English Language Arts
Grade 3

Barrington
School District

Haddon Heights
School District

Lawnside
School District

Merchantville
School

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Course Name: ELA
Grade: 3
<mark>Board Approved: DATE OF BOARD APPROVAL</mark>

*All curriculum is aligned with the NJSLS in accordance with the Department's curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

English Language Arts
Grade 3

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus Standards: RL.3.1 RI.3.1 RF.3.3A,B,C,D RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F RL.3.4 RI.3.4 RL.3.6 RI.3.6	Primary Focus Standards: W.3.1A,B,C,D W.3.4 W.3.5 W.3.6 W.3.7 W.3.10	Primary Focus Standards: SL.3.1A,B,C,D SL.3.6	Primary Focus Standards: L.3.1A,B,C L.3.2A,E,F,G L.3.4A,D L.3.6
	Text Type: (fiction and nonfiction) ● 1 extended text ● 3-6 shorter texts depending upon length and complexity	Writing Genre: ● Opinion writing ● Research writing ● Routine writing	Task Types: ● Small and whole group discussions	These standards are embedded within the writing process

Unit 2	Primary Focus Standards:
	RL.3.1 RI.3.1 RF.3.3A,B,C,D
	RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F
	        RI.3.3
	        RI.3.4
	        RI.3.5
	        RI.3.6
	        RI.3.7
	        RI.3.8
	        RI.3.9
		Primary Focus Standards:
		W.3.2A,B,C,D
		W.3.4
		W.3.5
		W.3.6
		W.3.8
		W.3.10
			Primary Focus Standards:
			SL.3.1A,B,C,D
			SL.3.2
			SL.3.3
			SL.3.6
				Primary Focus Standards:
				L.3.1A,D,E
				L.3.2B,E,F,G
				L.3.3A,B
				L.3.4A,B,D
				L.3.6

	Text Type: (fiction and nonfiction) ● 1 extended text ● 3-6 shorter texts depending upon length and complexity	Writing Genre: Research ● Informative and explanatory writing ● Routine writing	Task Type: ● Project-based presentations focusing on use of multimedia and visual displays	These standards are embedded within the writing process

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Unit 3	Primary Focus Standards: RL.3.1 RI.3.1 RF.3.3A,B,C,D RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F RL.3.3 RL.3.4 RL.3.5 RL.3.6 RL.3.7 RL.3.9	Primary Focus Standards: W.3.3A,B,C,D W.3.4 W.3.5 W.3.6 W.3.10 Select at least one-W.3.7 or W.3.8	Primary Focus Standards: SL.3.1A,B,C,D SL.3.2 SL.3.4 SL.3.6	Primary Focus Standards: L.3.1A,G,H L.3.2C,E,F,G L.3.4A,C,D L.3.5A,B,C L.3.6
	Text Type: (fiction and nonfiction) ● 1 extended text ● 4-8 shorter texts depending upon length and complexity	Writing Genre: ● Narrative writing ● Literary analysis ● Routine writing	Task Type: ● Present in small groups and to whole class	These standards are embedded within the writing process
Unit 4	Primary Focus Standards: RL.3.1 RI.3.1 RF.3.3A,B,C,D RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F RL.3.4 RI.3.4 RL.3.5 RI.3.5 RL.3.6 RI.3.6 RL.3.10 RI.3.10	Primary Focus Standards: W.3.2A,B,C,D W.3.4 W.3.5 W.3.6 W.3.10 Select at least one-W.3.7 or W.3.8	Primary Focus Standards: SL.3.1A,B,C,D SL.3.5 SL.3.6	Primary Focus Standards: L.3.1A,F L.3.2D,E,F,G L.3.4A,D L.3.6
	Text Type: (fiction and nonfiction) ● 1 extended text ● 3-6 shorter texts depending upon length and complexity	Writing Genre: ● Research ● Informative and explanatory ● Routine writing	Task type: ● Debates ● Present in small groups and to whole class	These standards are embedded within the writing process
Suggested Open Educational Resources	Reading ● North Carolina-3rd Gr. ELA Unpacking the Standards ● PARCC Evidence Tables ● Character Traits ● Fact and Opinion ● Point of View ● 3rd Grade ELA-Common Core Resources ● Teaching Text Features ● Reading Comprehension	Writing/Language ● Brainstorm before Writing ● Mini Writing Lessons ● Keys to Content Writing and Keys to Argumentative Writing ● Writing Genres ● Writing Process	Speaking & Listening ● Partner talk ● Accountable talk ● Literacy TA-Speaking and Listening Activities ● Learn Zillion-Crafting a Persuasive Speech ● Literacy Design Collaborative Modules ● Literacy in Science-Animal Adaptations ● Collaboration Kit ● I Can Statements	Critical Thinking ● Current Event Lessons ● Smithsonian TweenTribune ● Newsela ● Critical Thinking Handbook ● Critical Thinking Lessons in Literacy ● Whole Brain Teaching Video ● Critical Thinking Lesson Plan

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Unit 1 Grade 3		

Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	RL.3.2: • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details • Determine central messages or theme • Identify patterns in details
		RI.3.2: • Determine central messages or main ideas in a text • Identify details to support the main idea • Analyze how the details of the text help to support and reveal the central idea or theme
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) • Differentiate between literal and nonliteral language
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	RI.3.6. Distinguish their own point of view from that of the author of a text.	• Establish the point of view of a text • Determine how the reader's point of view is different from the narrator's or the characters • Compare the reader's point of view with the author's point of view

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
    RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.
    RF.3.3.B. Decode words with common Latin suffixes.
    RF.3.3.C. Decode multisyllable words.
    RF.3.3.D. Read grade-appropriate irregularly spelled words.
		• Distinguish the base root from the affix
		• Identify and define common prefixes and suffixes
		• Identify and define common Latin suffixes
		• Decode words that have a Latin suffix
		• Use strategies to read multi-syllable words
		• Read grade-appropriate irregularly spelled words

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RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
    RF.3.4.A. Read grade-level text with purpose and understanding.
    RF.3.4.B. Read grade-level prose and poetry orally with accuracy.
    RF.3.4.C. Use an appropriate rate while reading aloud.
    RF.3.4.D. Read with expression on successive readings.
    RF.3.4.E. Use context to confirm or self-correct word recognition and understanding.
    RF.3.4.F. Reread as necessary.
	• Use various strategies to understand text and read with purpose
	• Accurately read grade-level poetry and prose aloud
	• Use an appropriate rate and expression when reading aloud
	• Use various strategies to support word recognition and understanding
	• Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Unit 1 Writing Standards	**Unit 1 Writing Critical Knowledge and Skills**

