

Estell Manor School District

English Language Arts Curriculum Grade 3

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Suggested Pacing Guide

Unit	Anticipated timeframe
Unit 1: Building academic stamina, reading informal text, reading literary text, grade level spelling and grammar skills, writing informational and and personal narrative pieces	September - October Approximately 40 days
Unit 2: Central message, main idea, find important details, comprehension strategies, text features, speaking and listening, grade level spelling and grammar skills, informational writing, opinion	November-December/January Approximately 45 days
Unit 3: Central message, main idea, find important details, comprehension strategies, text features, speaking and listening, grade level spelling, conventions, and and grammar skills, narrative writing, research	January-February/March Approximately 45 days
Unit 4: Comparing text types, Central message, main idea, find important details, comprehension strategies, text features, speaking and listening, grade level spelling, conventions, and grammar skills, narrative writing, research	April-June Approximately 45 days

Core materials:

Pearson *ReadyGen*
 Journeys Program, by Harcourt Publishing (2014)
 Journeys Leveled Readers
 Guided reading leveled readers
 Flat Stanley Read Aloud and various other chapter books

Unit 1 will address the following 21st Century Life and Careers skills:				
Check all that apply 21st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.

	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		√	CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.3.	Use a graphic organizer to organize information about problem or issue. sources to complete a variety of tasks.
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.

Unit 1:	Duration: September - October Approximately 40 days
Standards	
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. 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. 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. 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.3.9. 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. SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.	

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

Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Explain their own ideas and understanding in light of the discussion.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

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.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7. Use information gained from 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).

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

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.

Use sentence-level context as a clue to the meaning of a word or phrase.

Determine the meaning of the new word formed when a known affix is added to a known word

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

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

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

W.3.10. Write routinely over extended time frames (time for research, reflection, 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.

Interdisciplinary skills

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

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.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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.

Essential Understandings

- Students will understand the structures, routines and habits of
- Students will understand the reading comprehension skills of monitoring for sense, envisioning, prediction, empathizing with characters, retelling stories, talking back to the text, asking questions and inferring about characters and other story elements
- Students will understand the value of developing reading partnerships.
- Writers use the writing process to choose ideas that are focused and sustain audience interest.
- Writers use strategies from authors to write personal narratives.
- Writers keep a writer's notebook to generate ideas for writing.
- Writers use qualities of good writing such as focus, detail and structure.

Essential Questions

- What are the different ways I can create a reading life for myself?
- What strategies can I use to read fluently and understand the story?
- How can reading partners help me grow as a reader?
- How do writers use the writing process to choose focused ideas that are of interest to their audience?
- How can a writer's notebook help me as a writer?
- Why is it important to study authors in order to be better writers?
- How can I organize my piece so that it is clear to the reader?

Evidence of Student Learning

Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i> • Using google slides, students will create a commercial advertisement demonstrating how to choose a “just-right” book and how to find one. • Pretend you’re the teacher, role-play with a partner to demonstrate proper turn and talk procedures in front of the class.. • Pretend you are a magazine reporter. Create an article describing a day in Writer’s Workshop. Include routines and procedures. • Students will create a brochure illustrating the writing process, explaining each step-in depth.	Other Assessments Formative • Teacher and Individual student conferencing • Turn and Talk • Reading notebook checks • Teacher Observations • Reading Log Summative • <i>ReadyGen</i> Unit Test • Performance Task Rubric • Written Comprehension Responses Benchmark • <i>HMH</i> Reading Inventory • <i>Linkit</i> Assessment A Alternative • Reading Comprehension Questions • Reading Response Journals • Stop & Jot Sentence Starters • Reader’s Response Sentence Starters
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> • Routines and structures of reading class time, strategies for reading fluency (expression, phrasing (including punctuation), pace and self-correcting). • Setting goals and tracking progress (reading logs) • Finding "just-right" books • Reading partnership strategies (reading and discussing books in the company of partners and	<i>Students will be able to ...</i> • Learn the routines, procedures, expectations of members of a reading community. • Develop an understanding of their unique identities and think about themselves as readers. • Use their own identities, as well as, recommendations from their reading community to select well matched texts, read for different purposes and set reading goals.

