop and Jot Anchor Chart
- Cause and Effect Anchor Chart
- Close Reading Anchor Chart
- Close Reading and Annotating Anchor Charts
- Main Idea Mini Anchor Chart
- Main Idea and Key Details Graphic Organizer
- Text Evidence Response Stems
- Reading Non-Fiction Chart with BIG QUESTIONS
- Types of Questions/QAR Strategy Anchor Chart
- Reading Comprehension Question Stem Cards for Nonfiction
- Making Connections Anchor Charts
- Constructed Response-RACES
- Constructed Response Rubric
- Textual Evidence Log
- Vocabulary Activities
- Book Club Resources

Review Week:

Mentor Texts:

- "The Tale of Peter Rabbit" by Beatrix Potter Read Aloud - Standard: RL.CR.3.1. (Analyzing Literary Texts)
- "How the Camel Got His Hump" from "Just So Stories" by Rudyard Kipling Read Aloud - Standard: RL.CI.3.2. (Identifying Key Details)
- "How to Make an Apple Pie and See the World" by Marjorie Priceman Read Aloud - Standard: RL.IT.3.3. (Interpreting Textual Information)
- "If You Lived 100 Years Ago" by Ann McGovern Online Book - Standard: RI.CR.3.1. (Analyzing Informational Texts)
- "The Great Kapok Tree: A Tale of the Amazon RainForest" by Lynne Cherry Read Aloud - Standard: RI.CI.3.2. (Identifying Key Details)
- "The Moon Book" by Gail Gibbons - Standard: RI.IT.3.3. (Describing Relationships in Texts)

Equipment Needed:

- Projector/Newline Board
- Student Notebooks
- Post-it Notes
- Mentor Texts
- Good-fit books
- Chart Paper
- Anchor Charts
- Graphic Organizers

UNIT 1 OVERVIEW

Content Area: English Language Arts: **Writing**

Unit Title: Crafting Compelling Narratives: A Journey into Storytelling

Target Course/Grade Level: 3

Unit Summary: In this unit, third-grade students will learn to write narratives that explore real or imagined experiences using basic story elements. They will develop characters, settings, and plots to create engaging stories. Students will learn how to plan, revise, and edit their writing to make it stronger. They will engage in independent writing tasks, practicing their narrative skills over short and extended periods of time. By the end of the unit, students will have honed their storytelling abilities and be able to create compelling narratives independently.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

Students will demonstrate understanding of vocabulary development through:

Phonics and Word Recognition

- **L.RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllable words.
 - Read grade-appropriate irregularly spelled words.
 - Analyze the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

- **L.RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Spelling

- **L.WF.3.2.** Demonstrate command of the conventions of encoding and spelling.

- Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
- Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- Identify language of word origin, as noted in dictionaries.
- Spell singular and plural possessives (teacher’s; teachers’)
- Change y to i (cried) in words with suffixes, when required
- Spell regular two- and three-syllable words that:
 - Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
 - Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- Spell common words in English, including regular and irregular forms.

Sentence Composition (Grammar, Syntax, and Punctuation)

- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
 - Capitalize appropriate words in titles.
 - Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
 - Use appropriate pronouns with clear referents.
 - Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
 - Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
 - Paraphrase a main idea or event in order to vary sentence structure and word use.
 - Organize ideas into paragraphs with main ideas and supporting details.

- **L.KL.3.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - Choose words and phrases for effect.
 - Recognize and observe differences between the conventions of spoken and written English.

- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - Use sentence-level context as a clue to the meaning of a word or phrase.

- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **L.VI.3.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

A.

READING:

- **RL.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers
- **RL.CI.3.2.** Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- **RL.IT.3.3.** Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- **RI.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CI.3.2.** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
- **RI.IT.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.

WRITING:

- **W.NW.3.3.** Write narratives to develop real or imagined experiences or events with basic story elements.
 - A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use transitional words and phrases to manage the sequence of events.

- D. Use concrete words and phrases and sensory details to convey experiences and events.
- E. Provide a conclusion or sense of closure that follows the narrated experiences or events.
- **W.WP.3.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - A. Identify audience, purpose, and intended length of composition before writing.
 - B. Consider writing as a process, including self-evaluation, revision and editing.
 - C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice..
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

SPEAKING AND LISTENING:

- **SL.PE.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.
 - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.
- **SL.II.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.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI.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.UM.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
 - Exploring historical events and their significance, students can write narratives that incorporate historical settings, characters, and events.

Science:

- **3-PS2-1:** Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
 - Analyzing scientific concepts and processes, students can write narratives that explore scientific themes or phenomena.

Mathematics:

- **3.M.A.1:** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
 - Analyzing time and time intervals, students can write narratives that take place over a period of time.

Visual Arts:

- **1.2.5.Cr1a:** Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- Creating visual representations of characters, events, or settings from narratives, students can enhance their storytelling skills and develop descriptive writing techniques.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.
 - Using digital tools for research, drafting, and editing, students can develop their narrative writing skills while also building digital literacy. (Record their narratives on Flipgrid or create a digital version in Adobe or Canva.)

Unit Understandings:

Students will understand that...

- well-developed characters, vivid settings, and strong plots work together to create a compelling narrative
- there are clear routines for gathering materials, maintaining a writer's notebook, and organizing drafts and revisions.

- they will analyze a character's motivations, voice, and point of view to rewrite a story's ending from a different character's perspective.
- writing is a process that involves planning, revising, and editing to make their writing stronger.
- receiving feedback from peers and adults can help them improve their writing.
- revising and editing are important steps in making their writing clearer, more organized, and more engaging.
- they can write independently for short periods of time, such as during writing exercises or journaling activities.
- they can write independently for extended periods of time, such as when working on longer narratives or projects.
- practicing writing regularly helps them improve their skills and become more confident writers.
- preparing final drafts needs proper formatting and spelling.
- they will share writing with classmates through presentations.
- they will need to consider the audience when writing.

Unit Essential Questions:

- How can establishing clear writing procedures and organizing materials effectively contribute to fostering a productive and successful writing environment?
- How can the use of narrative techniques, character traits, descriptive details, and clear event sequences enhance the development of real or imagined experiences or events in writing?
- How can collaboration with peers and guidance from adults help you improve your writing through planning, revising, and editing?
- How can we use the writing process, from brainstorming ideas to publishing our final drafts, help us improve our stories and make us better writers?
- How can we analyze fictional stories to figure out the perspective they're written from, and then use that understanding to write a new ending from a different point of view?
- How can we bring life into characters and settings, and use clear sequencing to craft a narrative that not only entertains but also allows us to explore a story from different viewpoints, enriching our understanding of the characters and events?
- How can we make our stories even better by checking if they flow smoothly, making sure everything makes sense, and polishing our writing so it's clear and easy to understand?
- How can the writing process, including planning, revising, and presenting narratives, enhance our ability to develop vivid and engaging stories while fostering continuous improvement in our writing skills?

Knowledge and Skills:

Students will know...

- the elements of a narrative, including characters, settings, and plot.
- how to develop a story idea and create engaging characters.
- how to structure a narrative with a clear beginning, middle, and end.
- how to brainstorm and generate story ideas.
- how to create characters with distinct personalities and motivations.
- how to describe settings in detail to create a sense of place.
- how to craft a plot with clear events and a satisfying resolution.
- that writing is a process that involves planning, revising, and editing.
- strategies for generating ideas, organizing thoughts, and improving writing clarity.
- the importance of receiving feedback from peers and adults to improve writing.

- how to plan their writing by outlining ideas or creating story maps.
- how to revise their writing by adding details, clarifying ideas, or restructuring sentences.
- how to edit their writing for spelling, grammar, punctuation, and other mechanics.
- how to give and receive constructive feedback to help improve.
- that writing can be done independently or as part of a task-based assignment.
- the importance of practicing writing regularly to improve skills and build confidence.
- different writing formats and purposes, such as narratives, informational texts, and opinion pieces.

Students will be able to...

- write fictional narratives with strong story elements (plot, characters, setting, conflict, resolution).
- brainstorm story ideas and generate them using prompts, pictures, or quick writes.
- craft vivid settings using descriptive details that appeal to the senses.
- develop well-rounded characters by showing their traits and motivations.
- structure a clear plot with a logical sequence of events and a climax.
- revise and edit their writing for clarity, flow, grammar, and mechanics.
- present their final narratives with proper formatting and spelling.
- reflect on their writing process and set goals for improvement.
- analyze character motivations, voice, and point of view.
- rewrite a story from a different character's perspective, considering their unique experiences and emotions.
- sustain focus and concentration while writing for extended periods, such as when working on longer narratives or research projects.
- adapt their writing style and tone to fit different purposes as students will be able to write independently for short periods of time, such as during daily journaling or writing prompts.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Narrative Baseline Assessment-Cold Read & Write:
 - Earth Day Birthday from CommonLit (Read)
 - Narrative Baseline Writing Prompt (Write)
The baseline assessment allows you to see how much students know so you can tailor your lessons appropriately and it allows you to measure student growth at the end of the unit.
- Narrative Alternate Endings End of Unit Common Assessment:
 - Published Narrative Alternate Endings
 - Kevin's Big Adventure from CommonLit
 - Narrative Alternate Endings End of Unit Common Assessment
- Conferring Notes/Checklists
- Graphic Organizers
- Quick Writes
- Final Drafts

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation:

- Provide different versions of assignments with varying levels of complexity (basic, moderate, advanced).
- Basic versions might focus on fewer plot points, simpler characters, or shorter writing lengths.
- Advanced versions could offer opportunities to explore complex literary devices, multiple character perspectives, or deeper themes.
- Choice Boards: Offer students a variety of prompts or topics within the narrative writing unit. (This allows them to choose stories that align with their interests and reading levels.)
- Graphic Organizers: Provide graphic organizers with varying levels of detail to scaffold brainstorming and story planning for students who need more support.

Process Differentiation:

- Group students based on similar needs or skill levels for focused instruction and peer collaboration.
- Advanced learners might work together on more complex writing tasks, while students needing additional support can benefit from peer review and guided practice.
- Scaffolding: Offer sentence starters, word banks, or story maps to help students who struggle with getting started or expressing their ideas.
- Gradually reduce scaffolding as students gain confidence and independence.
- Alternative Activities: Provide alternative activities for students who learn best through different modalities. (This could include storytelling podcasts, creating storyboards, or acting out scenes.)

Product Differentiation:

- Allow students to present their final narratives in various formats, like traditionally written stories, illustrated narratives, digital presentations, or even short films.
- Differentiated Length Requirements: Adjust the required word count based on student ability. Advanced learners can write longer narratives, while students needing more support can focus on creating shorter, well-developed pieces.
- Collaborative Writing: Allow struggling students to work collaboratively on a single narrative, sharing the writing and brainstorming responsibilities.

Additional Considerations:

- Use technology tools like screen readers, audiobooks, or voice dictation software to support students with learning differences.
- Explore online writing platforms with collaborative features and built-in grammar checks.
- Ongoing Assessment: Continuously assess student progress through observations, conferences, and writing samples.
- Use this information to adjust instruction and differentiation strategies to meet individual needs.
- Student Choice and Voice: Offer choices throughout the writing process to empower students and make learning more engaging.
- Encourage students to reflect on their writing strengths and areas for improvement, setting personal goals for growth.
- **Student Choice and Voice:**
 - Offer choices throughout the writing process to empower students and make learning more engaging.
 - Encourage students to reflect on their writing strengths and areas for improvement, setting personal goals for growth.

RESOURCES

Teacher Resources:

- Grade 3 Unit 1 Writing Pacing Guide
- Assigning iReady Standards Mastery
- iReady Teacher Resource Book
- ELL Strategy Library

Mentor Texts:

- Lift by Minh Le Read Aloud (**AAPI**)
- Fry Bread: A Native American Family Story by Kevin Noble Maillard Read Aloud
- The Adventures of Beekle: The Unimaginary Friend by Dan Santat Read Aloud
- A Bad Case of the Stripes by David Shannon Read Aloud
- Robo-Sauce by Adam Rubin Read Aloud
- The Day I Lost My Superpowers by Michael Escoffier Read Aloud
- Cloudy with a Chance of Meatballs by Judi Barrett Read Aloud
- "Where the Wild Things Are" by Maurice Sendak Read Aloud

Writing Folder:

- Good Writing Traits
- More Descriptive Words
- Good Leads
- Transitional Words/Phrases
- What Good Writers Do Anchor Chart
- Writing Process Anchor Chart/Checklist

Paragraph Writing Review:

- Anchor Charts and Graphic Organizer

Conferencing:

- Conference Recording Sheet
- Conferencing Stems
- Writing Conference Organizers

Rubrics:

- Writing Rubric

Mini Lesson Resources:

- Small Moment Writing Reference Sheet
- Sensory Details
- Punctuating Dialogue
- Show Don't Tell Anchor Chart 1
- Show Don't Tell Anchor Chart 2
- Show Don't Tell Anchor Chart 3
- Creating Engaging Hooks
- Characterization

- Punctuating Dialogue
- Narrative Anchor Chart
- Fiction Graphic Organizer
- Beginning, Middle, & End Graphic Organizer
- Dialogue Presentation
- Quotation Marks
- Dialogue Anchor Chart
- Descriptive Writing
- Transition Words
- COPS Editing Checklist
- Editing Checklist
- Revising and Editing Checklist
- Revising vs. Editing Anchor Chart
- Point of View Presentation
- Point of View Anchor Charts
- Point of View Essential Questions List

Equipment Needed:

- Projector/Newline Board
- Student Writing Notebooks
- Student Writing Folders
- Post its
- Mentor Texts
- Chart Paper
- Anchor Charts
- Graphic Organizers

UNIT 2 OVERVIEW

Content Area: English Language Arts: **Reading**

Unit Title: Analyzing Text Structure and Purpose

Target Course/Grade Level: 3

Unit Summary: In this unit, third-grade students will dive into the exciting world of storytelling and information gathering. Through engaging activities and discussions, they will sharpen their ability to analyze stories and understand their purpose. They'll explore the various ways stories can be written and uncover the intentions behind the author's words. By comparing different stories and examining visuals, they'll enhance their reading skills and develop a deeper appreciation for the written word. This journey will make reading more enjoyable for them and boost their proficiency in comprehending texts.