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
    W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
    W.3.1.B. Provide reasons that support the opinion.
    W.3.1.C. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
    W.3.1.D. Provide a conclusion.
	• Distinguish fact from opinion
	• Group supporting details to support the writer's purpose
	• Introduce the topic or text clearly
	• State an opinion to be supported with reasons
	• Write a thesis statement to focus the writing
	• Support the opinion with facts and/or reasons
	• Connect opinions with reasons using linking words and phrases
	• Write a conclusion

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Determine writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.	• Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing • Use technology to collaborate with others
W.3.7. Conduct short research projects that build knowledge about a topic.	• Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic • Gather information to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing

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W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	- Produce numerous pieces of writing over various time frames - Develop skills in research - Reflection on and revise writing - Self-correct when writing to produce a clearer message - Purposefully explain choices made while writing - Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 1 Speaking and Listening Standards	**Unit 1 Speaking and Listening Critical Knowledge and Skills**

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
  SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion
  SL.3.1.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)
  SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
  SL.3.1.D. Explain their own ideas and understanding in light of the discussion
	- Engage in conversations about grade-appropriate topics and texts - Participate in a variety of rich, structured conversations - Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer - Engage in collaborative conversations - Develop skills in active listening and group discussion

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	- Speak in complete sentences - Adapt speech to task and situation - Use 3rd grade appropriate grammatically correct speech - Elaborate on a detail when necessary - Clarify ideas when necessary
Unit 1 Language Standards	**Unit 1 Language Critical Knowledge and Skills**

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  L.3.1.B. Form and use regular and irregular plural nouns.
  L.3.1.C. Use abstract nouns (e.g., *childhood*).
	- Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences - Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences - Differentiate between regular and irregular plural nouns - Identify regular and irregular plural nouns in reading and use them when writing or speaking - Identify abstract nouns - Use abstract nouns when writing or speaking

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.3.2.A. Capitalize appropriate words in titles.
    L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*)
    L.3.2.F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words
    L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
	• Identify the words in titles that should be capitalized
	• Consistently apply rules for capitalization in titles
	• Spell high frequency or studied words correctly
	• Spell conventional words correctly when adding a suffix to base words
	• Identify spelling patterns and generalizations
	• Apply spelling patterns when writing words
	• Determine the purpose and use of reference materials
	• Utilize reference materials to check and correct spelling, when needed

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
    L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
    L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.
	• Decipher the meanings of words and phrases by using sentence context
	• Identify the purpose and use of glossaries and dictionaries
	• Determine the structure of glossaries and dictionaries
	• Use both print and digital glossaries and dictionaries to define and clarify words

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	• Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use spatial and temporal relationship words and phrases

Unit 1: *Literature and Informational*	
Essential Questions	**Suggested Activities**

Reading	Reading Suggested Sample Anchor Charts

Lesson 1: R.L.3.1
EQ: How can I use details/evidence from the text to ask and answer questions before, during, and after reading to show understanding?
 	
Lesson 2: R.I.3.1 Explicit Information
EQ: How can I use details/evidence from the text to ask and answer questions before, during, and after reading to show understanding?
 	
Lesson 3: R.L.3.2 Main Idea
EQ: How can I use main idea and key details from the text to explain the message, moral, or lesson of a story?
 	
Lesson 4: R.I.3.2 Using Key Details to Support Main Idea
EQ: How can I use key details from the text to explain the main idea of a text?
 	
Lesson 5: R.L.3.4 Figurative Language
EQ: How does the author show creativity using non-literal (figurative) language? How does literal language help me understand the author's purpose?
 	
Lesson 6: R.I.3.4 Domain Specific Vocabulary
EQ: How does the knowledge of academic words and domain specific words help me understand what I am expected to know?
 	
Lesson 7: R.L.3.6 Point of View (Literature)
EQ: How does distinguishing my own point of view from that of the narrator or characters help me to understand the author's purpose?
 	
Lesson 8: R.I.3.6 Point of View (Informational)
EQ: How does distinguishing my own point of view from that of the author help me to understand the author's purpose?
*R.F.3.3, R.F.3.4/ S.L.3.1, S.L.3.6
	Lesson 1
	● Read aloud and model identifying key words in the question to find explicit information from the text
	Lesson 2
	● Read aloud and model identifying key words in the question to find explicit information from the text
	Lesson 3
	● Introduce strategies to identify main idea:
	   ○ Title and text features
	   ○ Repeated words and phrases
	   ○ Locating topic sentences
	Lesson 4
	●

Writing (Opinion Writing)
Lesson 1
   ● How do I introduce a topic or text I am writing about? How do I plan a writing piece? (W.3.1., W.3.5)
Lesson 2
   ● How can I state my opinion and provide reasons that support my opinion? Why is it important to have a purpose and audience? (W.3.1, W.3.4)
Lesson 3:
   ● How does a logical organizational structure help a reader? (W.3.1)
Lesson 4
   ● Why is it important to provide reasons or details to support your opinion? (W.3.1)
Lesson 5
   ● Why is it important to use linking words and phrases to connect your opinion and reasons for supporting a point of view? (W.3.1)
Lesson 6
   ● Why should I use a concluding statement or section when giving my opinion? How do I revise a written piece? How do I edit a written piece? (W.3.1, W.3.5
*L.3.1A,B,C, L.3.2A,E,F,G, L.3.4A,D, L.3.6 embedded in the writing
	Writing Suggested Sample Achor Charts

Word Study/Phonics/Language	**Word Study/Phonics/Language**
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
DRA Think pair share Turn and talk Clock partners Exit/Admin ticket Round Robin Quizzes Homework Strategic questioning	MAP DRA Teacher Created Resources
Alternative Assessments	
Evaluative Criteria	**Assessment Evidence**

Suggested Performance Rubric: Marzano Proficiency Scale 4- Advanced: Advanced understanding and application of the standard 3- Achieving: Consistently applies skills independently 2- Developing: Progressing towards independent application of skills 1- Beginning: Early stages of development; needs assistance	**Suggestion: Performance Task** **Weather** Your job as a weather reporter is to study patterns of weather that happen at different times of year. This is to help make predictions about weather that might happen in the future. It is important for you to share this information with the people living in your region so they also know what kinds of weather are possible and how they can stay safe if bad weather happens. You will be helping to educate your school community about the weather and how to prepare. Your goal will be to educate the school community about weather and safety procedures. You will be working as a team of weather reporters that will be reporting the daily weather and researching different types of bad weather that can affect your area. You will help design and organize storm drills that will help prepare your school community to be ready if severe weather were to occur during the school day. It is important to know the weather because it could affect your school day and any after-school activities. **W.3.1, W.3.6, W3.7, W.3.10, S.L.3.1, S.L.3.6**