lifting the level of reading through a reading partner). • Reading strategies: Monitoring for sense (giving yourself comprehension checks), figuring out the mind-work appropriate for the text (envisioning vs. collecting information), envisioning, prediction, empathizing with characters, retelling stories, talking back to the text, asking questions and inferring about character and other story elements. • Word-solving skills: chunking words, using graphophonic, visual, meaning and/or syntactical clues, using context clues, and thinking back to story • Strategies to analyze figurative language and author's craft.	• Bring what they know or have experiences to all types of reading and ask questions as they continually interact with the text • Understand their reading and pay attention and reread when meaning breaks down. • Reflect on reading habits and make plans for growth • Exchange ideas with partners to deepen their understanding of the text • Respectfully practice listening and speaking behaviors • Maintain focus and read for understanding during independent reading time • Monitor their understanding of text and reread to make sense • Create mental images based on descriptions of the text • Make inferences and draw conclusions in a text • Use nonfiction text to identify key ideas
Instructional Plan	
Suggested Activities	Resources
Students will create IPICK bookmark to remind students how to choose a “just right” book by illustrating a checklist that includes their Purpose of reading, Interests, Comprehension, and Knowing vocabulary words in the book.	https://www.pinterest.com/pin/283445370270898120/

• Include their own Lexiles	
Students will create “Reading Goals” bulletin board where students will identify their strengths as a class, and discuss what they would like to improve on throughout the unit of study. Post it notes and stickers can be used to track progress throughout the unit.	Chart paper, post-its, <i>My Reading Life Survey</i>
Students will create “Our Reading Stamina” chart that tracks how many minutes the class actively reads during independent reading time. Students can also track their own progress in their notebooks.	Student Reading Notebooks, timer
Students will create a rubric to demonstrate the expectations of speaking and listening partnerships in Reading that can be used as a resource in the unit.	Chart paper, markers, partner/groups
Websites: Contains a great set of computer based activities for grades K-5 th. K & 1st grade have oral direction options	www.abcya.com
SmartBoard game i- students move words around to put them in ABC order	http://www.primaryresources.co.uk/online/alphaorder1.swf
Modifications Special Education Students / 504 (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student’s IEP or 504 plan) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.	

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**For additional modifications and accommodations, see below*

Suggested Options for Differentiation

English Language Learners

- Provide extra time
- Pre-Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go

Basic Skills/Economically Disadvantaged

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Plan writing with student using a graphic organizer

Special Education

- Follow all IEP modifications/504 plan
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

Gifted and Talented

- Extend reading response to further enrich understanding (see extension activities in unit binder)
- Discuss how readers and writers are connected
- Create comic strip showing connections to reading lives: illustrate and caption

- Create poem using rich adjectives and detailed illustrations
- Write paragraph in notebook about things they are passionate about
- Have students choose someone in their family they would write a biography about and why
- Collect artifacts to decorate notebook at home- discuss with class
- Have students create a poster showing their favorite reading spot
- Organize integrated problem-solving simulations

Unit 2 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	✓	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.

	Credit and Debt Management	✓	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	✓	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	✓	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	✓	CRP11. Use technology to enhance productivity.

	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.3.	Use a graphic organizer to organize information about problem or issue.
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.

Unit 2:	Duration: November-December/January Approximately 45 days
Standards	

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.

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.

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.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.9. Compare, 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

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.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.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.

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.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

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

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10. Write routinely over extended time frames (time for research, reflection, 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.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.4. 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.

Interdisciplinary Skills

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

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.