Approximate Length of Unit: 9 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

Students will demonstrate understanding of vocabulary development through:

Phonics and Word Recognition

- **L.RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllable words.
 - Read grade-appropriate irregularly spelled words.
 - Analyze the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

- **L.RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Spelling

- **L.WF.3.2.** Demonstrate command of the conventions of encoding and spelling.
 - Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).

- Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- Identify language of word origin, as noted in dictionaries.
- Spell singular and plural possessives (teacher’s; teachers’)
- Change y to i (cried) in words with suffixes, when required
- Spell regular two- and three-syllable words that:
 - iii. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
 - iv. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- Spell common words in English, including regular and irregular forms.

Sentence Composition (Grammar, Syntax, and Punctuation)

- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
 - Capitalize appropriate words in titles.
 - Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
 - Use appropriate pronouns with clear referents.
 - Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
 - Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
 - Paraphrase a main idea or event in order to vary sentence structure and word use.
 - Organize ideas into paragraphs with main ideas and supporting details.
- **L.KL.3.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - Choose words and phrases for effect.
 - Recognize and observe differences between the conventions of spoken and written English.

- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

- **L.VI.3.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

READING:

- **RL.TS.3.4.** Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

- **RL.PP.3.5.** Distinguish their own point of view from that of the narrator or those of the characters.

- **RL.CT.3.8.** Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

- **RL.MF.3.6.** 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.PP.3.5.** Distinguish their own point of view from that of the author of a text.

- **RI.CT.3.8.** Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

- **RI.MF.3.6.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

WRITING:

- **W.AW.3.1.** Write opinion texts to present an idea with reasons and information.
 - A. Introduce an opinion clearly.
 - B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
 - C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
 - D. Provide a conclusion related to the opinion presented.

- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly.
 - B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
 - C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
 - E. Provide a conclusion related to the information or explanation presented.

- **W.WP.3.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - A. Identify audience, purpose, and intended length of composition before writing.
 - B. Consider writing as a process, including self-evaluation, revision and editing.
 - C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

- **W.WR.3.5.** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

- **W.SE.3.6.** Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

SPEAKING AND LISTENING:

- **SL.PE.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.
 - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

- Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.
- **SL.II.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.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
 - **SL.PI.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.UM.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
 - **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
 - Students can explore historical events and their significance, analyzing cause-and-effect relationships and describing how events unfold over time.
 - Students can examine how historical events or scientific concepts impact society and citizenship, fostering an understanding of civic responsibilities and engagement.

Mathematics:

- **3.OA.D.9:** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

- Students can analyze and interpret data presented in informational texts, using mathematical reasoning to draw conclusions or make predictions based on the information.

Science

- **3.ESS2.1:** Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
 - Read informational texts about seasonal weather patterns, analyze key details to determine the main idea, and represent data about typical weather conditions during different seasons using tables and graphs.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.
 - Students can use digital tools to research, analyze, and present information from literary or informational texts, developing skills in digital literacy and communication.

Unit Understandings:

Students will understand that...

- words and phrases in a text may hold meanings beyond their literal definitions, and they will learn to distinguish between literal and figurative language.
- in stories, dramas, and poems, different parts such as chapters, scenes, and stanzas exist, and they will recognize how each successive part builds on earlier sections.
- in a text, there are logical connections between particular sentences and paragraphs, such as comparisons, cause/effect relationships, and sequencing.
- they can differentiate between their own point of view and that of the narrator or characters in a text, recognizing how differing viewpoints contribute to the overall meaning.
- in informational texts, various parts such as chapters, headings, and subheadings are used, and they will use these terms when discussing or writing about a text.
- In informational texts, there are logical connections between sentences and paragraphs, including comparisons, cause/effect relationships, and sequential order.
- they can distinguish between their own point of view and that of the author when reading informational texts, recognizing how differing viewpoints influence the presentation of information.

Unit Essential Questions:

- How do the parts of a story and different points of view help us understand the overall meaning and development of a story, drama, or poem?
- How do authors use similar characters across multiple stories to explore different themes, settings, and plots?
- How do the illustrations in a story enhance our understanding of the text and contribute to creating mood, emphasizing characters, and depicting settings?
- How do we recognize and separate our own thoughts from those of the author when reading a text?
- How do different informational texts about the same topic present their most important points and key details, and how can we compare and contrast them to deepen our understanding?
- What are the main points and important details in different texts about the same topic, and how

- are they alike or different?
- How do we understand, analyze, and compare different aspects of texts, including their structure, perspective, illustrations, and authorship, to deepen our comprehension and appreciation of literature and informational content?

Knowledge and Skills:

Students will know...

- how to utilize and reference features of a text when writing or speaking about it, specifically in stories, dramas, and poems.
- terminology related to different parts of stories, dramas, and poems, including chapters, scenes, and stanzas.
- the significance of each part of a text and how it contributes to the overall structure and meaning.
- how successive parts of a text build upon earlier sections, leading to the development of plot, characterization, and theme.
- the components of stories, dramas, and poems, including chapters, scenes, and stanzas.
- how each part of a story, drama, or poem contributes to the overall structure and meaning of the text.
- terminology used to describe different parts of stories, dramas, and poems.
- how to identify connections between sentences and paragraphs in a text.
- different types of logical connections, including comparisons, cause/effect relationships, and sequential order.
- strategies for recognizing and understanding these connections to enhance comprehension.
- the concept of point of view in a text.
- how to differentiate between their own perspective and that of the narrator or characters.
- how different points of view contribute to the overall meaning and understanding of a text.
- the organizational structure of informational texts, including chapters, headings, and subheadings.
- how to navigate informational texts using these organizational features.
- terminology used to describe different parts of informational texts.
- how to identify logical connections between sentences and paragraphs in informational texts.
- various types of logical connections present in informational texts, such as comparisons, cause/effect relationships, and sequential order.
- strategies for analyzing and understanding these connections to deepen comprehension.
- the concept of author's point of view in informational texts.
- how to distinguish between their own perspective and that of the author.
- how the author's point of view influences the presentation of information and the overall message of the text.

Students will be able to...

- describe the logical connections between particular sentences and paragraphs in a text.
- identify and explain various types of logical connections, such as comparisons, cause/effect relationships, and sequencing.
- use evidence from the text to support their understanding of these connections.
- apply comprehension strategies to recognize and understand logical connections within a text.
- differentiate their own point of view from that of the narrator or characters in a text.
- identify the perspectives of different characters or narrators within a text.
- analyze how different points of view contribute to the overall meaning and impact of a text.
- use evidence from the text to support their interpretations of characters' perspectives.
- refer to parts of informational texts when writing or speaking about them.

- identify and use terminology such as chapter, heading, or subheading to describe different sections of an informational text.
- recognize how the organizational structure of an informational text contributes to its clarity and coherence.
- use text features to locate information within an informational text effectively.
- describe the logical connections between particular sentences and paragraphs in an informational text.
- identify and explain various types of logical connections, such as comparisons, cause/effect relationships, and sequencing, within informational texts.
- use evidence from the text to support their understanding of these connections.
- apply comprehension strategies to recognize and understand logical connections within informational texts.
- differentiate their own point of view from that of the author of an informational text.
- recognize how the author's perspective shapes the presentation of information within the text.
- analyze how the author's point of view influences the overall message and purpose of the informational text.
- use evidence from the text to support their interpretations of the author's perspective.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Summative:

- End of Unit 2 Common Assessment
- End of Unit 2 Common Assessment (Spanish Version)
- End of Unit iReady Assessment for Fiction Standards
- End of Unit iReady Assessment for Nonfiction Standards

Formative:

- Exit Tickets
- Graphic Organizers
- Think-Pair-Share
- Open-Ended Constructed Responses
- Summarizations
- Venn Diagrams
- Class Discussions
- Text Evidence
- Evidence-Based Answers
- Teacher Observations
- Self-Evaluations
- Peer Evaluations
- Student Oral Responses
- Written Feedback
- Conferencing

- White-Board Check-ins
- Running Records
- Quizzes

RL.TS.3.4.

- i-Ready Standards Mastery
(Assigning Standards Mastery Directions)
- Analyzing how parts of a story fit together with "The Stolen Smell" from CommonLit

RL.PP.3.5.

- Assign Standards Mastery - Understand POV Grade 3 Form A
- Analyzing Character Point of View with "A Secret Code" from CommonLit

RL.CT.3.8.

- Assign Standards Mastery - Compare & Contrast Stories Grade 3 Form A
- Performance Task: Comparing and Contrasting a Series by the Same Author

RL.MF.3.6.

- i-Ready Standards Mastery
(Assigning Standards Mastery Directions)
- iReady Lesson - Explaining How Images Support the Text
- iReady Lesson - Connecting Words and Pictures in an Informational Text

RI.PP.3.5.

- i-Ready Standards Mastery
(Assigning Standards Mastery Directions)
- Analyzing the Author's Point of View with "A Greener Yellow School Bus" - from CommonLit
- CommonLit Targeted Lesson "Treasures in a Pinecone" - Author's POV

RI.CT.3.8.

- i-Ready Standards Mastery
(Assigning Standards Mastery Directions)
- Volcanic Eruptions from ReadWorks:
 - Fleeing Goma: Eruption in the Congo
 - [Eruption](#)
- Solving problems with Animals from ReadWorks:
 - Moose on the Move
 - Whoop it Up!

RI.MF.3.6.

- i-Ready Standards Mastery
(Assigning Standards Mastery Directions)
- iReady Lesson - Explaining How Images Support the Text
- iReady Lesson - Connecting Words and Pictures in an Informational Text
- Performance Task: Unveiling the Secrets of Illustrations

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation:

- **Literary Analysis Stations:** Set up stations around the classroom with excerpts from different texts. Students rotate through the stations, reading the excerpts and identifying explicit details, making inferences, and discussing connections to other texts or personal experiences
- **Theme Exploration:** Have students read a short story or novel and identify the theme. Then, have them create a visual representation (poster, collage, etc.) that represents the theme and present it to the class
- **Character Analysis Graphic Organizer:** Provide students with a graphic organizer to analyze a character from a story. They should identify traits, motivations, and actions, and then use textual evidence to support their analysis
- **Non-Fiction Text Analysis:** Provide students with a nonfiction article and have them identify the author's purpose and main idea. They should then write a brief summary and discuss how the author uses evidence to support their main idea
- **Text Feature Scavenger Hunt:** Give students a non-fiction text and have them search for specific text features (headings, captions, diagrams, etc.). Students should then explain how these features help them understand the text better
- **Historical Event Analysis:** Have students read a historical text or primary source document about a specific event. They should analyze the impact of individuals and events throughout the course of the text, explaining what happened and why based on evidence in the text.
- **Vary Text Complexity:** Offer a range of reading materials with different levels of difficulty to match individual reading abilities. Utilize audiobooks or read-alouds for complex texts.
- **Provide Scaffolds and Supports:** Before tackling challenging texts, introduce key vocabulary or concepts through graphic organizers, visuals, or pre-reading activities.
- **Tiered Assignments:** Design assignments with varying levels of complexity. Students can choose tasks that match their current skill level or collaborate on projects with different components.
- **Choice Boards:** Offer students a selection of activities related to the same concept, allowing them to choose tasks that appeal to their interests or learning styles (e.g., creating a comic strip, writing a poem, building a model).

Process Differentiation:

- **Tiered Reading Groups:** Create tiered reading groups based on student readiness. Each group reads a different text at an appropriate reading level but focuses on the same skill or standard (e.g., identifying explicit details, determining themes)
- **Socratic Seminars:** Organize Socratic Seminars where students discuss open-ended questions related to a text. Provide different levels of questioning based on student readiness
- **Literature Circles:** Divide students into literature circles where they read and discuss a text together. Each group focuses on a different aspect of the text (e.g., characters, themes) and presents their findings to the class
- **Tiered Graphic Organizers:** Provide graphic organizers with different levels of structure and prompts to support students who need more guidance or those who benefit from independent organization.
- **Differentiated Grouping:** Form flexible groups based on student needs for specific activities. This allows for peer collaboration, scaffolding, and differentiated instruction within the groups.
- **Choice of Learning Tools:** Offer students options for how they take notes, complete assignments, and demonstrate understanding (e.g., mind maps, digital presentations, written reports).

- **Guided Reading:** Engage in small group instruction tailored to student reading levels. Through selected texts and targeted questioning, practice reading strategies in a supportive environment. Flexible grouping ensures personalized instruction, building confidence and independence.
- **Daily 5:** Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring. (Read to self, work on writing, read to someone, word study, and listen to reading)
- **Daily 3:** Support students to read independently, collaborate with peers, and engage in word work. This approach fosters essential skills at their own pace, nurturing a love for reading and learning.
- **Pair Share:** Engage students to work together in pairs to discuss and share their thoughts, ideas, or responses to a question or prompt.
- **Small Group Instruction:** Work with students in a small group to differentiate instruction based on students' abilities and provide an opportunity for more personalized attention and support. Small group instruction is often used to reinforce concepts, provide additional practice, or introduce new material in a more interactive and focused setting than whole-class instruction.
- **Multiple Learning Strategies:** Incorporate various learning activities like discussions, small group work, independent research projects, kinesthetic activities, or technology integration to cater to different learning styles (auditory, visual, kinesthetic).
- **Tiered Graphic Organizers:** Provide graphic organizers with different levels of structure and prompts to support students who need more guidance or those who benefit from independent organization.
- **Differentiated Grouping:** Form flexible groups based on student needs for specific activities. This allows for peer collaboration, scaffolding, and differentiated instruction within the groups.
- **Choice of Learning Tools:** Offer students options for how they take notes, complete assignments, and demonstrate understanding (e.g., mind maps, digital presentations, written reports).