District/School Texts	**District/School Supplementary Resources**
Into Reading Lesson Resources and Text • ***Module 1 : Zach Jump In, Marisol McDonald, Judy Moody: Mood Martian, Stink and the Freaky Frog Freakout, Scaredy Squirrel*** • ***Module 2: Dear Primo, A LOL Story, The Upside Down Boy , Adventures with Words, Dear Dragon*** **Suggested Texts**	*Readworks* *Brainpopjr* *Teacher created resources* *Scholastic News* *Geography Spin* *Science Spin* *education city* *think central*

District/School Writing Tasks		

Primary Focus *Opinion Writing*	**Secondary Focus** research writing compared text	**Routine Writing** *RACE* *W.3.1, W.3.10*

Interdisciplinary Connections

8/2018

English Language Arts
Grade 3

Social Studies	Math	Science
6.1.4.A.3: Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government. 6.1.4.A.4: Explain how the United States government is organized and how the United States Constitution defines and checks the power of government. 6.1.4.A.5: Distinguish the roles and responsibilities of the three branches of the national government. 6.1.4.A.6: Explain how national and state governments share power in the federal system of government. 6.1.4.A.7: Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.	3.MD.B.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs 3.MD.B.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.	3.ESS.2-1:Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season 3.ESS.2-2: Obtain and combine information to describe climates in different regions of the world
21st Century Skills/Career Education CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. 9.2.4.A.3	**Technology** 8.1: Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	**World Language** 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Modifications and Accommodations

English Language Arts
Grade 3

Special Education Students	English Language Learners	Students at Risk for Failure
Small group Direct instruction Choices Sonday Program SRA Secret Stories Fundations Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Leveled Text	Labeling Text to speech Small group Direct instruction Choices Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Leveled text Programming for qualified students	Text to speech Small group Direct instruction Choices Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Sonday Program Journeys Intervention Leveled text RtI process
Gifted and Talented Qualified programming Extension projects/tasks Leveled Text Intentional grouping Leadership role	**Students with 504 Plans** Text to speech Small group Direct instruction Choices Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Sonday Program Journeys Intervention Leveled text RtI process	
Unit Duration:		
40 days		

Unit 2 Grade 3	
Unit 2 Reading Standards	**Unit 2 Reading Critical Knowledge and Skills**

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RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	- Closely read a text to demonstrate understanding - Make personal connections, make connections to other texts, and/or make global connections when relevant - Refer to specific text to support answers and to craft questions - Explicitly locate evidence in the text to support answers and to craft questions of a factual nature - Answer and ask both factual questions and inferential questions that require reasoning from the reader
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/ theme, lesson, or moral and explain how it is revealed through key details in the text.	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	RL.3.2: - Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details - Determine central messages or theme - Identify patterns in details RI.3.2: - Determine central messages or main ideas in a text - Identify details to support the main idea - Analyze how the details of the text help to support and reveal the central idea or theme
	RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	- Closely read text to determine important events, ideas or concepts - Identify words that signify time order, sequence, and cause/effect - Explain how historical events, scientific ideas or "how to" procedures are related in a text by analyzing the sequence of events and the cause and effect - Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas
	RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) - Differentiate between literal and nonliteral language
	RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	- Identify the unique features and organization of informational text (text features, and search tools) - Use the unique features to find and manage information specific to the topic - Demonstrate proficiency in using the tools to locate information
	RI.3.6. Distinguish their own point of view from that of the author of a text.	- Establish the point of view of a text - Determine how the reader's point of view is different from the narrator's or the characters - Compare the reader's point of view with the author's point of view

	RI.3.7. 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).	• Examine various text features (maps, diagrams, photos, audios) to understand specific information in the text • Synthesize the various text features and the text itself to understand the ideas in the text • Explain how the different text features aid understanding
	RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.	• Make a clear link between sentences and paragraphs when reading informational text • Explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc) • Identify words that signify a relationship between ideas • Use the relationships between ideas to describe how an author supports specific points
	RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.	• Closely read the text to identify the important details of a text • Find similarities and differences about important details when reading about two texts that share the same topic • Reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.
  RF.3.3.B. Decode words with common Latin suffixes.
  RF.3.3.C. Decode multisyllable words.
  RF.3.3.D. Read grade-appropriate irregularly spelled words.
		• Distinguish the base root from the affix
		• Identify and define common prefixes and suffixes
		• Identify and define common Latin suffixes
		• Decode words that have a Latin suffix
		• Use strategies to read multi-syllable words
		• Read grade-appropriate irregularly spelled words

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
  RF.3.4.A. Read grade-level text with purpose and understanding.
  RF.3.4.B. Read grade-level prose and poetry orally with accuracy.
  RF.3.4.C. Use an appropriate rate while reading aloud.
  RF.3.4.D. Read with expression on successive readings.
  RF.3.4.E. Use context to confirm or self-correct word recognition and understanding.
  RF.3.4.F. Reread as necessary.
		• Use various strategies to understand text and read with purpose
		• Accurately read grade-level poetry and prose aloud
		• Use an appropriate rate and expression when reading aloud
		• Use various strategies to support word recognition and understanding
		• Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Unit 2 Writing Standards		**Unit 2 Writing Critical Knowledge and Skills**

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
  W.3.2.B. Develop the topic with facts, definitions, and details.
  W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
  W.3.2.D. Provide a conclusion.
		• Organize information to support the topic
		• Introduce a topic
		• Write a thesis statement to focus writing
		• Use text features to support the topic, when appropriate
		• Select details that appropriate support the development of the topic
		• Link ideas by using transitional words and phrases
		• Write a conclusion to close the writing

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps)to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.	• Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing • Use technology to collaborate with others
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	• Locate information from print and digital sources • Integrate information from personal experiences • Take notes and organize information into categories provided by the teacher • Gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes • Thoughtfully choose online sources • Select the information needed from each source • Connect new information learned online with offline sources • Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources
W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Produce numerous pieces of writing over various time frames • Develop skills in research • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 2 Speaking and Listening Standards	**Unit 2 Speaking and Listening Critical Knowledge and Skills**