21st Century life and Career

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.	
CRP11. Use technology to enhance productivity.	
CRP12. Work productively in teams while using cultural global competence.	
Essential Understandings	Essential Questions
- Text features (maps, diagrams, charts, glossary, index, table of contents, captions, pronunciation key, bold words, photographs, title, subtitles, headings, appendix and sidebars) and text structures (Description/list, sequence or time order, compare and contrast, cause and effect/ problem and solution) help readers make sense of and learn from the text. - Nonfiction texts have main ideas and details that support those main ideas. - Nonfiction can also have narrative text structure. While reading narrative nonfiction, students need to draw on fiction reading strategies to make sense of the text. - Writers use the writing process to compose informational text to examine a topic and convey ideas and information clearly.	- What are text features and text structures? How do they help me learn from my reading? - How do I find the main idea of the text and the details that support it? - What is narrative nonfiction? How do I grow ideas while reading narrative nonfiction? - How do writers use the writing process to compose informational text to examine a topic and convey ideas and information clearly? - What are the characteristics of informational writing? - What strategies do writers use to share knowledge and to convey ideas and experiences?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments Formative - Turn and Talk - Individual teacher conferences

• Students will create a museum displaying brochures created by students demonstrating their understanding of individual nonfiction topics. • Students will pretend to be a Schoolwide representative and create a test/answer key using a short, nonfiction article of their choosing, for classmates. Questions need to reflect author's purpose, text features, main idea, details, etc. • Students will create an autobiographical bound book over time. Each chapter will sequentially follow the big events in their live and tell their life story. When all writing is complete, student will bind their books and put their writing in, including all parts of book(title page, table of contents, etc.)	• Think-Pair-Share • Anecdotal Notes • Graphic Organizers • Project Rubrics • Linkit Skills Assessments Summative • Portfolio Assessment piece • <i>ReadyGen</i> Unit Test • Performance Assessments • Written Comprehension Responses Benchmark • <i>HMH</i> Reading Inventory • <i>Linkit</i> Assessment B Alternative • Reading Comprehension Questions • Reading Response Journals • Rubrics • Stop & Jot Sentence Starters • self evaluation
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> • Identify different types of nonfiction and their purposes • Identify nonfiction text structures in order to find important information. • Distinguish point of view and author's purpose. • Identify text features to help summarize information and deepen understanding.	<i>Students will be able to ...</i> • Recognize nonfiction texts (Biographies, Literary Nonfiction, Reference) • Identify common nonfiction text features • Identify text structures in a nonfiction text to help them locate important information • Distinguish own point of view from that of the author of the story

• Define unknown words in nonfiction texts, using a variety of strategies. • Identify and discuss character traits, motives, actions and feelings	• Discuss how the purposes of nonfiction can deepen their appreciation and understanding of a text (Biographies, Literary Nonfiction, Reference) • Use text structures (problem/solution, summarize key ideas, compare/contrast, chronological order) to deepen their understanding • Summarize the main idea and supporting details to demonstrate understanding • Identify meaning of unfamiliar words by using various strategies (Context clues, glossary, background knowledge)
Instructional Plan	
Suggested Activities	Resources
Students will sort nonfiction books in classroom library by nonfiction and sub-genres, discussing rationale with partners.	Classroom library
Students will create a class bulletin board listing the 5 nonfiction text structures and examples of texts from the unit mentor texts. Students may add to the bulletin board throughout the unit.	Bulletin board, printable covers of books
Students will create their own timeline using important events in their life and merge it with a buddy biography in a partner activity.	Graphic organizer (timeline), blank paper, markers/crayons
With partners, students will create and play a mix and match game with problems and solutions found in previously read nonfiction texts.	Index cards, books from independent reading
Students will create KaHoot vocabulary game with class, generating ideas on Google Classroom.	Google classroom, KaHoot