Product Differentiation:

- **Alternative Assessments:** Allow students to choose from a variety of assessment options to demonstrate their understanding of a text or concept. Options can include written essays, presentations, creative projects, or multimedia projects
- **Literary Analysis Essay:** Have students write a literary analysis essay focusing on a specific aspect of a text (e.g., theme, character development). Provide support and guidance based on individual student needs
- **Digital Storytelling:** Have students create a digital storytelling project where they retell a story or explain a concept using digital media. This allows for creativity and differentiation in the final product
- **Open-Ended Tasks:** Instead of one-size-fits-all questions, design open-ended tasks that allow students to demonstrate their understanding at their own level and express their creativity.
- **Differentiated Rubrics:** Utilize rubrics with clear criteria tailored to different levels of complexity within an assignment. This provides clear expectations and promotes growth for all learners.
- **Multiple Assessment Options:** Provide students with various ways to showcase their learning, such as presentations, written essays, creative projects (poems, songs, artwork), or multimedia presentations.
- **Open-Ended Tasks:** Instead of one-size-fits-all questions, design open-ended tasks that allow students to demonstrate their understanding at their own level and express their creativity.
- **Differentiated Rubrics:** Utilize rubrics with clear criteria tailored to different levels of complexity within an assignment. This provides clear expectations and promotes growth for all learners.

Additional Differentiation:

- **Interest Integration:** Whenever possible, connect lesson topics to students' interests to enhance engagement and motivation.
- **Technology Integration:** Utilize educational technology tools like online quizzes, graphic organizers apps, or digital storytelling platforms to support learning and cater to diverse needs.
- **Student Choice and Voice:** Empower students to participate in the learning process by offering choices and opportunities to share their insights and preferred learning methods.

<i>RESOURCES</i>

Teacher Resources:

- Grade 3 Unit 2 Reading Pacing Guide
- Ready Teacher Resource Book
- ELL Strategy Library
- District Writing Rubrics
- Daily 5 Padlet

RL.TS.3.4.**Mentor Texts:**

- "The True Story of the Three Little Pigs" by Jon Scieszka Read Aloud
- "Casey at the Bat" by Ernest Thayer
- "Where the Sidewalk Ends" by Shel Silverstein
- The Poem That Will Not End- Joan Bransfield Graham Read Aloud
- Fractured Fairy Tale Cinderella Reader's Theater
- CommonLit "Sick" (poem by Shel Silverstein)
- CommonLit "Dragon fly (poem by Bill Johnson)

Resources:

- Reading Think Aloud
- Prose and Poetry Structural Elements Anchor Charts
- Drama Structural Elements Anchor Chart
- Poetry, Prose, and Drama Elements Anchor Chart
- Story Elements Anchor Chart
- Venn Diagram Graphic Organizers
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Constructed Response-RACES
- Constructed Response Rubric
- Textual Evidence Log
- Book Club Resources

Paired Sources:

- CommonLit “How to Hire a Giant
- CommonLit “Mirabella the Magnificent”

RL.PP.3.5.

Mentor Texts:

- "Voices in the Park" by Anthony Browne Read Aloud
- "The Day the Crayons Quit" by Drew Daywalt Read Aloud
- "I Wanna Iguana" by Karen Kaufman Orloff Read Aloud

Resources:

- Point of View Anchor Chart
- Point of View Essential Questions List
- Author's Point of View Graphic Organizer
- Narrator's/Author's Point of View
- Narrator's/Author's Point of View Graphic Organizer
- Book Club Resources

RL.CT.3.8.

Mentor Texts:

- "Magic Tree House" series by Mary Pope Osborne
- "Junie B. Jones" series by Barbara Park
- "Amelia Bedelia" series by Peggy Parish
- "Frog and Toad" series by Arnold Lobel
- Ruby and the Booker Boys series by Derrick D. Barnes **(AAH)**
- Miles Lewis series by Kelly Starling Lyons **(AAH)**

Resources:

- Reading Think Aloud
- Story Elements Anchor Chart
- Venn Diagram Graphic Organizers
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Constructed Response-RACES
- Constructed Response Rubric
- Textual Evidence Log
- Compare & Contrast Graphic Organizer
- Character Compare & Contrast Graphic Organizer
- Theme Anchor Chart
- Theme Graphic Organizers
- Literature Circles
- Book Club Resources

RL.MF.3.6.

Mentor Texts:

- "The Arrival" by Shaun Tan pdf
- "Flotsam" by David Wiesner pdf

- "Journey" by Aaron Becker read aloud
- "Where the Wild Things Are" by Maurice Sendak
- "The Snowy Day" by Ezra Jack Keats

Resources:

- Reading Think Aloud
- Venn Diagram Graphic Organizers
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Constructed Response-RACES
- Constructed Response Rubric
- Textual Evidence Log
- Tone & Mood Anchor Chart
- Visualizing Anchor Charts
- Visualizing Sentence Stems
- Addressing the 6 Components of Visual Literacy
- Book Club Resources

RI.PP.3.5.

Mentor Texts:

- "The Boy Who Harnessed the Wind" by William Kamkwamba and Bryan Mealer read aloud
(AAH)
- "The Fantastic Undersea Life of Jacques Cousteau" by Dan Yaccarino
- "The Dinosaurs of Waterhouse Hawkins"

Resources:

- Reading Think Aloud
- Nonfiction Reading Stop and Jot Anchor Chart
- Note-taking Graphic Organizers
- Reading Comprehension Question Stem Cards for Nonfiction
- Venn Diagram Graphic Organizers
- Nonfiction Text Features
- Close Reading and Annotating Anchor Charts
- Constructed Response-RACES
- Constructed Response Rubric
- Textual Evidence Log
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Constructed Response RACES Strategy Anchor Chart
- Author's Purpose Anchor Chart & Graphic Organizer
- Author's Purpose Anchor Charts
- Book Club Resources

Paired Sources:

- A Nest on My Porch from CommonLit
- A Very Special Gift for Grandma from CommonLit

RI.CT.3.8.**Mentor Texts:**

- "National Geographic Kids: Sharks" online book
- "Sharks: The Ultimate Predators" by Seymour Simon read aloud
- "I Know About Sharks" by Jane Walke online book

Resources:

- Reading Think Aloud
- Nonfiction Reading Stop and Jot Anchor Chart
- Note-taking Graphic Organizers
- Reading Comprehension Question Stem Cards for Nonfiction
- Venn Diagram Graphic Organizers
- Nonfiction Text Features
- Close Reading and Annotating Anchor Charts
- Constructed Response Rubric
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Constructed Response-RACES
- Constructed Response Rubric
- Textual Evidence Log
- Author's Purpose Anchor Chart & Graphic Organizer
- Author's Purpose Anchor Charts
- Book Club Resources

Paired Sources:

President-Themed Texts

- So You Want to be President? online book
- John, Paul, George, and Ben read aloud
- Comparing Two Texts on the Same Topic Venn Diagram
- States of Matter by Karen Kenney online book
- Science Starters: Matter online book

RI.MF.3.6.**Mentor Texts:**

- "The Water Cycle" by Bobbie Kalman and Rebecca Sjonger online book
- "National Geographic Kids Everything Weather" online book
- "National Geographic Kids: Volcanoes" online book

Resources:

- Reading Think Aloud
- Nonfiction Reading Stop and Jot Anchor Chart
- Note-taking Graphic Organizers
- Reading Comprehension Question Stem Cards for Nonfiction
- Venn Diagram Graphic Organizers
- Nonfiction Text Features
- Close Reading and Annotating Anchor Charts
- Constructed Response Rubric
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart

- Constructed Response-RACES
- Constructed Response Rubric
- Textual Evidence Log
- Author’s Purpose Anchor Chart & Graphic Organizer
- Author’s Purpose Anchor Charts
- Compare & Contrast Graphic Organizer
- Book Club Resources

Paired Sources:

- Hot Air Balloons - “Soaring ‘on the Wings of the Wind” and “Riding the Wind”

Review Week:

Mentor Texts:

- “In Our Mothers’ House” by Patricia Polacco read aloud - RL.TS.3.4 (LGBTQ/D)
- "The Name Jar" by Yangsook Choi read aloud - RL.PP.3.5 (AAPI)
- "Stone Soup" by Marcia Brown read aloud - RL.CT.3.8
- "I Know the River Loves Me/Yo Sé Que El Río Me Ama" by Maya C. Gonzalez read aloud - RL.MF.3.6
- "If the World Were a Village" by David J. Smith - RI.PP.3.5
- "From Seed to Plant" by Gail Gibbons Read Aloud AND Real World Science: Plants online book - RI.CT.3.8
- National Geographic Kids - Bugs online book - RI.MF.3.6
- "Where the Sidewalk Ends" by Shel Silverstein - RL.TS.3.4

Equipment Needed:

- Projector/Newline Board
- Student Notebooks
- Post-it Notes
- Mentor Texts
- Good-fit books
- Chart Paper
- Anchor Charts
- Graphic Organizers

UNIT 2 OVERVIEW

Content Area: English Language Arts: **Writing**

Unit Title: Exploring Different Types of Tasks: Writing to Analyze Informational and Literary Texts

Target Course/Grade Level: 3

Unit Summary: In this unit, students will deepen their analytical skills by exploring and comparing both literary and informational texts. They will learn how to effectively analyze characters, settings, and events in stories, as well as examine themes and messages in various texts. The unit will emphasize the importance of using textual evidence to support their analysis, helping students to develop well-founded arguments and insights.

Through a variety of differentiated activities, students will engage in close reading and critical thinking, honing their ability to identify and interpret literary devices and informational text features. They will compare and contrast different perspectives and approaches within and across texts, gaining a comprehensive understanding of how content is presented and explored in different formats.

Students will practice writing analytical essays that clearly articulate their interpretations, supported by evidence from the texts. They will learn to organize their writing with a strong thesis, coherent arguments, and logical conclusions. Additionally, students will engage in discussions, presentations, and creative projects, allowing them to express their understanding in diverse ways.

By the end of the unit, students will be able to analyze content through both literary and informational texts, demonstrating their ability to explore and articulate complex ideas. They will be equipped with the skills to critically engage with a wide range of written content, preparing them for more advanced analytical tasks in the future.

Approximate Length of Unit: 10

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

Students will demonstrate understanding of vocabulary development through:

Phonics and Word Recognition

- **L.RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllable words.
 - Read grade-appropriate irregularly spelled words.

- Analyze the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

- **L.RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Spelling

- **L.WF.3.2.** Demonstrate command of the conventions of encoding and spelling.
 - Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
 - Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
 - Identify language of word origin, as noted in dictionaries.
 - Spell singular and plural possessives (teacher's; teachers')
 - Change y to i (cried) in words with suffixes, when required
 - Spell regular two- and three-syllable words that:
 - Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
 - Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
 - Spell common words in English, including regular and irregular forms.

Sentence Composition (Grammar, Syntax, and Punctuation)

- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
 - Capitalize appropriate words in titles.
 - Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
 - Use appropriate pronouns with clear referents.
 - Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
 - Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
 - Paraphrase a main idea or event in order to vary sentence structure and word use.
 - Organize ideas into paragraphs with main ideas and supporting details.
- **L.KL.3.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - Choose words and phrases for effect.
 - Recognize and observe differences between the conventions of spoken and written English.
- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
 - **L.VI.3.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

READING:

- **RL.TS.3.4.** Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RL.PP.3.5.** Distinguish their own point of view from that of the narrator or those of the characters.
- **RL.CT.3.8.** Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).
- **RL.MF.3.6.** 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.PP.3.5.** Distinguish their own point of view from that of the author of a text.

- **RI.CT.3.8.** Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
- **RI.MF.3.6.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

WRITING:

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

This standard helps students understand how to analyze content through literary text. It shows that students can do more than just write informational texts—they can explore characters, settings, and events in stories.

EX: When students are asked to write according to this standard, they are expected to create a piece of writing that delves into a literary work, such as a book, poem, or play, and explain it clearly. This means breaking down the themes, characters, plot, and other elements of the work, and presenting your insights and interpretations in a way that's easy for readers to understand. So, when a student sees this standard, think about how they can analyze a piece of literature and communicate their findings effectively through their writing.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

SPEAKING AND LISTENING:

- **SL.PE.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.
 - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.
- **SL.II.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.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

- **SL.PI.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.UM.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Science:

- **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

Unit Understandings:

Students will understand that...

Writing Process

- it is important to establish clear routines for gathering materials, maintaining a writer's notebook, and organizing drafts and revisions.
- it is important to have a clean and organized writing space.
- it is important to develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach with guidance and support.
- to write routinely over extended time frames and shorter time frames.

Literary and Research Simulation Tasks

- writing analytical essays involves clearly expressing insights about characters, settings, and events, supported by textual evidence.
- analytical writing requires a structured approach, including a clear thesis, well-organized arguments, and coherent conclusions.
- effective analysis requires supporting interpretations with specific evidence from the text.
- textual evidence includes direct quotes, descriptions, and specific details that back up analytical claims.
- analyzing literary and informational texts fosters critical thinking and interpretation skills.
- questioning, inferring, and drawing conclusions about the text beyond surface-level understanding is important.
- the skills developed in analyzing literary and informational texts can be applied to other forms of writing and across different subjects.

Revision and Editing

- it is important to revise in order to craft a strong narrative.
- revising for clarity and flow involves checking for logical flow, clear transitions, and consistent point of view.
- it is important to edit for grammar and mechanics, focusing on common errors in narrative writing.

Unit Essential Questions:

- How can we use informative writing to analyze and clearly convey our understanding of characters, settings, and events in literary texts?
- How can we effectively analyze and examine informational texts to write a comprehensive and insightful research simulation task?
- How can we effectively analyze and examine literary passages to craft a clear and well-organized literary analysis essay?
- How can we effectively analyze and examine informational passages to craft a clear and well-organized research simulation essay?

Knowledge and Skills:

Students will know...

Writing Process

- how to establish clear routines for gathering materials, maintaining a writer's notebook, and organizing drafts and revisions.
- the importance of a clean and organized writing space.
- how to develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach with guidance and support.
- how to write routinely over extended time frames and shorter time frames.

Literary and Research Simulation Tasks

- how to recognize different types of textual evidence (e.g., quotes, descriptions, specific details) in both literary and informational texts.
- how to select relevant evidence to support analysis.