English Language Arts
Grade 3

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.3.1.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) SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others SL.3.1.D. Explain their own ideas and understanding in light of the discussion	• Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations • Develop skills in active listening and group discussion
SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	• Determine the main idea of a text read aloud • Determine the supporting details for a text read aloud • Determine the main ideas and supporting details of information presented in multiple formats
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	• Listen carefully to what a speaker says • Ask questions to clarify what was heard • Elaborate and provide details to build upon the speaker's response
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	• Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary
Unit 2 Language Standards	**Unit 2 Language Critical Knowledge and Skills**
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.D. Form and use regular and irregular verbs. L.3.1.E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.	• Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose • Differentiate between regular and irregular plural nouns • Identify regular and irregular plural nouns in reading and use them when writing or speaking • Identify simple verb tenses and use them when writing or speaking
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.2.B. Use commas in addresses. L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*) L.3.2.F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	• Apply comma rules to addresses in writing • Spell high frequency or studied words correctly • Spell conventional words correctly when adding a suffix to base words • Identify spelling patterns and generalizations • Apply spelling patterns when writing words • Determine the purpose and use of reference materials • Utilize reference materials to check and correct spelling, when needed

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    L.3.3.A. Choose words and phrases for effect
    L.3.3.B. Recognize and observe differences between the conventions of spoken and written standard English
	• Purposefully select words or phrases to create effect when writing or speaking
	• Identify similarities and differences between spoken and written English
	• Acknowledge those differences when writing and speaking

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
    L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
    L.3.4.B. 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*).
    L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.
	• Decipher the meanings of words and phrases by using sentence context
	• Determine the meaning of commonly used prefixes and suffixes
	• Separate a base word from the prefix or suffix
	• Use the definition of known prefixes and suffixes to define new words
	• Identify the purpose and use of glossaries and dictionaries
	• Determine the structure of glossaries and dictionaries
	• Use both print and digital glossaries and dictionaries to define and clarify words

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	• Use grade 3 vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use spatial and temporal relationship words and phrases

Unit 2: Informational	
Essential Questions	**Suggested Activities**

Reading	Reading Suggested Sample Anchor Charts

Lesson 1: R.L.3.1 Explicit Information Literature
 EQ: How can I use details/evidence from the text to ask and answer questions before, during, and after reading to show understanding?
 	
 Lesson 2: R.I.3.1 Explicit Information Informational
 EQ: How can I use details/evidence from the text to ask and answer questions before, during, and after reading to show understanding?
 	
 Lesson 3: R.L.3.2 Morals and Themes
 EQ: How can I use key details from the text to explain the message, moral, or lesson of a story?
 	
 Lesson 4: R.I.3.2 Main Idea
 EQ:How can I use key details/evidence from the text support the main idea?
 	
 Lesson 5: R.I.3.3 Events and Ideas
 EQ: How can using language that shows time, sequence, and cause/effect help me to compare the relationships between events, ideas, and procedures?
 	
  Lesson 6: R.I.3.4 Domain Specific Vocabulary
 EQ: How does the knowledge of academic words and domain specific words help me understand what I am expected to know?
 	
  Lesson 7: R.I.3.6 Point of View Informational
 EQ: How does distinguishing my own point of view from that of the author help me to understand the author's purpose?
 	
 Lesson 8: R.I.3.5/R.I.3.7 Text Features
 EQ: How do text features and search tools help me locate information accurately? How do text features increase my understanding and ability to make informed choices? How do text features and search tools help me locate information accurately? How do text features increase my understanding and ability to make informed choices?
 	
 Lesson 9: R.I.3.8 Reasons and Evidence
 EQ: How can making connections between sentences and paragraphs deepen my understanding of the text?
 	
 Lesson 10: R.I.3.9 Comparing Similar Topics
 EQ: How can comparing and contrasting informational text about the same subject increase my understanding of the topic?
 *R.F.3.3, R.F.3.4/ S.L.3.1, S.L.3.2, S.L.3.3, S.L.3.6
	Lesson 1
	 ●

Writing: Informative and Explanatory	**Writing** Suggested Sample Anchor Charts

Lesson 1
- How do I supply information or clearly explain about a topic in my writing? How does planning help me as a writer? (W.3.2, W.3.5)

Lesson 2
- Why should I group related information together in a paragraph? Why is it important to be organized while writing? Why is it important to have a purpose and an audience for my writing? (W.3.2, W.3.4, W.3.8)
- When are illustrations useful to include in my writing? (W.3.2, W.3.4, W.3.8)

Lesson 3
- How do you develop a topic using facts, definitions, and details? (W.3.2)
- Why is it important to develop a topic using facts, definitions, and details? (W.3.2)

Lesson 4
- Why is it important to use linking words or phrases to connect your ideas? (W.3.2)

Lesson 5
- How do you write a conclusion statement or section? (W.3.2, W.3.5)
- Why is writing a conclusion statement or section important when writing an informative/explanatory text? (W.3.2, W.3.5)
- How does editing strengthen my writing? (W.3.2, W.3.5)
- How does revising strengthen my writing? (W.3.2, W.3.5)

*L.3.1A,D,E, L3.2B,E,F,G, L.3.3A,B, L.3.4A,B,D, L.3.6 embedded in the writing process

Word Study/ Phonics/ Language	**Word Study/ Phonics/ Language**

District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
MAP DRA Think pair share Turn and talk Clock partners Exit/Admin ticket Round Robin Quizzes Homework Strategic questioning	MAP DRA Teacher created resources

Alternative Assessments

English Language Arts
Grade 3

Evaluative Criteria	Assessment Evidence
Suggested Performance Rubric: Marzano Proficiency Scale 4- Advanced: Advanced understanding and application of the standard 3- Achieving: Consistently applies skills independently 2- Developing: Progressing towards independent application of skills 1- Beginning: Early stages of development; needs assistance	**Suggestion: Performance Task** Market Researcher Us Regions-Open a new business When companies want to open a new business or store, they have to think about where to do it. Learning about different regions is the first thing the company will need to do. If they want to open a business somewhere, they have to make sure the location has the resources they need. They may want to look at the land features in a region. They will also have to make sure the weather and climate of the region are appropriate. In this task, you work for a market research company that can find out all of this information about different regions in the United States. Other companies will be counting on you and your team to get them the information they need about different locations. Based on what you tell them, they can decide where to start a new business or open a new store. **W.3.2, W.3.6, W.3.8, W.3.10/S.L.3.1, S.L.3.2, S.L.3.3, S.L.3.6**

District/School Texts	District/School Supplementary Resources
Into Reading Lesson Resources and Text Module 3:American Places/ American Ideas, The US Constitution , Why we celebrate the Fourth of July , The Flag Maker, Why is the Statue of Liberty Green Module 4: That's Entertainment, The Saga of Pecos Bill, The Traveling Trio, GiGi and the Wishing Ring, Two Bear Cubs, Module 5: Teamwork=Victory, Soccer Shootout, Bend it Like Bianca, Running Rivals, Brothers at Bat, **Suggested Texts**	*Readworks* *Brainpopjr* *Teacher created resources* *Scholastic News* *Geography Spin* *Science Spin* *Teacher created resources* *education city* *think central*

District/School Writing Tasks		
Primary Focus Informative and Explanatory	**Secondary Focus** research writing compared text	**Routine Writing** *RACE* *W.3.2, W.3.8, W.3.10*

Interdisciplinary Connections

English Language Arts
Grade 3

Social Studies 6.1.4.B.8: Compare ways people choose to use and distribute natural resources.	**Math** 3.MD.B.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*	**Science** 3LS4-1: Analyze and interpret data from fossils to provide evidence of the organisms and environments in which they lived long ago
21st Century Skills/Career Education CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	**Technology** 8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems	**World Language** 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
Modifications and Accommodations		
Special Education Students Small group Direct instruction Choices Sonday Program SRA Secret Stories Fundations Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Leveled Text	**English Language Learners** Labeling Text to speech Small group Direct instruction Choices Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Leveled text Programming for qualified students	**Students at Risk for Failure** Text to speech Small group Direct instruction Choices Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Sonday Program Journeys Intervention Leveled text RTI process

Gifted and Talented	**Students with 504 Plans**	
Qualified programming	Text to speech	
Extension projects/tasks	Small group	
Leveled Text	Direct instruction	
Intentional grouping	Choices	
Leadership role	Eliminate answer choices	
	Shortened assignments	
	Chunked assignments	
	Reword directions	
	Intentional groupings	
	Sonday Program	
	Journeys Intervention	
	Leveled text	
	RtI process	

Unit Duration: Instructional Days
40 days

Unit 3 Grade 3		
Unit 3 Reading Standards		**Unit 3 Reading Critical Knowledge and Skills**
RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	- Closely read a text to demonstrate understanding - Make personal connections, make connections to other texts, and/or make global connections when relevant - Refer to specific text to support answers and to craft questions - Explicitly locate evidence in the text to support answers and to craft questions of a factual nature - Answer and ask both factual questions and inferential questions that require reasoning from the reader
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	RI.3.2.Determine the main idea of a text; recount the key details and explain how they support the main idea.	RL.3.2: - Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details - Determine central messages or theme - Identify patterns in details
		RI.3.2: - Determine central messages or main ideas in a text - Identify details to support the main idea - Analyze how the details of the text help to support and reveal the central idea or theme
RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.		- Closely read text to determine the important events, ideas, or concepts - Identify the main characters in a story - Describe the characters using literal and inferential story details - Analyze how the actions of characters influence the story events
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) - Differentiate between literal and nonliteral language
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		- Describe how various parts build on one another not only in stories, but in dramas and poems - Identify the parts of this story (chapters, stanzas, scenes) - Determine how the parts of a story are connected or organized (time order, topic)
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.		- Establish the point of view of a text - Determine how the reader's point of view is different from the narrator's or the characters - Compare the reader's point of view with the author's point of view

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)		• Synthesize pictures and written text to better understand a text • Examine the relation to the illustrations and the text • Discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters • Identify the mood of a text • Interpret what the illustrations tell a reader about the mood • Determine how the pictures help clarify the description of the mood
RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)		• Use a variety of sources to access previous information to compare, contrast, and reflect on texts • Identify similarities and differences in books with the same author and characters • Determine the central message, theme, lesson, and/or moral of the stories • Identify similarities and differences in the central message of the texts • Reflect on how the text details, characters, and central messages are alike and different

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
    RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.
    RF.3.3.B. Decode words with common Latin suffixes.
    RF.3.3.C. Decode multisyllable words.
    RF.3.3.D. Read grade-appropriate irregularly spelled words.
		• Distinguish the base root from the affix
		• Identify and define common prefixes and suffixes
		• Identify and define common Latin suffixes
		• Decode words that have a Latin suffix
		• Use strategies to read multisyllabic words
		• Read grade-appropriate irregularly spelled words

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
    RF.3.4.A. Read grade-level text with purpose and understanding.
    RF.3.4.B. Read grade-level prose and poetry orally with accuracy.
    RF.3.4.C. Use an appropriate rate while reading aloud.
    RF.3.4.D. Read with expression on successive readings.
    RF.3.4.E. Use context to confirm or self-correct word recognition and understanding.
    RF.3.4.F. Reread as necessary.
		• Use various strategies to understand text and read with purpose
		• Accurately read grade-level poetry and prose aloud
		• Use an appropriate rate and expression when reading aloud
		• Use various strategies to support word recognition and understanding
		• Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Unit 3 Writing Standards		**Unit 3 Writing Critical Knowledge and Skills**

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
    W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
    W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
    W.3.3.C. Use temporal words and phrases to signal event order.
    W.3.3.D. Provide a sense of closure.
		• Organize ideas for a narrative
		• Engage the reader with a story hook
		• Establish a situation or story background
		• Establish a narrator and/or characters for the story
		• Present an organized sequence of events
		• Use various narrative techniques to develop the characters and the plot
		• Incorporate vivid details to tell the story
		• Establish chronology by using appropriate transitional words and phrases
		• Bring the story to a close

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps)to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.	• Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing • Use technology to collaborate with others
W.3.7. (Choice) Conduct short research projects that build knowledge about a topic.	• Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic • Gather information to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing
W.3.8. (Choice) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	• Locate information from print and digital sources • Integrate information from personal experiences • Take notes and organize information into categories provided by the teacher • Gather information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes • Thoughtfully choose online sources • Select the information needed from each source • Connect new information learned online with offline sources • Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources
W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Produce numerous pieces of writing over various time frames • Develop skills in research • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 3 Speaking and Listening Standards	**Unit 3 Speaking and Listening Critical Knowledge and Skills**

English Language Arts
Grade 3

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.3.1.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) SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others SL.3.1.D. Explain their own ideas and understanding in light of the discussion	• Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations • Develop skills in active listening and group discussion
SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	• Determine the main idea of a text read aloud • Determine the supporting details for a text read aloud • Determine the main ideas and supporting details of information presented in multiple formats
SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	• Report on a topic or text, telling a story, or recounting an event in an organized, logical manner • Use relevant facts and descriptive details that add to the reporting of a topic or event • Present information orally and in coherent, spoken sentences • Use an appropriate pace when presenting • Present and logically support personal opinions
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	• Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary
Unit 3 Language Standards	**Unit 3 Language Critical Knowledge and Skills**
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. L.3.1.H. Use coordinating and subordinating conjunctions.	• Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences • Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences • Define and identify comparative and superlative adjectives • Use comparative and superlative adjectives when writing or speaking • Select the appropriate form of adjective when writing and speaking • Define and identify coordinating and subordinating conjunctions • Use coordinating and subordinating conjunctions when writing or speaking

English Language Arts
Grade 3

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	• Apply comma and quotation mark rules and format when writing dialogue
L.3.2.C. Use commas and quotation marks in dialogue	• Spell high frequency or studied words correctly
L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*)	• Spell conventional words correctly when adding a suffix to base words
L.3.2.F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words	• Identify spelling patterns and generalizations • Apply spelling patterns when writing words • Determine the purpose and use of reference materials
L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	• Utilize reference materials to check and correct spelling, when needed
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	• Decipher the meanings of words and phrases by using sentence context
L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.	• Identify root words in unknown words
L.3.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).	• Use known root words to aid in defining unknown words • Identify the purpose and use of glossaries and dictionaries
L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.	• Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words
L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	• Define the terms 'literal' and 'nonliteral'
L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g.,*take steps*)	• Identify literal and nonliteral words and phrases in texts • Differentiate the literal phrases from nonliteral phrases
L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*)	• Connect words to their purpose or use
L.3.5.C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*)	• Determine the slight difference in meaning in synonymous words
L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	• Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic

Unit 3: *Literature*	
Essential Questions	**Suggested Activities**

Reading	Reading
Lesson 1: R.I.3.1 Explicit Information Literature EQ: How can I use details/evidence from the text to ask and answer questions before, during, and after reading to show understanding? **Lesson 2: R.I.3.2 Main Idea and Key Details** EQ: How can I use key details/evidence from the text to support the main idea? **Lesson 3: R.L.3.1 Explicit Information Literature** EQ: How can I use details/evidence from the text to ask and answer questions before, during, and after reading to show understanding? **Lesson 4: R.L.3.2 Main Idea and Key Details** EQ: How can I use key details from the text to explain the message, moral, or lesson of a story? **Lesson 5: R.L.3.3 Understanding Characters** EQ: How do the characters' actions affect the sequence of the story? How does identifying characters' traits, feelings, and motives influence my understanding of what happens in the story? **Lesson 6: R.L.3.4 Figurative Language** EQ: How does the author show creativity using non-literal (figurative) language? How does literal language help me understand the author's purpose? **Lesson 7: R.L.3.5 Text Structure Literature** EQ: How do different sections of text build upon earlier parts in order to create the complete piece of literature? **Lesson 8: R.L.3.6 Point of View** EQ: How does distinguishing my own point of view from that of the narrator or characters help me to understand the author's purpose? **Lesson 9: R.L.3.7 Text Stucture Literature** EQ: How do the illustrations of a story contribute to the feelings of the characters, the mood of the story, and details of the setting? **Lesson 10: R.L.3.9 Comparing Themes** EQ: How is a live performance different from other forms of entertainment? How do the illustrations of a story contribute to the feelings of the characters, the mood of the story, and details of the setting? How can comparing and contrasting two texts by the same author help me to understand the settings, plots, themes, characters, and mood of stories? *R.F.3.3, R.F.3.4/ S.L.3.1, S.L.3.2, S.L.3.4, S.L.3.6	

Writing: Narrative Writing	**Writing** [Suggested Sample Anchor Charts]
Lesson 1 ● Why is it important to introduce a narrator or characters in a narrative? (W.3.3, W.3.4, W.3.5) ● Why is it important to establish a situation in a narrative? (W.3.3, W.3.4, W.3.5) ● Why is it important to have a purpose and audience? (W.3.3, W.3.4, W.3.5)How does planning improve my writing? (W.3.3, W.3.4, W.3.5) **Lesson 2** ● Why is it important to sequence events in a narrative? (W.3.3, W.3.5) ● How does planning improve my writing? (W.3.3, W.3.5) **Lesson 3** (W.3.3) ● Why is it important to use dialogue, actions, thoughts, and feelings to develop experiences and events? (W.3.3) ● Why is it important to show the response of characters to situations? (W.3.3) ● Why is it important to have a purpose and audience? (W.3.3) **Lesson 4** ● How do temporal words and phrases signal event order? (W.3.3) **Lesson 5** ● Why is it important to provide a sense of closure in a narrative? (W.3.3, W.3.5) ● How do you provide a sense of closure in a narrative? (W.3.3, W.3.5) ● How does editing strengthen my writing? (W.3.3, W.3.5) ● How does revising strengthen my writing? (W.3.3, W.3.5) *L.3.1A,G,H,L.3.2C,E,F,G,L.3.4A,C,D, L.3.5A,B,C,L.3.6 embedded in the writing process	
Wordy Study/ Phonics/Language	**Wordy Study/ Phonics/Language**

District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
MAP Think pair share Turn and talk Clock partners Exit/Admin ticket Round Robin Quizzes Homework Strategic questioning DRA	MAP DRA Teacher created resources

Alternative Assessments	
Evaluative Criteria	**Assessment Evidence**
Suggested Performance Rubric: Marzano Proficiency Scale 4- Advanced: Advanced understanding and application of the standard 3- Achieving: Consistently applies skills independently 2- Developing: Progressing towards independent application of skills 1- Beginning: Early stages of development; needs assistance	**Suggestion: Performance Task** **Animal Adaptations** Animal adaptations are the important changes that have occurred in animals over time that have helped them stay alive and survive in their environments. An environment is the setting of where we live with plants and animals. You are working for a visitor center in which your job is to tell the people who call or visit about the different kinds of environments on our Earth. People come to the visitor center looking for information that might help them choose where they want to go visit. Your job is to tell the visitors all about the animals and local wildlife that live in that area. It will be helpful to study the different adaptations that animals have had to make in order to understand the animal and the environment. W.3.6, W.3.10
District/School Texts	**District/School Supplementary Resources**
Into Reading Resources and Text Module 6 : Frozen Alive , This is Your Life Cycle, The Nose Awards, Octopus Escapes Again, TJ and the Siberian tiger, Module 7 : Lets Build a Park, Farmer Will Alien and the Growing Table , One Plastic Bag, Energy Island, The Storytellers Candle **Suggested Texts**	*Readworks* *Brainpopjr* *Teacher created resources* *Scholastic News* *Geography Spin* *Science Spin* *Teacher created resources* *education city* *think central*

District/School Writing Tasks		
Primary Focus Narrative Writing	**Secondary Focus** research writing literary analysis compared text	

Interdisciplinary Connections

Social Studies 6.1.4.B.1: Compare and contrast information that can be found on different types of maps and determine how the information may be useful 6.1.4.B.2: Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. 6.1.4.B.3: Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.	**Math** 3.MD.A.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. 3.MD.B.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.	
21st Century Skills/ Career Education CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	**Technology** 8.1.5.A.3: Use a graphic organizer to organize information about a problem or issue	
Modifications and Accommodations		

English Language Arts
Grade 3

Special Education Students Small group Direct instruction Choices Sonday Program SRA Secret Stories Fundations Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Leveled Text	**English Language Learners** Labeling Text to speech Small group Direct instruction Choices Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Leveled text Programming for qualified students	
Gifted and Talented Qualified programming Extension projects/tasks Leveled Text Intentional grouping Leadership role	**Students with 504 Plans** Text to speech Small group Direct instruction Choices Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Sonday Program Journeys Intervention Leveled text RtI process	
Unit Duration: Instructional Days		
40 days		

Unit 4 Grade 3		
Unit 4 Reading Standards		**Unit 4 Reading Critical Knowledge and Skills**
RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	- Closely read a text to demonstrate understanding - Make personal connections, make connections to other texts, and/or make global connections when relevant - Refer to specific text to support answers and to craft questions - Explicitly locate evidence in the text to support answers and to craft questions of a factual nature - Answer and ask both factual questions and inferential questions that require reasoning from the reader
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	RI.3.2.Determine the main idea of a text; recount the key details and explain how they support the main idea.	RL.3.2: - Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details - Determine central messages or theme - Identify patterns in details
		RI.3.2: - Determine central messages or main ideas in a text - Identify details to support the main idea - Analyze how the details of the text help to support and reveal the central idea or theme
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) - Differentiate between literal and nonliteral language
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RL.3.5: - Describe how various parts build on one another not only in stories, but in dramas and poems - Identify the parts of this story (chapters, stanzas, scenes) - Determine how the parts of a story are connected or organized (time order, topic)
		RI.3.5: - Identify the unique features and organization of informational text (text features, and search tools) - Use the unique features to find and manage information specific to the topic - Demonstrate proficiency in using the tools to locate information
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	RI.3.6. Distinguish their own point of view from that of the author of a text.	- Establish the point of view of a text - Determine how the reader's point of view is different from the narrator's or the characters - Compare the reader's point of view with the author's point of view

English Language Arts
Grade 3

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.	RI.3.10. By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	• Efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year • Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts • Read texts with scaffolding, as needed minimal clarifications

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
    RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.
    RF.3.3.B. Decode words with common Latin suffixes.
    RF.3.3.C. Decode multisyllable words.
    RF.3.3.D. Read grade-appropriate irregularly spelled words.
		• Distinguish the base root from the affix
		• Identify and define common prefixes and suffixes
		• Identify and define common Latin suffixes
		• Decode words that have a Latin suffix
		• Use strategies to read multi-syllable words
		• Read grade-appropriate irregularly spelled words

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
    RF.3.4.A. Read grade-level text with purpose and understanding.
    RF.3.4.B. Read grade-level prose and poetry orally with accuracy.
    RF.3.4.C. Use an appropriate rate while reading aloud.
    RF.3.4.D. Read with expression on successive readings.
    RF.3.4.E. Use context to confirm or self-correct word recognition and understanding.
    RF.3.4.F. Reread as necessary.
		• Use various strategies to understand text and read with purpose
		• Accurately read grade-level poetry and prose aloud
		• Use an appropriate rate and expression when reading aloud
		• Use various strategies to support word recognition and understanding
		• Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Unit 4 Writing Standards		**Unit 4 Writing Critical Knowledge and Skills**

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
    W.3.2.B. Develop the topic with facts, definitions, and details.
    W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
    W.3.2.D. Provide a conclusion.
		• Organize information to support the topic
		• Introduce a topic
		• Write a thesis statement to focus writing
		• Use text features to support the topic, when appropriate
		• Select details that appropriate support the development of the topic
		• Link ideas by using transitional words and phrases
		• Write a conclusion to close the writing

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)		• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps)to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.	- Develop strategies with peers and adults to use digital tools - Use technology for producing and publishing writing - Use technology to collaborate with others
W.3.7.(Choice) Conduct short research projects that build knowledge about a topic.	- Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic - Gather information to support a topic - Select relevant information from texts to support main ideas or claims - Group like ideas to organize writing
W.3.8.(Choice) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	- Locate information from print and digital sources - Integrate information from personal experiences - Take notes and organize information into categories provided by the teacher - Gather information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes - Thoughtfully choose online sources - Select the information needed from each source - Connect new information learned online with offline sources - Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources
W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	- Produce numerous pieces of writing over various time frames - Develop skills in research - Reflection on and revise writing - Self-correct when writing to produce a clearer message - Purposefully explain choices made while writing - Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 4 Speaking and Listening Standards	**Unit 4 Speaking and Listening Critical Knowledge and Skills**
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.3.1.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) SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others SL.3.1.D. Explain their own ideas and understanding in light of the discussion	- 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.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.	- Use multimedia to create engaging audio recordings of stories or poems - Focus on inflection and volume instead of just reading out loud - Demonstrate fluid and well-paced reading - Add visual displays to illuminate chosen facts or details

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	• Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary
Unit 4 Language Standards	**Unit 4 Language Critical Knowledge and Skills**

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
    L.3.1.F. Ensure subject-verb and pronoun-antecedent agreement.*
	• Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences
	• Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences
	• Identify subjects, verbs, pronouns, and antecedents in sentences
	• Consistently use the appropriate form of subjects, verbs, pronouns, and antecedents in sentences
	• Reread writing to ensure agreement

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.3.2.D. Form and use possessives.
    L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*)
    L.3.2.F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words
    L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
	• Identify possessive nouns
	• Use apostrophe appropriately to show possession
	• Spell high frequency or studied words correctly
	• Spell conventional words correctly when adding a suffix to base words
	• Identify spelling patterns and generalizations
	• Apply spelling patterns when writing words
	• Determine the purpose and use of reference materials
	• Utilize reference materials to check and correct spelling, when needed

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
    L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
    L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.
	• Decipher the meanings of words and phrases by using sentence context
	• Determine the meaning of commonly used prefixes and suffixes
	• Identify the purpose and use of glossaries and dictionaries
	• Determine the structure of glossaries and dictionaries
	• Use both print and digital glossaries and dictionaries to define and clarify words

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	• Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use spatial and temporal relationship words and phrases

Unit 4: *Literature and Informational*	
Essential Questions	**Suggested Activities**

Reading	**Reading** Suggested Sample Anchor Charts

Reading

Lesson 1: R.L.3.1/R.I.3.1 Explicit Inforamtion
EQ: How can I use details/evidence from the text to ask and answer questions before, during, and after reading to show understanding?

Lesson 2: R.L.3.2/R.I.3.2 Main Idea/Theme
EQ: How can I use key details from the text to explain the message, moral, or lesson of a story? How can I use key details/evidence from the text to support the main idea?

Lesson 3: R.L.3.4/R.I.3.4 Figurative Language and Domain Specific Vocabulary
EQ: How does the author show creativity using non-literal (figurative) language? How does literal language help me understand the author's purpose? How does the knowledge of academic words and domain specific words help me understand what I am expected to know?

Lesson 4: R.L.3.5/R.I.3.5 Text Structure and Text Features
EQ: How do different sections of text build upon earlier parts in order to create the complete piece of literature? How do text features and search tools help me locate information accurately?

Lesson 5: R.L.3.6/R.I.3.6 Point of View
EQ: How does distinguishing my own point of view from that of the narrator or characters help me to understand the author's purpose? How does distinguishing my own point of view from that of the author help me to understand the author's purpose?

Lesson 6: R.L.3.10/R.I.3.10 Reading and Complexity of Text
EQ: How can reading different genres help me to become a better reader? How can reading various informational texts increase my understanding of different subject areas?
*R.F.3.3,R.F.3.4/S.L.3.1, S.L.3.5, S.L.3.6 embedded in the reading process

Writing: **Informative and Explanatory** **Lesson 1** ● How do I supply information or clearly explain about a topic in my writing? (W.3.2, W.3.5) ● How does planning help me as a writer? (W.3.2, W.3.5) **Lesson 2** ● Why should I group related information together in a paragraph? (W.3.2, W.3.4, W.3.8) ● Why is it important to be organized while writing? (W.3.2, W.3.4, W.3.8) ● Why is it important to have a purpose and an audience for my writing? ● When are illustrations useful to include in my writing? (W.3.2, W.3.4, W.3.8) **Lesson 3** ● How do you develop a topic using facts, definitions, and details? (W.3.2) ● Why is it important to develop a topic using facts, definitions, and details? (W.3.2) **Lesson 4** ● Why is it important to use linking words or phrases to connect your ideas? (W.3.2) **Lesson 5** ● How do you write a conclusion statement or section? (W.3.2, W.3.5) ● Why is writing a conclusion statement or section important when writing an informative/explanatory text? (W.3.2, W.3.5) ● How does editing strengthen my writing? (W.3.2, W.3.5) ● How does revising strengthen my writing? (W.3.2, W.3.5) *L.3.1A,F, L.3.2D,E,F,G,L.3.4A,D,L.3.6 embedded in the writing process	**Writing** Suggested Sample Anchor Charts
Wordy Study/ Phonics/ Language	**Wordy Study/ Phonics/ Language**

District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
MAP **Think pair share** **Turn and talk** **Clock partners** **Exit/Admin ticket** **Round Robin** **Quizzes** **Homework** **Strategic questioning**	*MAP*

Alternative Assessments

Evaluative Criteria	Assessment Evidence
Suggested Performance Rubric: Marzano Proficiency Scale 4- Advanced: Advanced understanding and application of the standard 3- Achieving: Consistently applies skills independently 2- Developing: Progressing towards independent application of skills 1- Beginning: Early stages of development; needs assistance	**Suggestion: Performance Task** Dinosaur Hunter: Fossils and the past You are a dinosaur hunter who is a part of a team of dinosaur hunters. As a group, you will be helping to provide information on dinosaurs to movie producers who will be making a new movie about dinosaurs. Your presentation will need to give these people important information about where dinosaur bones can be found around the world. Your presentation should explain what types of dinosaurs are found in certain areas and why they were there. They should also understand how long ago they lived and how the Earth's landscape has changed over time. W.3.2, W.3.6, W.3.10, SL.3.4, SL.3.5, SL.3.6

District/School Texts	District/School Supplementary Resources
Into Reading Resources and Text Module 8: A Century of Amazing Inventions, Timeless Thomas, A Bumpy Ride, Energy Island, Edison's Best Invention Module 9: Great Ideas from Great Parents, Farmer Will Allen and the Growing Table , It's Our Garden Module 10: Why We Share Stories, When the Giant Stirred, Compay Mono, Why is the Sky so Far Away, Cinder Al and the Stinky Footwear **Suggested Texts**	*Readworks* *Brainpopjr* *Teacher created resources* *Scholastic News* *Geography Spin* *Science Spin* *Teacher created resources* *education city* *think central*

District/School Writing Tasks		
Primary Focus Informative Writing	**Secondary Focus** research writing compared text	**Routine Writing** *RACE* *W.3.2, W3.10*

Interdisciplinary Connections		
Social Studies 6.1.4.B.8: Compare ways people choose to use and distribute natural resources.	**Math** 3.NBT.A.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram..	**Science**

English Language Arts
Grade 3

21st Century Skills/Career Education	Technology	World Language
CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	8.1.5.E.1: Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks	7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Modifications and Accommodations

Special Education Students	English Language Learners	Students at Risk for Failure
Small group Direct instruction Choices Sonday Program SRA Secret Stories Fundations Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Leveled text	Labeling Text to speech Small group Direct instruction Choices Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Leveled text Programming for qualified students	Text to speech Small group Direct instruction Choices Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Sonday Program Journeys Intervention Leveled text RtI process

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English Language Arts
Grade 3

Gifted and Talented Qualified programming Extension projects/tasks Leveled Text Intentional grouping Leadership role	**Students with 504 Plans** Text to speech Small group Direct instruction Choices Eliminate answer choices Shortened assignments Chunked assignments Reword directions Intentional groupings Sonday Program Journeys Intervention Leveled text RtI process	
Unit Duration: Instructional Days		
40 days		