Websites	
Free grammar practice	https://www.englishgrammar.org/lessons/
How to make a bound book	https://modernparentsmessykids.com
Modifications ● Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. ● English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> ● Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> ● Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i> ● <i>*For additional modifications and accommodations, see below</i>	
<i>English Language Learners</i> ● Highlight key words ● Sentence starters ● Prompting and cueing ● Build background knowledge ● Teacher models reading aloud daily	
<i>Basic Skills/Economically Disadvantaged</i> ● Pre-teach vocabulary using visuals and gestures ● Chunk texts ● Summarize as you go ● Preview lessons ● Graphic organizers	

Special Education

- Follow all IEP modifications/504 plan
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Cooperative learning groups

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice board to extend learning

Unit 3 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	✓	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.

	Credit and Debt Management	✓	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	✓	CRP11. Use technology to enhance productivity.

	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.3.	Use a graphic organizer to organize information about problem or issue
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.

Unit 3:	Duration: January-February/March Approximately 45 days
Standards	
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. 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. 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. RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.9. Compare, 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).

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.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.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.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.10. 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.

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.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Interdisciplinary Skills

1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.

1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction.

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

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.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
• How events in the story shape a character. • How character traits affect their actions. • Comparing and contrasting characters adds to understanding. • Writers use the writing process to choose significant, meaningful ideas that are focused and sustain audience interest.	• How do the events in the story shape the character traits? • How do the character traits affect the character's actions? • How can comparing and contrasting two characters across similar text help me think more deeply about them? • How does a writer learn to capture the small moments in their lives and make them big through narrative writing? • How does a writer use a mentor text that resembles the sort of work they hope to write and use it to?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Formative Other Assessments

- On index cards, students will write descriptions of folktale/fable characters to be used in a game show (jeopardy) where their peers guess the name of the characters that match. - Students will create a book of idioms with their meanings. This book can be used as a resource for reading as well as writing. - Students will create a book review on google docs that shows their understanding of fiction elements including character traits, problem/solution, theme, etc. - Students work together to gather information from two texts on the same topic of their choice. Each student shares what they have learned and complete their own research paper. Once completed, they fact check and proofread for each other.	- Graphic Organizers - Kinesthetic Assessment - Rubrics <i>Linkit</i> Skills Assessments Summative - Portfolio Assessment piece <i>ReadyGen</i> Unit Test - Performance Assessments - Written Comprehension Responses Benchmark <i>HMH</i> Reading Inventory <i>Linkit</i> Assessment - Unit Assessment Alternative - Daily assignments - Reading Comprehension Questions - Reading Response Journals
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> - Identify different types of fiction and their text structure and features - Reading strategies: Monitoring for sense (giving yourself comprehension checks), figuring out the mind-work appropriate for the text (envisioning vs. collecting information), envisioning, prediction,	<i>Students will be able to ...</i> - Explore several types of fiction genre text (folktales and fables) - Demonstrate understanding of fictional stories by referring to the text explicitly to answer questions - Refer to parts of stories, dramas, and poems, when writing or speaking about a story - Learn the elements of traditional folktales

empathizing with characters, retelling stories, talking back to the text, asking questions and inferring about character and other story elements. • Word-solving skills: chunking words, using graphophonic, visual, meaning and/or syntactical clues, using context clues, and thinking back to story • Use background knowledge and evidence from the text to help understand the central message theme. • Use illustrations to understand the mood and feeling of a story. • Identify character traits, motivations, and feelings, to deepen understanding of fictional texts.	• Use background knowledge and evidence from the text to infer the author's message or theme • Use descriptions and dialogue from the text to understand a character's traits, problems, actions and feelings. • Use text illustrations to convey the mood and feeling of a story • Analyze details in a mystery to draw their own conclusions • Identify character's traits, motivations, and feelings to deepen understanding of fictional text by connecting to the plot of the story • Identify changes in a character over time • Determine the meaning of literal and nonliteral words to enhance understanding of fictional text • Use important information in the text to draw conclusions and identify the central message of stories written by the same author about the same or similar characters • Identify who is telling the story and assess how the point of view affects the plot, tone, and mood of the story • Compare and contrast story elements and themes of similar texts written by the same author • Learn the elements of drama and how to go about reading a play
Instructional Plan	
Suggested Activities	Resources
Students will watch the Flocabulary song, "Five Things." Have students discuss the definition of each element of a story. Show the video again and have students record a	Flocabulary song, "Five Things" https://www.flocabulary.com/unit/fivethings/