- how to understand character traits, motivations, and development in literary texts.
- how to recognize methods of characterization (e.g., direct and indirect characterization).
- how to identify features of informational texts, such as headings, subheadings, charts, graphs, and diagrams.
- how to identify central themes and messages in both literary and informational texts.
- how to understand that themes are developed through characters, settings, events, and informational content.
- the purpose and structure of various informational text types (e.g., articles, reports, essays).
- how to compare and contrast characters, settings, events, and themes in literary texts.
- how to compare and contrast informational texts on the same topic by identifying different perspectives and approaches.
- how to revise analytical writing based on peer and teacher feedback.
- how to refine arguments, improve clarity, and ensure proper use of textual evidence.

Revision and Editing

- how to revise in order to create a strong analytical essay.
- how to revise for clarity and flow, including checking for logical flow, clear transitions, and consistent point of view.
- how to edit for grammar and mechanics, focusing on common errors in narrative writing.

Students will be able to...

- craft clear and coherent essays with a strong thesis and well-supported arguments.
- organize essays with logical structure, including introduction, body paragraphs, and conclusion.
- select relevant quotes and details from literary and informational texts to support analytical points.
- identify central themes and messages in both literary and informational texts.
- analyze how themes are developed through characters, settings, events, and informational content.
- compare and contrast characters, settings, and events within or across literary texts.
- compare and contrast informational texts on the same topic, identifying different perspectives and approaches.
- revise analytical writing based on peer and teacher feedback.
- refine arguments, improve clarity, and ensure proper use of textual evidence.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Literary Analysis Task Essay Baseline Assessment
 - Too Many Vegetables from CommonLit
 - Athena and the Dandelions from CommonLit
 - LAT Baseline Assessment

The baseline assessment allows you to see how much students know so you can tailor your lessons appropriately and it allows you to measure student growth at the end of the unit.

- Research Simulation Task Essay Baseline Assessment
 - RST - Grade 3 - Life in a Deep Freeze and Inuit (link to text set with MC questions)
 - RST Baseline Assessment - Grade 3 - Life in a Deep Freeze and Inuit
The baseline assessment allows you to see how much students know so you can tailor your lessons appropriately and it allows you to measure student growth at the end of the unit.
- Literary Analysis Task Essay End of Unit Assessment
 - From Little Polar Bear and the Husky Pup from Released Items
 - End of Unit Assessment
- Research Simulation Task Essay End of Unit Assessment
 - RST Grade 3 End of Unit Assessment
- Graphic Organizers
- Published Literary Analysis Task Essay
- Published Research Simulation Task
- Quick Writes
- Conferring Notes/Checklist

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation:

- Provide different versions of assignments with varying levels of complexity (basic, moderate, advanced).
- Basic versions might focus on fewer plot points, simpler characters, or shorter writing lengths.
- Advanced versions could offer opportunities to explore complex literary devices, multiple character perspectives, or deeper themes.
- Choice Boards: Offer students a variety of prompts or topics within the narrative writing unit. (This allows them to choose stories that align with their interests and reading levels.)
- Graphic Organizers: Provide graphic organizers with varying levels of detail to scaffold brainstorming and story planning for students who need more support.

Process Differentiation:

- Group students based on similar needs or skill levels for focused instruction and peer collaboration.
- Advanced learners might work together on more complex writing tasks, while students needing additional support can benefit from peer review and guided practice.
- Scaffolding: Offer sentence starters, word banks, or story maps to help students who struggle with getting started or expressing their ideas.
- Gradually reduce scaffolding as students gain confidence and independence.
- Alternative Activities: Provide alternative activities for students who learn best through different modalities. (This could include storytelling podcasts, creating storyboards, or acting out scenes.)

Product Differentiation:

- Allow students to present their final narratives in various formats, like traditionally written stories, illustrated narratives, digital presentations, or even short films.
- Differentiated Length Requirements: Adjust the required word count based on student ability. Advanced learners can write longer narratives, while students needing more support can focus on creating shorter, well-developed pieces.
- Collaborative Writing: Allow struggling students to work collaboratively on a single narrative, sharing the writing and brainstorming responsibilities.

Additional Considerations:

- Use technology tools like screen readers, audiobooks, or voice dictation software to support students with learning differences.
- Explore online writing platforms with collaborative features and built-in grammar checks.
- Ongoing Assessment: Continuously assess student progress through observations, conferences, and writing samples.
- Use this information to adjust instruction and differentiation strategies to meet individual needs.
- Student Choice and Voice: Offer choices throughout the writing process to empower students and make learning more engaging.
- Encourage students to reflect on their writing strengths and areas for improvement, setting personal goals for growth.
- **Student Choice and Voice:**
 - Offer choices throughout the writing process to empower students and make learning more engaging.
 - Encourage students to reflect on their writing strengths and areas for improvement, setting personal goals for growth.

<i>RESOURCES</i>

Teacher Resources:

- Grade 3 Unit 2 Writing Pacing Guide
- Assigning iReady Standards Mastery
- iReady Teacher Resource Book
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Essay Writing Anchor Chart
- Venn Diagram Graphic Organizers
- T-Chart
- Cornell Notes Template
- ELL Strategy Library

Writing Folder:

- Traits for Good Writing
- Informational Hooks
- Descriptive Words
- Conference Recording Sheet
- Conferencing Stems

- Transitional Words/Phrases
- What Good Writers Do Anchor Chart
- Writing Process Anchor Chart/Checklist
- Prove it & Explain it

Conferencing:

- Conference Recording Sheet
- Conferencing Stems
- Writing Conference Organizers

Rubrics:

- Writing Rubric

LAT Resources:

- LAT Guide
- Steps for LAT
- LAT exemplar with one source
- LAT exemplar with two sources (The texts from this can also be used in your lessons.)
- LAT Checklist 1
- LAT Checklist 2
- Thesis Statement Examples
- Thesis Statement Anchor Chart and Checklist
- Paraphrasing and Direct Quotes Anchor Chart
- Writing Task for Sign/Sign of the Cat
- Writing Task for Papadum Pizza/No Shoes Allowed

LAT Mentor Texts:

- Too Many Vegetables from CommonLit
- Athena and the Dandelions from CommonLit
- The Sign from CommonLit
- The Sign of the Cat from CommonLit
- Papadum Pizza from CommonLit (**AAPI**)
- No Shoes Allowed from CommonLit (**LGBTQ/D**)

RST Resources:

- RST Outline
- RST Graphic Organizer
- RST Checklist
- RST Exemplar
- Writing Task for Helping Hounds/Story of a Guide Dog Graduation
- Writing Task for Nest on My Porch/Mary and the Peregrines
- Writing Task for Soaring/Riding the Wind

RST Mentor Texts:

- Helping Hounds and A Sweet Memory: A True Story of a Guide Dog Graduation (**LGBTQ/D**)
- A Nest on My Porch from CommonLit
- Mary and the Peregrines from CommonLit
- “Soaring ‘on the Wings of the Wind’ and “Riding the Wind”

Equipment Needed:

- Projector/Newline Board
- Student Writing Notebooks
- Student Writing Folders
- Post its
- Mentor Texts
- Chart Paper
- Anchor Charts
- Graphic Organizers

UNIT 3 OVERVIEW

Content Area: English Language Arts: **Reading**

Unit Title: Exploring the Depths of Texts: Understanding Structure, Features, and Connections

Target Course/Grade Level: 3

Unit Summary: This unit is designed for Grade 3 students to enhance their comprehension of literary and informational texts. Students will identify and analyze text structures, explore text features, and make connections within and between texts. They will also ask and answer questions, support their answers with textual evidence, describe characters and their actions, and determine main ideas and key details. Activities include using graphic organizers, examining illustrations, engaging in discussions, and completing written responses. The unit aims to build a solid foundation in reading comprehension by helping students understand the structures, features, and connections within texts, preparing them for more advanced literacy skills in future grades.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

Students will demonstrate understanding of vocabulary development through:

Phonics and Word Recognition

- **L.RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllable words.
 - Read grade-appropriate irregularly spelled words.
 - Analyze the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

- **L.RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Spelling

- **L.WF.3.2.** Demonstrate command of the conventions of encoding and spelling.

- Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
- Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- Identify language of word origin, as noted in dictionaries.
- Spell singular and plural possessives (teacher’s; teachers’)
- Change y to i (cried) in words with suffixes, when required
- Spell regular two- and three-syllable words that:
 - v. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
 - vi. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- Spell common words in English, including regular and irregular forms.

Sentence Composition (Grammar, Syntax, and Punctuation)

- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
 - Capitalize appropriate words in titles.
 - Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
 - Use appropriate pronouns with clear referents.
 - Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
 - Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
 - Paraphrase a main idea or event in order to vary sentence structure and word use.
 - Organize ideas into paragraphs with main ideas and supporting details.

- **L.KL.3.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - Choose words and phrases for effect.
 - Recognize and observe differences between the conventions of spoken and written English.

- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

- **L.VI.3.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

READING:

- **RL.TS.3.4.** Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

- **RI.TS.3.4.** Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.

- **RI.AA.3.7.** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

- **RL.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.

- **RI.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

- **RL.IT.3.3.** Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

- **RI.IT.3.3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **RL.CI.3.2.** Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- **RI.CI.3.2.** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

WRITING:

- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly.
 - B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
 - C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
 - E. Provide a conclusion related to the information or explanation presented.
- **W.NW.3.3.** Write narratives to develop real or imagined experiences or events with basic story elements.
 - A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events.
 - E. Provide a conclusion or sense of closure that follows the narrated experiences or events.
- **W.WP.3.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - Identify audience, purpose, and intended length of composition before writing.
 - Consider writing as a process, including self-evaluation, revision and editing.
 - With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
- **W.WR.3.5.** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

- **W.SE.3.6.** Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

SPEAKING AND LISTENING:

- **SL.PE.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.
 - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.
- **SL.II.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.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI.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.UM.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.5.CL.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.

- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
 - Students can explore historical events and their significance, analyzing cause-and-effect relationships and describing how events unfold over time.
 - Students can examine how historical events or scientific concepts impact society and citizenship, fostering an understanding of civic responsibilities and engagement.

Science:

- **3-ESS2-1:** Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
 - Students can read informational texts about seasonal weather patterns and analyze key details to determine the main idea of the text. They can then represent data about typical weather conditions during different seasons using tables and graphs.

Mathematics:

- **3.MD.4:** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
 - Students can read informational texts about real-world phenomena or processes involving measurement. They can determine the main idea of the text and recount key details, then collect measurement data related to the topic using rulers marked with halves and fourths of an inch. Finally, they can represent this data using line plots, demonstrating their understanding of both ELA and math concepts.

Arts (Visual Arts, Performing Arts):

- **1.2.5.Cr1a:** Generate ideas for media artwork, using a variety of tools, methods and/or materials.
 - Students can create visual representations of characters, events, or concepts from literature or informational texts, demonstrating their understanding through artistic expression.
 - Students can engage in dramatic interpretations or performances based on literary works, bringing characters and stories to life through acting or storytelling.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.
 - Students can use digital tools to research, analyze, and present information from literary or informational texts, developing skills in digital literacy and communication.

Unit Understandings:

Students will understand that...

- stories are structured with a beginning, middle, and end, and that the sequence of events and character development are essential for understanding the plot and themes.

- informational texts have specific structures, such as headings, subheadings, and sections, which help organize information and convey the main ideas clearly.
- illustrations and other visual elements in informational texts contribute to their understanding by providing additional context and details that complement the written text.
- asking and answering questions about a text, and referring explicitly to the text for answers, enhances their comprehension and engagement with the story.
- asking and answering questions about key details in informational texts helps them better understand and retain the information presented.
- characters' actions and traits are crucial in driving the plot forward and analyzing these aspects helps them understand the story and its messages.
- understanding the relationships between historical events, scientific ideas, or steps in a procedure involves recognizing cause-and-effect relationships and sequences in informational texts.
- the central message, lesson, or moral of a story is conveyed through key details and events, and recognizing these elements helps them grasp the story's deeper meaning.
- determining the main idea of an informational text and recounting key details are essential skills for comprehending and summarizing the text's content effectively.

Unit Essential Questions:

- How do the structure and features of different texts, such as stories, dramas, poems, and informational texts, help us better comprehend, discuss, and locate relevant information efficiently?
- How does understanding the logical connections between sentences and paragraphs help us comprehend and support the specific points an author makes in a text?
- How can asking and answering questions, while referring to textual evidence, help us demonstrate a deeper understanding of both literary and informational texts?
- How does the development of characters in literary texts and the relationships between events or concepts in informational texts help us understand the progression and meaning of the stories and information presented?
- How do recounting key details from both literary and informational texts and explaining their significance help us understand and support the theme or main idea?
- How does understanding the structure, features, and connections within and between texts help us comprehend, discuss, and support the key details, themes, and main ideas presented in both literary and informational texts?

Knowledge and Skills:

Students will know...

- the parts of a story, including the beginning, middle, and end.
- how to identify the sequence of events in a story.
- how characters develop and change throughout a story.
- the different text structures used in informational texts (e.g., headings, subheadings, sections).
- how these structures help organize and convey information.
- how to identify the main idea and key details within these structures.
- how illustrations and visual elements contribute to understanding informational texts.
- how to use visual elements to gain additional context and details.

- how to interpret information from both the text and illustrations.
- how to ask and answer questions about a text.
- how to refer explicitly to the text to support their answers.
- the importance of questioning to deepen comprehension.
- how to ask and answer questions about key details in informational texts.
- how to use text evidence to support their answers.
- the role of questioning in understanding informational texts.
- how to describe characters and their actions in a story.
- how characters' actions contribute to the sequence of events.
- the relationship between characters' traits and their behaviors.
- how to describe the relationship between a series of historical events, scientific ideas, or steps in a procedure.
- how to use language that pertains to time, sequence, and cause/effect.
- how to identify and explain these relationships in informational texts.
- how to determine the central message, lesson, or moral of a story.
- how key details in a story convey its central message.
- the importance of identifying the central message for deeper understanding.
- how to determine the main idea of an informational text.
- how to recount key details that support the main idea.
- the significance of the main idea and supporting details for summarizing texts.

Students will be able to...

- identify the beginning, middle, and end of a story.
- describe the sequence of events in a story.
- analyze how characters develop and change throughout a story.
- identify and explain the text structures in informational texts, such as headings, subheadings, and sections.
- the main idea and key details within informational texts.
- explain how text structures help convey information.
- interpret and explain how illustrations and visual elements contribute to the understanding of informational texts.
- use information from both the text and illustrations to enhance comprehension.
- demonstrate understanding of a text using visual and textual evidence.
- ask and answer questions about a literary text.
- refer explicitly to the text to support their answers.
- use questioning to deepen their comprehension of the story.
- ask and answer questions about key details in informational texts.
- use text evidence to support their answers.
- employ questioning techniques to enhance understanding of informational texts.
- describe characters in a story, including their traits and actions.
- explain how characters' actions contribute to the sequence of events.
- analyze the relationship between characters' traits and their behaviors.

- describe the relationship between a series of historical events, scientific ideas, or steps in a procedure.
- use language that pertains to time, sequence, and cause/effect to explain these relationships.
- identify and explain cause-and-effect relationships in informational texts.
- determine the central message, lesson, or moral of a story.
- identify key details in a story that convey its central message.
- explain how the central message is conveyed through key details.
- determine the main idea of an informational text.
- recount key details that support the main idea.
- summarize informational texts by identifying the main idea and supporting details.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Summative:

- End of Unit 3 Common Assessment
- End of Unit 3 Common Assessment (Spanish Version)

Formative:

- Exit Tickets
- Graphic Organizers
- Think-Pair-Share
- Open-Ended Constructed Responses
- Summarizations
- Venn Diagrams
- Class Discussions
- Text Evidence
- Evidence-Based Answers
- Teacher Observations
- Self-Evaluations
- Peer Evaluations
- Student Oral Responses
- Written Feedback
- Conferencing
- White-Board Check-ins
- Running Records
- Quizzes

RL.TS.3.4

- Assign Standards Mastery-Understand the Structure of Literature Grade 3 Form A
- Performance Task: RL.TS.3.4 Become a Story Detective

RI.TS.3.4

- Assign Standards Mastery-Use Text Features Grade 3 Form A
- Performance Task: RI.TS.4.4 Animal Report with a Twist

RI.AA.3.7.

- Assign Standards Mastery-Describe Connections Between Sentences and Paragraphs Grade 3 Form A
- Guion Buford from CommonLit

RL.CR.3.1

- Assign Standards Mastery-Ask & Answer Questions About Stories Grade 3 Form B

RI.CR.3.1

- Assign Standards Mastery-Ask & Answer Questions Grade 3 Form B

RL.IT.3.3.

- Assign Standards Mastery-Describe Characters Grade 3 Form B

RI.IT.3.3

- Assign Standards Mastery-Time, Sequence, and Cause and Effect Grade 3 Form B

RL.CI.3.2.

- Assign Standards Mastery-Recount Stories and Determine the Central Message Grade 3 Form B

RI.CI.3.2.

- Assign Standards Mastery-Main Idea and Key Details Grade 3 Form B

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation:

- **Literary Analysis Stations:** Set up stations around the classroom with excerpts from different texts. Students rotate through the stations, reading the excerpts and identifying explicit details, making inferences, and discussing connections to other texts or personal experiences
- **Theme Exploration:** Have students read a short story or novel and identify the theme. Then, have them create a visual representation (poster, collage, etc.) that represents the theme and present it to the class
- **Character Analysis Graphic Organizer:** Provide students with a graphic organizer to analyze a character from a story. They should identify traits, motivations, and actions, and then use textual evidence to support their analysis
- **Non-Fiction Text Analysis:** Provide students with a nonfiction article and have them identify the author's purpose and main idea. They should then write a brief summary and discuss how the author uses evidence to support their main idea
- **Text Feature Scavenger Hunt:** Give students a non-fiction text and have them search for specific text features (headings, captions, diagrams, etc.). Students should then explain how these features help them understand the text better

- **Historical Event Analysis:** Have students read a historical text or primary source document about a specific event. They should analyze the impact of individuals and events throughout the course of the text, explaining what happened and why based on evidence in the text.
- **Vary Text Complexity:** Offer a range of reading materials with different levels of difficulty to match individual reading abilities. Utilize audiobooks or read-alouds for complex texts.
- **Provide Scaffolds and Supports:** Before tackling challenging texts, introduce key vocabulary or concepts through graphic organizers, visuals, or pre-reading activities.
- **Tiered Assignments:** Design assignments with varying levels of complexity. Students can choose tasks that match their current skill level or collaborate on projects with different components.
- **Choice Boards:** Offer students a selection of activities related to the same concept, allowing them to choose tasks that appeal to their interests or learning styles (e.g., creating a comic strip, writing a poem, building a model).

Process Differentiation:

- **Tiered Reading Groups:** Create tiered reading groups based on student readiness. Each group reads a different text at an appropriate reading level but focuses on the same skill or standard (e.g., identifying explicit details, determining themes)
- **Socratic Seminars:** Organize Socratic Seminars where students discuss open-ended questions related to a text. Provide different levels of questioning based on student readiness
- **Literature Circles:** Divide students into literature circles where they read and discuss a text together. Each group focuses on a different aspect of the text (e.g., characters, themes) and presents their findings to the class
- **Tiered Graphic Organizers:** Provide graphic organizers with different levels of structure and prompts to support students who need more guidance or those who benefit from independent organization.
- **Differentiated Grouping:** Form flexible groups based on student needs for specific activities. This allows for peer collaboration, scaffolding, and differentiated instruction within the groups.
- **Choice of Learning Tools:** Offer students options for how they take notes, complete assignments, and demonstrate understanding (e.g., mind maps, digital presentations, written reports).
- **Guided Reading:** Engage in small group instruction tailored to student reading levels. Through selected texts and targeted questioning, practice reading strategies in a supportive environment. Flexible grouping ensures personalized instruction, building confidence and independence.
- **Daily 5:** Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring. (Read to self, work on writing, read to someone, word study, and listen to reading)
- **Daily 3:** Support students to read independently, collaborate with peers, and engage in word work. This approach fosters essential skills at their own pace, nurturing a love for reading and learning.
- **Pair Share:** Engage students to work together in pairs to discuss and share their thoughts, ideas, or responses to a question or prompt.
- **Small Group Instruction:** Work with students in a small group to differentiate instruction based on students' abilities and provide an opportunity for more personalized attention and support. Small group instruction is often used to reinforce concepts, provide additional practice, or introduce new material in a more interactive and focused setting than whole-class instruction.
- **Multiple Learning Strategies:** Incorporate various learning activities like discussions, small group work, independent research projects, kinesthetic activities, or technology integration to cater to different learning styles (auditory, visual, kinesthetic).

- **Tiered Graphic Organizers:** Provide graphic organizers with different levels of structure and prompts to support students who need more guidance or those who benefit from independent organization.
- **Differentiated Grouping:** Form flexible groups based on student needs for specific activities. This allows for peer collaboration, scaffolding, and differentiated instruction within the groups.
- **Choice of Learning Tools:** Offer students options for how they take notes, complete assignments, and demonstrate understanding (e.g., mind maps, digital presentations, written reports).

Product Differentiation:

- **Alternative Assessments:** Allow students to choose from a variety of assessment options to demonstrate their understanding of a text or concept. Options can include written essays, presentations, creative projects, or multimedia projects
- **Literary Analysis Essay:** Have students write a literary analysis essay focusing on a specific aspect of a text (e.g., theme, character development). Provide support and guidance based on individual student needs
- **Digital Storytelling:** Have students create a digital storytelling project where they retell a story or explain a concept using digital media. This allows for creativity and differentiation in the final product
- **Open-Ended Tasks:** Instead of one-size-fits-all questions, design open-ended tasks that allow students to demonstrate their understanding at their own level and express their creativity.
- **Differentiated Rubrics:** Utilize rubrics with clear criteria tailored to different levels of complexity within an assignment. This provides clear expectations and promotes growth for all learners.
- **Multiple Assessment Options:** Provide students with various ways to showcase their learning, such as presentations, written essays, creative projects (poems, songs, artwork), or multimedia presentations.
- **Open-Ended Tasks:** Instead of one-size-fits-all questions, design open-ended tasks that allow students to demonstrate their understanding at their own level and express their creativity.
- **Differentiated Rubrics:** Utilize rubrics with clear criteria tailored to different levels of complexity within an assignment. This provides clear expectations and promotes growth for all learners.

Additional Differentiation:

- **Interest Integration:** Whenever possible, connect lesson topics to students' interests to enhance engagement and motivation.
- **Technology Integration:** Utilize educational technology tools like online quizzes, graphic organizers apps, or digital storytelling platforms to support learning and cater to diverse needs.
- **Student Choice and Voice:** Empower students to participate in the learning process by offering choices and opportunities to share their insights and preferred learning methods.

RESOURCES

Teacher Resources:

- Grade 3 Unit 3 Reading Pacing Guide
- Ready Teacher Resource Book

- ELL Strategy Library
- District Writing Rubrics
- Daily 5 Padlet

RL.TS.3.4

Mentor Texts:

- "Charlotte's Web" by E.B. White read aloud
- "The Wild Robot" by Peter Brown online book
- "Because of Winn-Dixie" by Kate DiCamillo online book
- "Shaking Things Up - 14 Young Women Who Changed the World" by Susan Hood read aloud
(AAH)
- "Where the Sidewalk Ends" by Shel Silverstein online book
- "Dragonfly" from CommonLit

Resources:

- Prose and Poetry Structural Elements Anchor Charts
- Drama Structural Elements Anchor Chart
- Poetry, Prose, and Drama Elements Anchor Chart
- Figurative Language Anchor Chart
- Figurative Language Posters
- Figurative Language Student Notebook

Paired Sources:

- Ickle Me, Pickle Me, Tickle Me Too by Shel Silverstein from CommonLit
- The Long-Haired Boy by Shel Silverstein from CommonLit

RI.TS.3.4

Mentor Texts:

- National Geographic Kids Magazine - "Sea Turtle Rescue" online version
- "National Geographic Readers: Planets" online book
- "Wildlife Photographer: Cool Careers" by William David Thomas
- "I Wonder Why the Sea Is Salty: and Other Questions About the Oceans" by Anita Ganeri
- Time for Kids Magazine
- "Who Was?" Series by various authors

Resources:

- Text Structure Anchor Chart
- Text Structure Graphic Organizers
- Compare/Contrast Text Structure Sheet
- Text Features Anchor Chart
- BrainPop Jr., Reading Nonfiction Video
- Nonfiction Text Features Scavenger Hunt
- Charlotte's Web-Connecting to RI.TS.3.4.
- Because of Winn-Dixie - Connecting to RI.TS.3.4.
- The Wild Robot-Connecting to RI.TS.3.4.

Paired Sources:

- Brain Freeze from CommonLit
- The Cold Hard Science Behind Ice Cream from CommonLit

Resources for both RL.TS.4.4. & RI.TS.4.4.

- [Venn Diagram Graphic Organizers](#)
- [Close Reading Anchor Chart](#)
- [Close Reading and Annotating Anchor Charts](#)
- [Annotating Anchor Chart](#)
- [Citing Evidence Stems Anchor Chart](#)
- [Citing and Explaining Evidence Anchor Chart](#)
- [Constructed Response RACES Strategy Anchor Chart](#)
- [Constructed Response Rubric](#)
- [Textual Evidence Log](#)
- [Book Club Resources](#)

RI.AA.3.7.

Mentor Texts:

- Aaron and Alexander: The Most Famous Duel in American History by Don Brown read aloud
- Poles Apart by Jeanne Willis and Jarvis read aloud
- "Aliens From Earth: When Animals and Plants Invade Other Ecosystems" by Mary Batten online book
- What If You Had An Animal Tail? by Sandra Markle read aloud
- Whoosh!: Lonnie Johnson's Super-Soaking Stream of Inventions by Chris Barton online book **(AAH)**
- The Boy Who Harnessed the Wind: Young Readers Edition by William Kamkwamba read aloud **(AAH)**
- A Place for Butterflies by Melissa Stewart read aloud
- Living in India by Chloe Perkins read aloud **(AAPI)**
- Holidays Around the World: Celebrate Chinese New Year: With Fireworks, Dragons, and Lanterns by Carolyn Otto online book **(AAPI)**

Resources:

- Nonfiction Reading Stop and Jot Anchor Chart
- Note-taking Graphic Organizers
- Reading Comprehension Question Stem Cards for Nonfiction
- Venn Diagram Graphic Organizers
- Nonfiction Text Features
- Close Reading Anchor Chart
- Close Reading and Annotating Anchor Charts
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Constructed Response RACES Strategy Anchor Chart
- Constructed Response Rubric
- Textual Evidence Log
- Text Structure Anchor Chart
- Text Structure Graphic Organizers
- Compare/Contrast Text Structure Sheet
- Text Features Anchor Chart
- BrainPop Jr., Reading Nonfiction Video
- Nonfiction Text Features Scavenger Hunt
- Cause and Effect Anchor Chart
- Cause and Effect Graphic Organizer
- Sequencing Anchor Chart and Activities

- Book Club Resources

RL.CR.3.1.

Mentor Texts:

- "The Tale of Despereaux" by Kate DiCamillo online book
- "The Wild Robot" by Peter Brown online book

Resources:

- Reading Think Aloud Anchor Chart
- Annotating Anchor Chart
- Questioning Stems (Fiction)
- Reading Comprehension Question Stem Cards for Fiction
- BHH Reading Strategy Anchor Chart
- THH Reading with Fiction Graphic Organizer

Paired Sources:

- The Champion of Quiet from CommonLit
- I am the Pine from CommonLit

RI.CR.3.1.

Mentor Texts:

- "The Fantastic Undersea Life of Jacques Cousteau" by Dan Yaccarino read aloud
- "Who Was Helen Keller?" by Gare Thompson online book (**LGBTQ/D**)
- "A Drop of Water: A Book of Science and Wonder" by Walter Wick online book

Resources:

- Nonfiction Reading Stop and Jot Anchor Chart
- Reading Non-Fiction Chart with BIG QUESTIONS
- Reading Comprehension Question Stem Cards for Nonfiction

Paired Sources:

- Under the Ice from CommonLit
- What is Antarctica? from CommonLit

Resources for both RL.CR.3.1 & RI.CR.3.1

- Close Reading and Annotating Anchor Charts
- Close Reading Graphic Organizer
- Types of Questions/QAR Strategy Anchor Chart
- How to Write a Level 3 Post-it
- Socratic Seminar Guidelines
- Text Evidence Response Stems
- Making Connections Anchor Charts
- Making Connections (for student notebook)
- Literature Circles
- Close Reading Anchor Chart
- Close Reading Graphic Organizer
- Annotating Text (Fiction)
- Constructed Response-RACES
- Constructed Response Rubric
- Context Clues Anchor Chart

- [Context Clues Graphic Organizer-1](#)
- [Context Clues Graphic Organizer-2](#)
- [Context Clues Graphic Organizer-3](#)
- [Textual Evidence Log](#)
- [Book Club Resources](#)

RL.IT.3.3.

Mentor Texts:

- "Charlotte's Web" by E.B. White read aloud
- "The Tale of Despereaux" by Kate DiCamillo online book
- "Because of Winn-Dixie" by Kate DiCamillo online book
- The Wild Robot by Peter Brown online book

Resources:

- Reading Think Aloud Anchor Chart
- Annotating Anchor Chart
- Character Traits Anchor Chart
- Character Traits Activities
- Character Traits: Synonyms
- Character Traits Chart
- Character Traits and Feelings Anchor Chart
- Character Traits and Feelings Graphic Organizer
- Character Traits Anchor Charts
- Character Traits List Anchor Chart
- Character Traits Making Inferences
- Character Traits Word Bank
- Character Analysis Map
- Character-Change Map
- Compare and Contrast Two Characters Map
- Character Traits and Analysis Organizers
- Plot Diagram
- Plot Structure Anchor Chart
- Plot Structure Graphic
- Geri's Game-Disney Pixar Short to Teach Character Analysis
- KWL Chart

Paired Sources:

- Hazel Grove from CommonLit (**LGBTQ/D**)
- My Great-Grandma from CommonLit

RI.IT.3.3.

Mentor Texts:

- "The Fantastic Undersea Life of Jacques Cousteau" by Dan Yaccarino read aloud
- "Who Was Helen Keller?" by Gare Thompson online book (**LGBTQ/D**)
- "A Drop of Water: A Book of Science and Wonder" by Walter Wick online book

Resources:

- Concept Map Template
- Nonfiction Reading Stop and Jot Anchor Chart

- Blank Timeline 1 (Students can either illustrate or write the events)
- Blank Timeline 2

Paired Sources:

- Kobe Bryant: A Basketball Legend from CommonLit
- Michael Jordan from CommonLit

Resources for both RL.IT.3.3 & RI.IT.3.3

- Close Reading Anchor Chart
- Close Reading and Annotating Anchor Charts
- Text Evidence Response Stems
- Reading Non-Fiction Chart with BIG QUESTIONS
- Types of Questions/QAR Strategy Anchor Chart
- Reading Comprehension Question Stem Cards for Nonfiction
- Making Connections Anchor Charts
- Constructed Response-RACES
- Constructed Response Rubric
- Vocabulary Activities
- Inference Anchor Chart 1
- Inference Anchor Chart 2
- Inference Graphic Organizer
- Inference Graphic Organizers
- Socratic Seminar Guidelines
- Constructed Response-RACES
- Constructed Response Rubric
- Textual Evidence Log
- Book Club Resources

RL.CI.3.2.

Mentor Texts:

- "The Shepherd Boy and the Wolf" by Aesop
- "Anansi the Spider: A Tale from the Ashanti" by Gerald McDermott read aloud
- "The Rough-Face Girl" by Rafe Martin read aloud
- "The Legend of Blue Bonnet" by Tomi dePaola read aloud
- "The Magic Hat" by Mem Fox read aloud
- "Hair Love" by Matthew A. Cherry read aloud (AAH)

Resources:

- Theme Anchor Chart
- Theme Anchor Charts
- Theme Graphic Organizers
- Summarizing Anchor Chart
- Summarizing Graphic Organizer
- Summarizing Graphic Organizer (SWBST)
- Fiction Summary Rubric
- Annotating Text (Fiction)

Paired Sources:

- How the Stories Came to Be from CommonLit

- Coyote and Fire from CommonLit

RI.CI.3.2.

Mentor Texts:

- "The Story of Ruby Bridges" by Robert Coles read aloud (AAH)
- "Ivan: The Remarkable Story of the Shopping Mall Gorilla" by Katherine Applegate read aloud
- "One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia" by Miranda Paul read aloud (AAH)

Resources:

- Nonfiction Reading Stop and Jot Anchor Chart
- Reading Comprehension Question Stem Cards for Nonfiction
- Summarizing Nonfiction Anchor Chart

Resources for both RI.CI.3.2. & RI.CI.3.2.

- Reading Think Aloud Anchor Chart
- Close Reading Anchor Chart
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Main Idea Mini Anchor Chart
- Main Idea and Key Details Graphic Organizer
- Main Idea vs. Theme Sort
- Constructed Response-RACES
- Constructed Response Rubric
- Textual Evidence Log
- Book Club Resources

Review Week:

Mentor Texts:

RI.TS.3.4., RI.CR.3.1., RI.IT.3.3., RI.CI.3.2.:

- "Because of Winn-Dixie" by Kate DiCamillo online book
- "The Tale of Despereaux" by Kate DiCamillo online book
- "Charlotte's Web" by E.B. White read aloud
- The Wild Robot by Peter Brown online book

RI.TS.3.4., RI.CR.3.1., RI.IT.3.3., RI.CI.3.2.:

- "Ivan: The Remarkable Story of the Shopping Mall Gorilla" by Katherine Applegate read aloud
- "National Geographic Readers: Planets" online book
- "The Fantastic Undersea Life of Jacques Cousteau" by Dan Yaccarino read aloud

Equipment Needed:

- Projector/Newline Board
- Student Notebooks
- Post-it Notes
- Mentor Texts
- Good-fit books
- Chart Paper
- Anchor Charts
- Graphic Organizers

UNIT 3 OVERVIEW

Content Area: English Language Arts: **Writing**

Unit Title: Exploring and Explaining: Writing to Analyze and Convey Literary and Informational Insights

Target Course/Grade Level: 3

Unit Summary: In this unit, students will develop their analytical writing skills by engaging with both literary and informational texts. They will learn to examine and interpret the themes, characters, and events in literary works, as well as understand and explain the structure and main ideas of informational texts. Through a variety of writing tasks, students will practice crafting clear and insightful analyses, supported by textual evidence. This unit emphasizes the importance of comparing and contrasting different types of texts, helping students to draw connections and deepen their understanding of the material. By the end of the unit, students will be able to effectively convey their insights and analyses in well-structured essays that demonstrate their ability to engage critically with both literary and informational content.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

Students will demonstrate understanding of vocabulary development through:

Phonics and Word Recognition

- **L.RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllable words.
 - Read grade-appropriate irregularly spelled words.
 - Analyze the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

- **L.RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Spelling

- **L.WF.3.2.** Demonstrate command of the conventions of encoding and spelling.

- Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
- Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- Identify language of word origin, as noted in dictionaries.
- Spell singular and plural possessives (teacher’s; teachers’)
- Change y to i (cried) in words with suffixes, when required
- Spell regular two- and three-syllable words that:
 - Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
 - Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- Spell common words in English, including regular and irregular forms.

Sentence Composition (Grammar, Syntax, and Punctuation)

- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
 - Capitalize appropriate words in titles.
 - Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
 - Use appropriate pronouns with clear referents.
 - Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
 - Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
 - Paraphrase a main idea or event in order to vary sentence structure and word use.
 - Organize ideas into paragraphs with main ideas and supporting details.

- **L.KL.3.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - Choose words and phrases for effect.
 - Recognize and observe differences between the conventions of spoken and written English.

- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - Use sentence-level context as a clue to the meaning of a word or phrase.

- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **L.VI.3.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

READING:

- **RL.TS.3.4.** Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RI.TS.3.4.** Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
- **RI.AA.3.7.** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- **RL.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **RL.IT.3.3.** Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- **RI.IT.3.3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

- **RL.CI.3.2.** Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- **RI.CI.3.2.** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

WRITING:

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

This standard helps students understand how to analyze content through literary text. It shows that students can do more than just write informational texts—they can explore characters, settings, and events in stories.

EX: When students are asked to write according to this standard, they are expected to create a piece of writing that delves into a literary work, such as a book, poem, or play, and explain it clearly. This means breaking down the themes, characters, plot, and other elements of the work, and presenting your insights and interpretations in a way that's easy for readers to understand. So, when a student sees this standard, think about how they can analyze a piece of literature and communicate their findings effectively through their writing.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

SPEAKING AND LISTENING:

- **SL.PE.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.
 - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.
- **SL.II.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.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

- **SL.PI.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.UM.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Science:

- **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

Unit Understandings:

Students will understand that...

Writing Process

- it is important to establish clear routines for gathering materials, maintaining a writer's notebook, and organizing drafts and revisions.
- it is important to have a clean and organized writing space.
- it is important to develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach with guidance and support.
- they need to write routinely over extended time frames and shorter time frames.

Literary and Research Simulation Tasks

- writing analytical essays involves clearly expressing insights about characters, settings, and events, supported by textual evidence.
- analytical writing requires a structured approach, including a clear thesis, well-organized arguments, and coherent conclusions.
- effective analysis requires supporting interpretations with specific evidence from the text.
- textual evidence includes direct quotes, descriptions, and specific details that back up analytical claims.
- analyzing literary and informational texts fosters critical thinking and interpretation skills.
- questioning, inferring, and drawing conclusions about the text beyond surface-level understanding is important.
- the skills developed in analyzing literary and informational texts can be applied to other forms of writing and across different subjects.

Revision and Editing

- it is important to revise in order to craft a strong narrative.
- revising for clarity and flow involves checking for logical flow, clear transitions, and consistent point of view.
- it is important to edit for grammar and mechanics, focusing on common errors in narrative writing.

Unit Essential Questions:

- How can we use informative writing to analyze and clearly convey our understanding of characters, settings, and events in literary texts?
- How can we effectively analyze and examine informational texts to write a comprehensive and insightful research simulation task?
- How can we effectively analyze and examine literary passages to craft a clear and well-organized literary analysis essay?
- How can we effectively analyze and examine informational passages to craft a clear and well-organized research simulation essay?

Knowledge and Skills:

Students will know...

Writing Process

- how to establish clear routines for gathering materials, maintaining a writer's notebook, and organizing drafts and revisions.
- the importance of a clean and organized writing space.
- how to develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach with guidance and support.
- how to write routinely over extended time frames and shorter time frames.

Literary and Research Simulation Tasks

- how to recognize different types of textual evidence (e.g., quotes, descriptions, specific details) in both literary and informational texts.
- how to select relevant evidence to support analysis.

- how to understand character traits, motivations, and development in literary texts.
- how to recognize methods of characterization (e.g., direct and indirect characterization).
- how to identify features of informational texts, such as headings, subheadings, charts, graphs, and diagrams.
- how to identify central themes and messages in both literary and informational texts.
- how to understand that themes are developed through characters, settings, events, and informational content.
- the purpose and structure of various informational text types (e.g., articles, reports, essays).
- how to compare and contrast characters, settings, events, and themes in literary texts.
- how to compare and contrast informational texts on the same topic by identifying different perspectives and approaches.
- how to revise analytical writing based on peer and teacher feedback.
- how to refine arguments, improve clarity, and ensure proper use of textual evidence.

Revision and Editing

- how to revise in order to create a strong analytical essay.
- how to revise for clarity and flow, including checking for logical flow, clear transitions, and consistent point of view.
- how to edit for grammar and mechanics, focusing on common errors in narrative writing.

Students will be able to...

- craft clear and coherent essays with a strong thesis and well-supported arguments.
- organize essays with logical structure, including introduction, body paragraphs, and conclusion.
- select relevant quotes and details from literary and informational texts to support analytical points.
- identify central themes and messages in both literary and informational texts.
- analyze how themes are developed through characters, settings, events, and informational content.
- compare and contrast characters, settings, and events within or across literary texts.
- compare and contrast informational texts on the same topic, identifying different perspectives and approaches.
- revise analytical writing based on peer and teacher feedback.
- refine arguments, improve clarity, and ensure proper use of textual evidence.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Literary Analysis Task Essay End of Unit Assessment
 - The Champion of Quiet
 - I am the Pine from CommonLit
 - LAT - Grade 3 Unit 3 End of Unit Assessment for Champion of Quiet/I am the Pine

- Research Simulation Task Essay End of Unit Assessment
 - Kobe Bryant: A Basketball Legend from CommonLit
 - Michael Jordan from CommonLit
 - RST Grade 3 End of Unit Assessment Kobe Bryant/Michael Jordan
- Graphic Organizers
- Published Literary Analysis Task Essay
- Published Research Simulation Task
- Quick Writes
- Conferring Notes/Checklist

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation:

- Provide different versions of assignments with varying levels of complexity (basic, moderate, advanced).
- Basic versions might focus on fewer plot points, simpler characters, or shorter writing lengths.
- Advanced versions could offer opportunities to explore complex literary devices, multiple character perspectives, or deeper themes.
- Choice Boards: Offer students a variety of prompts or topics within the narrative writing unit. (This allows them to choose stories that align with their interests and reading levels.)
- Graphic Organizers: Provide graphic organizers with varying levels of detail to scaffold brainstorming and story planning for students who need more support.

Process Differentiation:

- Group students based on similar needs or skill levels for focused instruction and peer collaboration.
- Advanced learners might work together on more complex writing tasks, while students needing additional support can benefit from peer review and guided practice.
- Scaffolding: Offer sentence starters, word banks, or story maps to help students who struggle with getting started or expressing their ideas.
- Gradually reduce scaffolding as students gain confidence and independence.
- Alternative Activities: Provide alternative activities for students who learn best through different modalities. (This could include storytelling podcasts, creating storyboards, or acting out scenes.)

Product Differentiation:

- Allow students to present their final narratives in various formats, like traditionally written stories, illustrated narratives, digital presentations, or even short films.
- Differentiated Length Requirements: Adjust the required word count based on student ability. Advanced learners can write longer narratives, while students needing more support can focus on creating shorter, well-developed pieces.
- Collaborative Writing: Allow struggling students to work collaboratively on a single narrative, sharing the writing and brainstorming responsibilities.

Additional Considerations:

- Use technology tools like screen readers, audiobooks, or voice dictation software to support students with learning differences.
- Explore online writing platforms with collaborative features and built-in grammar checks.

- Ongoing Assessment: Continuously assess student progress through observations, conferences, and writing samples.
- Use this information to adjust instruction and differentiation strategies to meet individual needs.
- Student Choice and Voice: Offer choices throughout the writing process to empower students and make learning more engaging.
- Encourage students to reflect on their writing strengths and areas for improvement, setting personal goals for growth.
- **Student Choice and Voice:**
 - Offer choices throughout the writing process to empower students and make learning more engaging.
 - Encourage students to reflect on their writing strengths and areas for improvement, setting personal goals for growth.

RESOURCES

Teacher Resources:

- Grade 3 Unit 3 Writing Pacing Guide
- Assigning iReady Standards Mastery
- iReady Teacher Resource Book
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Essay Writing Anchor Chart
- Venn Diagram Graphic Organizers
- T-Chart
- Cornell Notes Template
- ELL Strategy Library

Writing Folder:

- Traits for Good Writing
- Informational Hooks
- Descriptive Words
- Conference Recording Sheet
- Conferencing Stems
- Transitional Words/Phrases
- What Good Writers Do Anchor Chart
- Writing Process Anchor Chart/Checklist
- Prove it & Explain it

Conferencing:

- Conference Recording Sheet
- Conferencing Stems
- Writing Conference Organizers

Rubrics:

- Writing Rubric

LAT Resources:

- LAT Guide
- Steps for LAT
- LAT exemplar with one source
- LAT exemplar with two sources (The texts from this can also be used in your lessons.)
- LAT Checklist 1
- LAT Checklist 2
- Thesis Statement Examples
- Thesis Statement Anchor Chart and Checklist
- Paraphrasing and Direct Quotes Anchor Chart
- Writing Task for Ickle Me, Pickle Me, Tickle Me/Long-Haired Boy

LAT Mentor Texts:

- Ickle Me, Pickle Me, Tickle Me Too by Shel Silverstein from CommonLit
- The Long-Haired Boy by Shel Silverstein from CommonLit
- The Champion of Quiet from CommonLit
- I am the Pine from CommonLit

RST Resources:

- RST Outline
- RST Graphic Organizer
- RST Checklist
- RST Exemplar
- RST Writing Task for Under the Ice/Antarctica

RST Mentor Texts:

- Under the Ice from CommonLit
- What is Antarctica? from CommonLit
- Kobe Bryant: A Basketball Legend from CommonLit (AAH)
- Michael Jordan from CommonLit (AAH)

Equipment Needed:

- Projector/Newline Board
- Student Writing Notebooks
- Student Writing Folders
- Post its
- Mentor Texts
- Chart Paper
- Anchor Charts
- Graphic Organizers

UNIT 4 OVERVIEW

Content Area: English Language Arts: **Reading**

Unit Title: Digital Storytelling: Exploring Literary and Informational Texts to Develop Comprehension and Critical Thinking Skills

Target Course/Grade Level: 3

Unit Summary: In this unit, grade 3 students will engage deeply with narrative elements found in both literary and informational texts. They will analyze how authors employ narrative structure, point of view, textual evidence, and figurative language to effectively convey messages and develop themes. Through comparative analysis, students will enhance their understanding of these elements and their impact on storytelling. Additionally, students will create detailed storyboards outlining their multimedia presentations, seamlessly integrating text, images, narration, and music to enrich their analysis and comparisons. Finally, students will present their multimedia projects to the class, emphasizing key themes, text structures, and comparative analyses, and explaining how their digital storytelling choices enhance understanding of the texts. Following their presentations, students will reflect on their projects, identifying strengths and areas for improvement, and complete a self-assessment using a provided rubric. They will also provide constructive feedback to their peers, focusing on the clarity, coherence, and effectiveness of multimedia elements, guided by the rubric criteria.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

Students will demonstrate understanding of vocabulary development through:

Phonics and Word Recognition

- **L.RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllable words.
 - Read grade-appropriate irregularly spelled words.
 - Analyze the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

- **L.RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression.

- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Spelling

- **L.WF.3.2.** Demonstrate command of the conventions of encoding and spelling.
 - Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
 - Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
 - Identify language of word origin, as noted in dictionaries.
 - Spell singular and plural possessives (teacher’s; teachers’)
 - Change y to i (cried) in words with suffixes, when required
 - Spell regular two- and three-syllable words that:
 - vii. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
 - viii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
 - Spell common words in English, including regular and irregular forms.

Sentence Composition (Grammar, Syntax, and Punctuation)

- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
 - Capitalize appropriate words in titles.
 - Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
 - Use appropriate pronouns with clear referents.
 - Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
 - Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
 - Paraphrase a main idea or event in order to vary sentence structure and word use.
 - Organize ideas into paragraphs with main ideas and supporting details.
- **L.KL.3.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - Choose words and phrases for effect.
 - Recognize and observe differences between the conventions of spoken and written English.

- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

- **L.VI.3.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

READING:

RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.

RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.

RL.MF.3.6. 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.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

RI.IT.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.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.

RI.PP.3.5. Distinguish their own point of view from that of the author of a text.

RI.MF.3.6. Use information gained from text features (e.g., illustrations, 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.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

WRITING:

- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly.
 - B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
 - C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
 - E. Provide a conclusion related to the information or explanation presented.
- **W.WP.3.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - A. Identify audience, purpose, and intended length of composition before writing.
 - B. Consider writing as a process, including self-evaluation, revision and editing.
 - C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
- **W.WR.3.5.** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- **W.SE.3.6.** Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

SPEAKING AND LISTENING:

- **SL.PE.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.
 - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.
- **SL.II.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.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI.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.UM.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.

- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.
 - Students can use digital tools to research, analyze, and present information from literary or informational texts, developing skills in digital literacy and communication.

Unit Understandings:

Students will understand that...

- authors use specific text structures and choices in language to convey meaning and enhance the reader’s experience. They will be able to identify and describe these structures and language choices in both literary and informational texts.
- comparing and contrasting texts helps to deepen their comprehension of themes, characters, and events. They will be able to identify similarities and differences between texts, drawing on specific details to support their analysis.
- identifying key details and summarizing chapters or sections of a text can help them comprehend the main ideas and themes. They will be able to retell stories, including key details, and determine the central message, lesson, or moral.
- stories are organized into parts such as chapters, scenes, and stanzas, and each part contributes to the development of the story. They will be able to refer to these parts and describe how each part builds on previous sections.
- reading a range of texts at varying levels of complexity is important for building their reading skills and comprehension. They will be able to read and comprehend literature appropriate for grade 3 independently and proficiently.
- reading diverse texts from different cultures and perspectives broadens their understanding of the world. They will be able to engage with and appreciate the value of diverse literary works.
- responding to literature involves expressing their thoughts, feelings, and interpretations of texts. They will be able to write or speak about their responses to literature, providing evidence from the text to support their ideas.
- informational texts have different structures and features designed to help readers locate and understand information. They will be able to identify and describe these structures and features, such as headings, tables of contents, and indexes.
- integrating information from different texts on the same topic can deepen their understanding of that topic. They will be able to compare and contrast the most important points and key details from two texts on the same subject.
- identifying the main idea and supporting details is crucial for comprehending informational texts. They will be able to determine the main idea of a text and recount key details that support it.

- informational texts use various text features to help convey information efficiently. They will be able to utilize and reference these features, such as graphics, images, captions, and search tools, to locate and integrate relevant information.
- reading a range of informational texts at varying levels of complexity is important for building their reading skills and comprehension. They will be able to read and comprehend informational texts appropriate for grade 3 independently and proficiently.
- reading diverse informational texts from different cultures and perspectives broadens their knowledge and understanding of the world. They will be able to engage with and appreciate the value of diverse informational works.
- authors of informational texts use evidence and reasoning to support their points. They will be able to analyze how an author supports particular points in a text with reasons and evidence.
- responding to informational texts involves expressing their thoughts, questions, and interpretations. They will be able to write or speak about their responses to informational texts, providing evidence from the text to support their ideas.

Unit Essential Questions:

- How do the various elements and features of both literary and informational texts, such as key details, character development, text structure, and illustrations, help us understand, connect with, and analyze the main ideas and themes presented, and then effectively communicate this analysis through digital storytelling?
- How do authors use different text structures, figurative language, and points of view to convey their messages, and how can we compare and contrast these elements across literary and informational texts to deepen our understanding of themes and ideas?
- How do different authors use narrative structure, point of view, and textual evidence to convey themes and perspectives across literary and informational texts, and how can these elements be effectively communicated through digital storytelling?
- How do authors use narrative structure, point of view, and textual evidence to convey themes and main ideas, and how can students effectively analyze and present these elements through digital storytelling and comparative analysis?

Knowledge and Skills:

Students will know...

- how stories are organized (e.g., chronology, cause/effect, problem/solution).
- the roles of chapters, scenes, and stanzas in building a narrative.
- the different types of narrators (e.g., first-person, etc.).
- how the narrator's perspective influences the story.
- how to identify and cite specific quotes from texts.
- the importance of using textual evidence to support analysis.
- various forms of figurative language (e.g., metaphors, similes, personification, hyperbole).
- how figurative language enhances the meaning and impact of a text.
- the use and purpose of headings, captions, graphics, sidebars, and indexes.
- how to navigate and extract information from these features efficiently.
- techniques for comparing and contrasting elements across texts.

- the significance of similarities and differences in understanding themes and ideas.
- how to plan and create multimedia presentations.
- the integration of text, images, narration, and music to convey messages effectively.

Students will be able to...

- identify and describe the narrative structure, point of view, and use of figurative language in both literary and informational texts.
- highlight and explain textual evidence that supports key themes and ideas.
- use tools like Venn diagrams and charts to compare and contrast narrative structures, points of view, and textual evidence across different texts.
- draw meaningful conclusions from these comparisons to deepen their understanding of the texts.
- create storyboards that outline their multimedia presentations, incorporating text, images, narration, and music.
- use digital tools (e.g., Google Slides, Canva, video editing software) to assemble cohesive and visually appealing presentations.
- present their multimedia projects to the class, clearly explaining how their analysis and digital storytelling choices enhance the understanding of the texts.
- reflect on their work, identifying strengths and areas for improvement, and complete a self-assessment.
- offer constructive feedback to classmates, focusing on the clarity, coherence, and effectiveness of their multimedia elements.
- use a provided rubric to guide their evaluations and ensure comprehensive feedback.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Summative:

- Digital Storytelling Project
- Digital Storytelling Rubric

Formative:

- Exit Tickets
- Graphic Organizers
- Think-Pair-Share
- Open-Ended Constructed Responses
- Summarizations
- Venn Diagrams
- Class Discussions
- Text Evidence

- Evidence-Based Answers
- Teacher Observations
- Self-Evaluations
- Peer Evaluations
- Student Oral Responses
- Written Feedback
- Conferencing
- White-Board Check-ins
- Running Records
- Quizzes

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation:

- **Literary Analysis Stations:** Set up stations around the classroom with excerpts from different texts. Students rotate through the stations, reading the excerpts and identifying explicit details, making inferences, and discussing connections to other texts or personal experiences
- **Theme Exploration:** Have students read a short story or novel and identify the theme. Then, have them create a visual representation (poster, collage, etc.) that represents the theme and present it to the class
- **Character Analysis Graphic Organizer:** Provide students with a graphic organizer to analyze a character from a story. They should identify traits, motivations, and actions, and then use textual evidence to support their analysis
- **Non-Fiction Text Analysis:** Provide students with a nonfiction article and have them identify the author's purpose and main idea. They should then write a brief summary and discuss how the author uses evidence to support their main idea
- **Text Feature Scavenger Hunt:** Give students a non-fiction text and have them search for specific text features (headings, captions, diagrams, etc.). Students should then explain how these features help them understand the text better
- **Historical Event Analysis:** Have students read a historical text or primary source document about a specific event. They should analyze the impact of individuals and events throughout the course of the text, explaining what happened and why based on evidence in the text.
- **Vary Text Complexity:** Offer a range of reading materials with different levels of difficulty to match individual reading abilities. Utilize audiobooks or read-alouds for complex texts.
- **Provide Scaffolds and Supports:** Before tackling challenging texts, introduce key vocabulary or concepts through graphic organizers, visuals, or pre-reading activities.
- **Tiered Assignments:** Design assignments with varying levels of complexity. Students can choose tasks that match their current skill level or collaborate on projects with different components.
- **Choice Boards:** Offer students a selection of activities related to the same concept, allowing them to choose tasks that appeal to their interests or learning styles (e.g., creating a comic strip, writing a poem, building a model).

Process Differentiation:

- **Tiered Reading Groups:** Create tiered reading groups based on student readiness. Each group reads a different text at an appropriate reading level but focuses on the same skill or standard (e.g., identifying explicit details, determining themes)
- **Socratic Seminars:** Organize Socratic Seminars where students discuss open-ended questions related to a text. Provide different levels of questioning based on student readiness

- **Literature Circles:** Divide students into literature circles where they read and discuss a text together. Each group focuses on a different aspect of the text (e.g., characters, themes) and presents their findings to the class
- **Tiered Graphic Organizers:** Provide graphic organizers with different levels of structure and prompts to support students who need more guidance or those who benefit from independent organization.
- **Differentiated Grouping:** Form flexible groups based on student needs for specific activities. This allows for peer collaboration, scaffolding, and differentiated instruction within the groups.
- **Choice of Learning Tools:** Offer students options for how they take notes, complete assignments, and demonstrate understanding (e.g., mind maps, digital presentations, written reports).
- **Guided Reading:** Engage in small group instruction tailored to student reading levels. Through selected texts and targeted questioning, practice reading strategies in a supportive environment. Flexible grouping ensures personalized instruction, building confidence and independence.
- **Daily 5:** Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring. (Read to self, work on writing, read to someone, word study, and listen to reading)
- **Daily 3:** Support students to read independently, collaborate with peers, and engage in word work. This approach fosters essential skills at their own pace, nurturing a love for reading and learning.
- **Pair Share:** Engage students to work together in pairs to discuss and share their thoughts, ideas, or responses to a question or prompt.
- **Small Group Instruction:** Work with students in a small group to differentiate instruction based on students' abilities and provide an opportunity for more personalized attention and support. Small group instruction is often used to reinforce concepts, provide additional practice, or introduce new material in a more interactive and focused setting than whole-class instruction.
- **Multiple Learning Strategies:** Incorporate various learning activities like discussions, small group work, independent research projects, kinesthetic activities, or technology integration to cater to different learning styles (auditory, visual, kinesthetic).
- **Tiered Graphic Organizers:** Provide graphic organizers with different levels of structure and prompts to support students who need more guidance or those who benefit from independent organization.
- **Differentiated Grouping:** Form flexible groups based on student needs for specific activities. This allows for peer collaboration, scaffolding, and differentiated instruction within the groups.
- **Choice of Learning Tools:** Offer students options for how they take notes, complete assignments, and demonstrate understanding (e.g., mind maps, digital presentations, written reports).

Product Differentiation:

- **Alternative Assessments:** Allow students to choose from a variety of assessment options to demonstrate their understanding of a text or concept. Options can include written essays, presentations, creative projects, or multimedia projects
- **Literary Analysis Essay:** Have students write a literary analysis essay focusing on a specific aspect of a text (e.g., theme, character development). Provide support and guidance based on individual student needs
- **Digital Storytelling:** Have students create a digital storytelling project where they retell a story or explain a concept using digital media. This allows for creativity and differentiation in the final product
- **Open-Ended Tasks:** Instead of one-size-fits-all questions, design open-ended tasks that allow students to demonstrate their understanding at their own level and express their creativity.

- **Differentiated Rubrics:** Utilize rubrics with clear criteria tailored to different levels of complexity within an assignment. This provides clear expectations and promotes growth for all learners.
- **Multiple Assessment Options:** Provide students with various ways to showcase their learning, such as presentations, written essays, creative projects (poems, songs, artwork), or multimedia presentations.
- **Open-Ended Tasks:** Instead of one-size-fits-all questions, design open-ended tasks that allow students to demonstrate their understanding at their own level and express their creativity.
- **Differentiated Rubrics:** Utilize rubrics with clear criteria tailored to different levels of complexity within an assignment. This provides clear expectations and promotes growth for all learners.

Additional Differentiation:

- **Interest Integration:** Whenever possible, connect lesson topics to students' interests to enhance engagement and motivation.
- **Technology Integration:** Utilize educational technology tools like online quizzes, graphic organizers apps, or digital storytelling platforms to support learning and cater to diverse needs.
- **Student Choice and Voice:** Empower students to participate in the learning process by offering choices and opportunities to share their insights and preferred learning methods.

RESOURCES

Teacher Resources:

- Grade 3 Unit 4 Reading Pacing Guide
- Digital Storytelling Project
- Digital Storytelling Rubric
- Ready Teacher Resource Book
- ELL Strategy Library
- District Writing Rubrics
- Daily 5 Padlet

Mentor Texts:

Literary Text Options:

- "The Wild Robot" by Peter Brown
- "Because of Winn-Dixie" by Kate DiCamillo
- "The Tale of Despereaux" by Kate DiCamillo

Informational Text Options:

- "Who Was Helen Keller?" by Gare Thompson (**LGBTQ/D**)
- "The Story of Ruby Bridges" by Robert Coles (**AAH**)
- The Boy Who Harnessed the Wind by William Kamkwamba (**AAH**)

Project Resources:

- Venn Diagram Graphic Organizers
- Note-taking Graphic Organizers
- Point of View Anchor Chart

- Point of View Essential Questions List
- Author's Point of View Graphic Organizer
- Narrator's/Author's Point of View
- Narrator's/Author's Point of View Graphic Organizer
- Inference Anchor Chart 1
- Inference Anchor Chart 2
- Inference Graphic Organizer
- Inference Graphic Organizers
- Context Clues Anchor Chart
- Context Clues Graphic Organizer-1
- Context Clues Graphic Organizer-2
- Context Clues Graphic Organizer-3
- Text Evidence Response Stems
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Textual Evidence Log
- Text Structure Anchor Chart
- Text Structure Graphic Organizers
- Compare/Contrast Text Structure Sheet
- Text Features Anchor Chart
- Figurative Language Anchor Chart
- Figurative Language Posters
- Figurative Language Student Notebook
- Socratic Seminar Guidelines
- Feedback Anchor Chart
- Digital Storytelling Student Reflection

Equipment Needed:

- Projector/Newline Board
- Student Notebooks
- Post-it Notes
- Mentor Texts
- Good-fit books
- Chart Paper
- Anchor Charts
- Graphic Organizers

UNIT 4 OVERVIEW

Content Area: English Language Arts: **Writing**

Unit Title: Expressing Our Opinions: Writing to Persuade

Target Course/Grade Level: 3

Unit Summary: In this unit, third-grade students will learn to articulate their viewpoints through persuasive opinion essays. This unit focuses on guiding students to write opinion texts that present ideas supported by reasons and information. Through a collaborative process of planning, revising, and editing, students will refine their writing with feedback from peers and adults. Additionally, students will engage in both independent and task-based writing activities, fostering the ability to produce written work routinely. By the end of the unit, students will be able to craft well-structured opinion pieces that effectively communicate their ideas.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

Students will demonstrate understanding of vocabulary development through:

Phonics and Word Recognition

- **L.RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllable words.
 - Read grade-appropriate irregularly spelled words.
 - Analyze the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

- **L.RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Spelling

- **L.WF.3.2.** Demonstrate command of the conventions of encoding and spelling.
 - Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
 - Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
 - Identify language of word origin, as noted in dictionaries.
 - Spell singular and plural possessives (teacher’s; teachers’)
 - Change y to i (cried) in words with suffixes, when required
 - Spell regular two- and three-syllable words that:
 - Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
 - Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
 - Spell common words in English, including regular and irregular forms.

Sentence Composition (Grammar, Syntax, and Punctuation)

- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
 - Capitalize appropriate words in titles.
 - Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
 - Use appropriate pronouns with clear referents.
 - Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
 - Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
 - Paraphrase a main idea or event in order to vary sentence structure and word use.
 - Organize ideas into paragraphs with main ideas and supporting details.
- **L.KL.3.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - Choose words and phrases for effect.
 - Recognize and observe differences between the conventions of spoken and written English.
- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **L.VI.3.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

READING:

- **RL.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CI.3.2.** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
- **RI.TS.3.4.** Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
- **RI.PP.3.5.** Distinguish their own point of view from that of the author of a text.
- **RI.MF.3.6.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

WRITING:

- **W.AW.3.1.** Write opinion texts to present an idea with reasons and information.
 - A. Introduce an opinion clearly.
 - B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.

- C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
 - D. Provide a conclusion related to the opinion presented.
- **W.WP.3.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - A. Identify audience, purpose, and intended length of composition before writing.
 - B. Consider writing as a process, including self-evaluation, revision and editing.
 - C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
 - **W.SE.3.6.** Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
 - **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

SPEAKING AND LISTENING:

- **SL.PE.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.
 - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.
- **SL.II.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.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI.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.UM.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:**Social Studies:**

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Science:

- **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

Unit Understandings:

Students will understand that...

- they can effectively communicate their opinions by presenting clear ideas supported by reasons and information.
- writing is a multi-step process that involves planning, revising, and editing. With the guidance and support of peers and adults, their writing can be strengthened and refined.
- engaging in both independent and task-based writing activities for short and extended periods helps them develop the habit of producing written work routinely.
- using persuasive techniques can make their writing more convincing and impactful.
- constructive feedback from others can improve their writing and enhance their ability to express their opinions effectively.
- organizing their writing with a clear structure helps to present their ideas in a coherent and logical manner.
- regular practice and persistence in writing tasks are essential for becoming proficient writers.

Unit Essential Questions:

- How can we write persuasive opinion essays that clearly show our viewpoints, using organized reasons, strong evidence, and clear language to convince our readers that our opinion is

important?

- How can we revise and edit our opinion writing to make sure it is clear, flows well, and uses strong evidence to support our ideas?
- How can we join in respectful debates to improve our arguments, think about other points of view, and make our opinions even stronger?
- How can we turn our revised opinion writing into final drafts that are ready to share?
- How can we use self-reflection and feedback from friends to make our writing better for our readers, and then share our strong arguments with a larger audience?
- How can we turn our published opinion writing into exciting presentations that show our arguments and celebrate our hard work?
- How can we give helpful feedback to our classmates and take part in a supportive environment that helps us become better speakers and enjoy sharing our ideas?

Knowledge and Skills:

Students will know...

- the structure of an opinion essay, including the introduction, body, and conclusion.
- how to develop a clear opinion statement.
- techniques for supporting their opinion with logical reasons and relevant information.
- strategies for planning, revising, and editing their writing.
- the importance of audience and purpose in opinion writing.
- methods for organizing their ideas coherently and logically.
- the role of feedback in improving their writing.
- the value of engaging in both short and extended writing tasks.

Students will be able to...

- write opinion texts that present a clear idea supported by reasons and information.
- plan their writing by brainstorming ideas and organizing them into a coherent structure.
- revise their writing to improve clarity, coherence, and persuasiveness, using feedback from peers and adults.
- edit their writing for grammar, punctuation, and spelling errors.
- engage in independent writing tasks for short and extended periods, producing written work routinely.
- use persuasive techniques to strengthen their arguments.
- apply feedback to enhance their writing.
- develop and articulate a clear opinion on a given topic.
- reflect on their writing process and make improvements as needed.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Baseline Assessment:

- Jumping Over Boundaries from CommonLit
- Opinion Baseline Assessment

The pre-assessment allows you to see how much students know so you can tailor your lessons appropriately and it allows you to measure student growth at the end of the unit.

End of Unit Assessment:

- Published Opinion/Persuasive Essays
- "Claudette Colvin" from CommonLit
- Opinion Writing End of Unit Common Assessment
- Graphic Organizers
- Published Opinion/Persuasive Essays
- Quick Writes
- Conferring Notes/Checklist

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation:

- Provide different versions of assignments with varying levels of complexity (basic, moderate, advanced).
- Basic versions might focus on fewer plot points, simpler characters, or shorter writing lengths.
- Advanced versions could offer opportunities to explore complex literary devices, multiple character perspectives, or deeper themes.
- Choice Boards: Offer students a variety of prompts or topics within the narrative writing unit. (This allows them to choose stories that align with their interests and reading levels.)
- Graphic Organizers: Provide graphic organizers with varying levels of detail to scaffold brainstorming and story planning for students who need more support.

Process Differentiation:

- Group students based on similar needs or skill levels for focused instruction and peer collaboration.
- Advanced learners might work together on more complex writing tasks, while students needing additional support can benefit from peer review and guided practice.
- Scaffolding: Offer sentence starters, word banks, or story maps to help students who struggle with getting started or expressing their ideas.
- Gradually reduce scaffolding as students gain confidence and independence.
- Alternative Activities: Provide alternative activities for students who learn best through different modalities. (This could include storytelling podcasts, creating storyboards, or acting out scenes.)

Product Differentiation:

- Allow students to present their final narratives in various formats, like traditionally written stories, illustrated narratives, digital presentations, or even short films.
- Differentiated Length Requirements: Adjust the required word count based on student ability. Advanced learners can write longer narratives, while students needing more support can focus on creating shorter, well-developed pieces.
- Collaborative Writing: Allow struggling students to work collaboratively on a single narrative, sharing the writing and brainstorming responsibilities.

Additional Considerations:

- Use technology tools like screen readers, audiobooks, or voice dictation software to support students with learning differences.
- Explore online writing platforms with collaborative features and built-in grammar checks.
- Ongoing Assessment: Continuously assess student progress through observations, conferences, and writing samples.
- Use this information to adjust instruction and differentiation strategies to meet individual needs.
- Student Choice and Voice: Offer choices throughout the writing process to empower students and make learning more engaging.
- Encourage students to reflect on their writing strengths and areas for improvement, setting personal goals for growth.
- **Student Choice and Voice:**
 - Offer choices throughout the writing process to empower students and make learning more engaging.
 - Encourage students to reflect on their writing strengths and areas for improvement, setting personal goals for growth.

<i>RESOURCES</i>

Teacher Resources:**Writing Task Assignment:**

- "Dream Home for Earthworms" from CommonLit
- Opinion Writing Task - Dream Home for Earthworms
Students are to follow the Writing Process while crafting this opinion essay.

Writing Folder:

- Good Writing Traits
- More Descriptive Words
- Transitional Words/Phrases
- What Good Writers Do Anchor Chart
- Writing Process Anchor Chart/Checklist
- Prove it & Explain it

Conferencing:

- Conference Recording Sheet
- Conferencing Stems
- Writing Conference Organizers

Rubrics:

- Opinion Writing Rubric

Mini Lesson Resources:

- Opinion Writing Anchor Chart
- Opinion Writing Anchor Chart (OREO)
- OREO Anchor Charts & Graphic Organizers
- Opinion Writing Graphic Organizer
- Opinion Writing Exemplar
- Fact/Opinion Anchor Chart
- Opinion Writing Checklist
- Opinion Writing Revising and Editing Centers
- Opinion Writing Checklist
- Opinion Writing Outline
- Opinion Writing Word List

Additional Resources:

- Video: Opinion Writing for Kids
- Video: What is Opinion Writing?
- Video: Citing Sources
- Writing Celebration Ideas

Equipment Needed:

- Projector/Newline Board
- Student Writing Notebooks
- Student Writing Folders
- Post its
- Mentor Texts
- Chart Paper
- Anchor Charts
- Graphic Organizers