few examples of each from the song while they are watching. Hold a discussion on the five elements. Ask students to brainstorm examples of each element from their previous reading and record them in their journals.	
Students will play a game of "What's the Theme". Teachers create sentence strips with themes from previously read books and students match the book with the theme while working in groups of 3-4.	Themes from previously read books, sentence strips, markers, partnerships
Students will discuss character traits and how we can determine character traits through a character's thoughts, feelings, and actions. Create a list of favorite characters from books or movies and identify character trait lists. Students describe each character by thinking of character traits based on the character's thoughts, feelings, and actions.	Sentence strips, markers
Students will create a news broadcast sharing the key details from the story to demonstrate understanding of content.	Partnerships, notes from previously read stories
Students will play matching game where students create two sets of index cards, write popular, idiomatic expressions on each, and draw accompanying illustrations on black index cards. Have students share their cards with various groups, having them mix, share, and match.	Index cards, list of idioms
Students will identify point of view and differences in the point of view. Read text on the same topic told from different points of view. Students will use a graphic organizer to list supporting details from the narrator, characters, or own point of view. Students highlight signal words or phrases that support the narrator's, characters', or own point of view.	Venn Diagram, Narrative fiction stories based upon student interests

Students will compare and contrast two characters in the story, focusing on the way they interacted in the story and responded to events.	Venn Diagram, Narrative fiction stories based upon student interests
Students will compare and contrast two events in the story. Have students focus on how characters responded to the events and the way the events contributed to the overall plot and problem in the story.	Venn Diagram, Narrative fiction stories based upon student interests
Students will participate in reading Readers' Theaters scripts of their reading level and choice. Students will work with their small group to evaluate the characteristics of the play. Then, students will practice the script and the stage directions, theatrical elements, and story construction/plot.	https://www.readinga-z.com/fluency/readers-theater-scripts/ http://www.thebestclass.org/rtscripts.html http://www.teachingheart.net/readerstheater.htm http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html
Websites	
see above	
Modifications Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i>	

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**For additional modifications and accommodations, see below*

English Language Learners

- Provide extra time
- Pre-Teach vocabulary using visuals and gestures
- Summarize as you go
- Preview lessons

Basic Skills/Economically Disadvantaged

- Follow all IEP modifications/504 plan
- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow writing to be dictated

Gifted and Talented

- Expose to sophisticated vocabulary
- Interview families for favorite memories of fiction reading and display in classroom
- Create map of world and identify where you have read folktales and fables
- Students will use family traditions to indicate fables and folktales in their culture
- Compare themes of fables

Unit 4 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	✓	CRP11. Use technology to enhance productivity.
	Career Preparation	✓	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.3.	Use a graphic organizer to organize information about problem or issue.
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.

Unit 4:	Duration: April-June Approximately 4 days
Standards	
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. RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. 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). 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. 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. L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Form and use regular and irregular plural nouns.

Use abstract nouns (e.g., *childhood*).

Form and use regular and irregular verbs.

Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

Ensure subject-verb and pronoun-antecedent agreement.

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

Use coordinating and subordinating conjunctions.

Produce simple, compound, and complex sentences.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Choose words and phrases for effect.

Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

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.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.

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.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Interdisciplinary Skills

3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

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.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

- Text features (maps, diagrams, charts, glossary, index, table of contents, captions, pronunciation key, bold words, photographs, title, subtitles, headings, appendix and sidebars) and text structures (Description/list, sequence or time order, compare and contrast, cause and effect/ problem and solution) help readers make sense of and learn from the text.
- Nonfiction texts have main ideas and details that support those main ideas.
- Nonfiction can also have narrative text structure. While reading narrative nonfiction, students need to draw on fiction reading strategies to make sense of the text.

Essential Questions

- What are text features and text structures? How do they help me learn from my reading?
- How do I find the main idea of the text and the details that support it?
- What is narrative nonfiction? How do I grow ideas while reading narrative nonfiction?

Evidence of Student Learning

Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i> - Students will create a nonfiction picture book in groups/partners using background knowledge of force in motion. - In small groups, students will pretend to be reporters working for an online biography company, and create a video biography on previously researched famous people.	Other Assessments Formative - Turn and Talk - Reading notebook check - Stop and Jot - Teacher Observations - Individual teacher conferences - Exit Slips - Linkit Skills Assessments Summative - Portfolio Assessment piece <i>ReadyGen</i> Unit Test - Performance Assessments - Written Comprehension Responses Benchmark <i>HMH</i> Reading Inventory <i>Linkit</i> Assessment C <i>ReadyGen</i> Assessment Alternative - Reading Comprehension Questions - Reading Response Journals - Stop & Jot Sentence Starters - Reader's Response Sentence Starters - Curriculum Based Assessments for fluency and/or comprehension
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> How to identify nonfiction text structures in order to find important information.	<i>Students will be able to ...</i> Use key questions to guide and focus their science research

• How to use text features to help summarize information and deepen understanding. • How to define unknown words in nonfiction texts. • How to make connections between two texts (cause-and-effect, sequence, comparisons, etc.). • Use visualization strategies to ensure understanding of motion. • Use evidence from the text to support thinking.	• Determine the meaning of general academic and domain-specific words • Use text features and search tools to locate information relevant information to a given topic • Use information gained from text features to gain information from text • Describe the logical connection between particular sentences and paragraphs in a text to support specific points (example: comparison, cause and effect, sequence) • Conduct experiments and use visualization strategies to ensure understanding of motion • Determine the main idea of a text, recount the key details and explain how they support the main idea • Demonstrate command of the conventions of standard english grammar and usage when writing or speaking • Use a prewriting strategy • Demonstrate conventions of standard english grammar and usage when writing or speaking . • Demonstrate conventions of standard punctuation, capitalization, and spelling when writing.
Instructional Plan	
Suggested Activities	Resources
Students will access website about forces and create a KWL chart as a whole group, or in partners.	http://www.exploratorium.edu/skateboarding/trick.html https://sciencebob.com/the-lincoln-high-dive/ http://www.sciencetoymaker.org/balloon/index.html

Students will create a car using classroom materials, and experiment with different forces on various surfaces, with various magnet strengths.	Paper, magnets, carpet, tile floor, Legos, wheels
Using examples from the website, students will create their own poems on forces, motion, or magnetism.	http://sciencepoems.net/sciencepoems/force.aspx#.WQoXuogrliI http://www.cape.k12.mo.us/blanchard/hicks/news%20pages/scienceforcepoems.htm
Websites	
Reading passages with comprehension practice	www.readtheroy.com
Modifications Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i> <i>*For additional modifications and accommodations, see below</i>	
<i>English Language Learners</i>	

- Wait time
- Provide anchor charts
- Model thinking
- writing
- Shared writing
- Show models of finished products
- Outlining

Basic Skills/Economically Disadvantaged

- Provide anchor charts
- Model thinking
- Model writing
- Shared writing
- Show models of finished products
- Outlining
- Graphic organizers

Special Education

- Follow all IEP modifications/504 plan
- Allow extra time to complete assignments or tests
- Work in a small group
- Shared writing

Gifted and Talented

- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- Do not always be explicit, allow for discover
- Computer Based Programs
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary