ENGLISH/LANGUAGE ARTS
GRADE 3

EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

Board Approval Date:_____September 23, 2024_____Dr. David Gentile
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Grade 3 - Reading

K-5 Literacy Program Description and Pacing Guide

The students enrolled in the Ewing Township Public Schools participate in a balanced literacy program that is "grounded in scientifically based reading research which supports the essential elements and practices that enable all students to achieve literacy" (National Reading Panel, 2000). There are three goals of our literacy program: 1) to help students read and comprehend grade level texts independently, 2) to assist students with text-based thinking and writing and 3) to empower students with a love of reading.

Balanced literacy can be seen in a classroom with teachers reading aloud and with students participating in: 1) shared reading, 2) guided reading, 3) independent reading and 4) modeled and shared writing. Ongoing formative assessment within a balanced literacy classroom provides data that allow teachers to make sound educational decisions about each individual student in a classroom.

Reading/Writing Workshop should look as follows:
- Mini Lesson
- Independent Practice
  - Independent Reading
  - Small Group Instruction (Guided Reading, Strategy Groups)
  - Individual Conferences
- Reflection

Scope and Sequence for Reading Units of Study:

	Marking Period 1	**Marking Period 2**	**Marking Period 3**	**Marking Period 4**
Kindergarten	Launching the Reading Workshop and Working with Partners	Reading Fiction	Reading Nonfiction	Reading and Writing Content-Specific Nonfiction
1st Grade	Launching the Reading Workshop and Building Foundational Reading Skills	Reading Fiction	Reading Nonfiction	Writing about Reading (across genres)
2nd Grade	Launching the Reading Workshop and Character Study	Reading Fiction, Fables and Folktales	Reading Nonfiction	Reading and Writing Nonfiction and Reading Poetry

3rd Grade	Launching the Reading Workshop and Close Reading and Text-Based Writing	Nonfiction Reading Workshop	Reading Fiction, Fables, Folktales and Myths	Poetry Reading and Reading Workshop
4th Grade	Launching the Reading Workshop and Close Reading and Text-Based Writing	Nonfiction Reading Workshop and Close Reading of Nonfiction Texts	Historical Fiction Close Read and Book Clubs	Student-Directed Book Clubs
5th Grade	Launching the Reading Workshop and Close Reading for Fiction Signposts	Close Reading of Nonfiction Texts and Historical Fiction Book Study	Nonfiction Signposts and Reading and Writing across Genres	Student-Directed Book Clubs

Scope and Sequence for Writing Units of Study:

	Marking Period 1	**Marking Period 2**	**Marking Period 3**	**Marking Period 4**
Kindergarten	Building Foundational Writing Skills (e.g., letters, names, sight words, etc.)		Fiction Writing and Adding Details	Nonfiction and Poetry Writing
1st Grade	Launching the Writing Workshop and Narrative Writing	Fiction Writing and Adding Details	Nonfiction and Opinion Writing	Poetry Writing
2nd Grade	Building a Writing Community and Adding Details	Fiction Writing	Nonfiction and Letter Writing	Opinion and Poetry Writing
3rd Grade	The Writing Community, the Writing Process and Opinion Writing	Opinion and Expository Nonfiction Writing	Expository Nonfiction and Narrative Writing	Narrative and Poetry Writing
4th Grade	The Writing Community, the Writing Process and Opinion Writing	Opinion and Narrative Writing	Narrative Writing and Expository Nonfiction	Expository Nonfiction and Poetry Writing

5th Grade	The Writing Community, the Writing Process and Narrative Writing	Narrative Writing and Expository Nonfiction	Expository Nonfiction and Opinion Writing	Opinion and Poetry Writing

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers.

The 12 Career Ready Practices
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

CRP4. Communicate clearly and effectively and with reason.
In English Language Arts, it is essential for students to communicate clearly and effectively. This is demonstrated through writing with a clear purpose and an appropriate audience in mind. Students also need to clearly communicate verbally, which is practiced in the English Language Arts classroom. Effective communicators are also active listeners. These skills are essential in the academic setting and the workplace.

CRP7. Employ valid and reliable research strategies.
Research strategies are infused throughout the English Language Arts curriculum. It is imperative for students to utilize effective research strategies in order to formulate an argument, to support a thesis, and to research across content areas. Students need to use multiple sources in order to write a comprehensive research paper. Finally, students need to discern whether sources are reliable in order to present strong pieces of information and argument essays. Research skills are essential in the academic setting and the workplace.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
In order for students to be successful in school, in life, and in their career, they need to be critical thinkers and problem solvers. In English Language Arts classes, students learn to read and write critically. Through discussions and by actively engaging in speaking and listening, students will develop the necessary skills to be critical thinkers. In order to be productive citizens of the 21st century we need to ensure students can persevere in order to reach the solution of any problem.

Technology Integration

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 create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

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.

Social Studies Integration - The social studies and English departments worked to integrate Research Simulation Tasks into both sets of curricula to provide ample opportunities to respond across content areas. The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards 11-12 - History, Social Studies, Science and Technical Subjects

Section 1: Launching the Reading Workshop and Foundational Skills for Literacy Development
Pacing 45 Days Every Day for 1 hour

Why Is This Unit Important?

Launching the Reading Workshop	Foundational Skills for Literacy Development
Reading workshop is an instructional framework where a teacher provides a focused mini-lesson on a specific skill or strategy, allots time for students to apply that skill or strategy independently to a student-selected or teacher-assigned text, confers with students to identify areas of strength and need, provides individualized feedback to help each student develop in additional areas of need and closes the lesson with a review of the skill or strategy of focus and whole group debriefing. The framework for writing workshop is similar with students applying the mini-lesson's learning objective to their own personal writing. Much of the workshop model is student directed, so processes and procedures must be outlined and practiced to ensure that students work in a focused, productive and engaged way.	Phonics and foundational literacy skills are crucial for third graders as they lay the groundwork for proficient reading and overall academic success. These skills enable students to decode words efficiently, leading to improved reading fluency and comprehension. As students become more adept at reading, they can focus on understanding and interpreting text, which enhances their vocabulary and knowledge across all subjects. Additionally, early mastery of phonics builds confidence and motivation, fostering a positive attitude toward reading and learning that can prevent future academic difficulties.

The big ideas embedded in these units are:

Launching the Reading Workshop	Foundational Skills for Literacy Development
• The structure of the reading and writing workshop is the same across grade levels (mini-lesson, independent practice and direct application, teacher and peer conferences, closure). Routines must be introduced and practiced	• Print Concepts: Understanding the organization and basic features of print, including reading left to right, top to bottom, and recognizing sentence structures. • Phonological Awareness: Ability to identify and manipulate

- to ensure student focus throughout the workshop.
- The goal of the daily mini-lesson during the launching units is to introduce and reinforce processes and practices and establish expectations. As this unit progresses, the goal of the mini-lesson will shift to teaching comprehension skills and strategies which students will apply to all units throughout the year.
- "To progress as readers, [students] must have ample time to read a lot and they must have texts they can read independently" (Reading and Writing Project). One purpose of the reading workshop is to embed this time for supported independent application into the class period.
- Writing workshop aims to "turn students into writers through an emphasis on a high volume of writing and daily protected writing time in which to engage in the writing process" (Reading and Writing Project).
- Time is provided daily for students to work independently and apply the mini-lesson to a self-selected book at their independent reading level; as the year progresses, texts may be assigned as teachers work with students to build comprehension skills when presented a text within their grade-band.
- Research indicates the positive impact that timely and targeted feedback has on student achievement (Marzano). As students work independently to

- sounds in spoken words, including syllables, rhyming, and phonemes, which forms the foundation for phonics and reading.
- Phonics: Knowledge of letter-sound relationships and how these connect to reading words accurately and fluently. This includes blending sounds, recognizing letter patterns, and mastering common spelling-sound correspondences.
- Fluency: Developing the ability to read with speed, accuracy, and proper expression, which aids in comprehension and smoother reading.
- Decoding Strategies: Using knowledge of phonics, patterns, and context clues to decode unfamiliar words and improve independent reading.
- Word Recognition: Automatically recognizing high-frequency words and familiar words, reducing the cognitive load during reading.
- Spelling: Applying phonics knowledge and patterns to spell words correctly, supporting both writing and reading fluency.

apply the reading or writing skill of focus from the mini-lesson, teachers confer with individual students or with small groups (e.g., strategy groups) to provide such feedback and next steps for students. ●	

Enduring Understandings:

Launching the Reading Workshop	Foundational Skills for Literacy Development
● The purpose of the launching units is to establish routines and procedures within the workshop framework, positively reinforce those routines so they continue throughout the school year and empower students with an enjoyment of self-selected independent reading and writing. ● Within a workshop classroom, students must be actively engaged in reading and writing on a daily basis. ● Formative assessment occurs daily; student reading and writing strengths and needs are assessed through desk-side or small group conferences, targeted feedback and instruction are provided and next steps are established. Research indicates this as a best practice to improve individual student achievement. ● The goal for the mini-lessons presented during the reading and writing workshop launch is to establish routines and expectations. The only reading and writing 'skills' or 'strategies' introduced during the launching	● Print concepts are essential for understanding how written language works and navigating text. ● Phonological awareness strengthens the ability to hear and manipulate sounds, which supports decoding and spelling. ● Phonics knowledge is crucial for understanding how letters and sounds connect to form words, enabling accurate reading and writing. ● Fluency involves reading with speed and expression, supporting comprehension and making reading more enjoyable and effective. ● Decoding strategies help readers tackle unfamiliar words, improving independence and confidence in reading. ● Word recognition supports automaticity, allowing readers to focus on comprehension rather than decoding every word. ● Spelling skills reinforce phonics knowledge and aid in accurate writing, supporting both reading and written communication.

unit are those that will apply to most or all units of study throughout the school year.	

Essential Questions:

Launching the Reading Workshop	Foundational Skills for Literacy Development
- What are the benefits of the reading-writing workshop model? - What should a student do when he/she is not sure what to do, especially if the teacher is already working with a student or student group? - What is the expectation related to independent reading or writing time? - What is 'fake reading'? How can a teacher tell if a student is fake reading? - What is 'reading stamina' and how can one develop his/her reading stamina? - What is the purpose of a reading log? - What should a student do if he/she can't think of anything to write during independent writing time? - What are the recurring literary terms or concepts that will apply to most of our units this year? Why is each term so important?	- How can understanding the sounds in words help us become better readers and writers? - Why is it important to know the relationship between letters and their sounds when reading and writing? - How can knowing phonics rules help us figure out new words we encounter in our reading? - What strategies can we use to read smoothly and with expression? - Why is reading fluently important for understanding what we read? - How does knowing the meaning of words help us understand what we read? - What strategies can we use to learn new words? - What strategies can we use to understand and remember what we read?

Acquired Knowledge:

Launching the Reading Workshop	Foundational SKills for Literacy Development

- There are three parts to a workshop lesson: the mini-lesson, independent practice and closure/review.
- The purpose of independent practice is for each student to apply the day's mini-lesson, which connects to the day's learning objective, to his/her independent text. Student work produced during independent practice is used as formative assessment to ensure student learning and plan next steps.
- The purpose of the launching unit is to establish routines and procedures and to reinforce expectations within a workshop classroom that will allow students to work actively and productively without teacher direction. The only reading and writing skills and strategies to be taught during this unit of study are those applicable to all units throughout the year. Those skills and strategies are specified below:

- Routines, Procedures and Expectations:
    - The structure of the workshop
    - Self-selecting an independent book from the classroom and/or school library
    - Fake reading vs. real reading
    - Building independent reading stamina
    - Reading log expectations, accountability and goal setting

- Understanding the structure and organization of print, including concepts such as word spacing, capitalization, and punctuation (print concepts).
- Recognizing that spoken words consist of smaller sound units (phonemes) and being able to distinguish, segment, and blend these sounds (phonological awareness).
- Knowing the relationships between letters and sounds (phonics) and how they combine to form words.
- Understanding the components of fluency, including pace, accuracy, and expression, and how these influence reading comprehension.
- Understanding the strategies for decoding unfamiliar words, such as sounding them out, recognizing letter patterns, and using context (decoding strategies).
- Knowing a core set of high-frequency words by sight to read them without needing to decode (word recognition).
- Understanding common spelling rules and patterns, and how phonics knowledge informs accurate spelling in writing.

o Reading response journals (text-based writing), expectations and grading
  o Active reading and thinking
 	
 • Related to Reading:
  o Author's purpose (to entertain, express, inform, argue or persuade)
  o Point of view
  o Text-based writing and expectations for citing evidence at each grade level (e.g., annotating a text)
 	
 • Related to Writing:
  o The writing process
  o Genres of writing (narrative, informational, argumentative)
  o Genre focus for the launching unit (follow the pacing document)	

Acquired Skills:

Launching Reading Workshop	Foundational Skills for Literacy Development
• Participate in the reading and writing workshop, applying the knowledge of each part of the workshop (mini-lesson, independent practice, closure). • Confer with the teacher, collaboratively identify areas of strength and areas of need in	• Demonstrating knowledge of print concepts by correctly following text structure and recognizing sentence elements. • Identifying and manipulating individual sounds (phonemes) within words to support decoding and spelling.

- independent reading and writing and establish next steps to be taken by the student and monitored by the teacher
- Apply the rules of the reading and writing workshop as introduced and reinforced by the teacher
- Apply the day's mini-lesson, whether it be a procedural or instructional lesson, to independent reading or writing
- Maintain focus for thirty minutes during independent reading and independent writing; read actively and write productively the entire time
- Respond to text-based questions citing textual evidence in a reading log, reading response journal, or written response to an open-ended question
- Identify the author's purpose for a given text and explain how the author supports that as he/she writes
- Identify the point of view from which a story is told and explain the limitations in the story's narration given that point of view
- Engage in all stages of the writing process
- Identify the three main genres of academic writing and explore each genre in a writer's notebook
- Explain the difference between revising and editing and apply mini-lessons focused on each to a draft

- Applying phonics rules to decode and read unfamiliar words accurately.
- Reading text fluently with appropriate speed, accuracy, and expression to enhance comprehension.
- Using decoding strategies to break down unfamiliar words, using phonics, context, and visual cues.
- Recognizing high-frequency words and other familiar words automatically to improve reading speed and ease.
- Applying spelling patterns and rules to write words correctly, supporting writing and reinforcing phonics knowledge.

Phonics and Word Recognition:

Kindergarten	Grade 1*	Grade 2*	Grade 3*

	In addition to the Kindergarten skills…	**In addition to the K-1 skills…**	**In addition to the K-2 skills…**
Recognize and produce the names of most upper- and lowercase letters. (L.RF.K.1.D)	Know the spelling-sound correspondence for common consonant digraphs and blends (e.g. *-ll, -ck, -ch, -th, sh-, wr-, st-, pl-*). (L.RF.1.3.A)	Recognize and use the full range of consonant letters and letter clusters in the beginning, middle and ending position in words. (L.RF.2.3.)	Identify and know the meaning of the most common prefixes and derivational suffixes (e.g. *un-, re-, mis-, -ful, -less, -able*). *(*L.RF.3.3.A) <u>Resource Link</u>
Understand that there is a relationship between sounds and letters. (L.RF.K.1.B)	Decode regularly spelled one-syllable words (e.g. *lock, much, see, rain, slide, bake, bring*). (L.RF.1.3.B)	Distinguish long and short vowel sounds when reading regularly spelled one-syllable words (e.g. *hop* vs. *hope, men* vs. *mean, fell* vs. *feel, bend* vs. *bead*). (L.RF.2.3.A)	Decode words with common Latin suffixes (e.g. *-tion/-sion, -ture, -tive/-sive, -ify, -ity, -ment*). (L.RF.3.3.B) <u>Resource Link</u>
Make connections between words by recognizing letters (*bat, big, ball),* letter clusters (*feat, meat, heat) and* letter sequences. (L.RF.K.1.E)	Know final *-e* (e.g. *take, side)* and common vowel team conventions for representing long vowel sounds (e.g. *rain, day, week, seat, road, show, make).* Long vowel sounds are emphasized in first grade. (L.RF.1.3.C)	Know spelling-sound correspondences for common vowel teams (e.g. *-ou, -ow, -oo, -oy, -oi, -ai, -ay, -ee, -ea, oa, -ow)*.(L.RF.2.3.A)	Decode multi-syllable words (e.g. *supper, chimpanzee, refrigerator, terrible, frightening*). (L.RF.3.3.C) <u>Resource Link</u>
Understand alphabetical order.	Introduce short vowel sounds in words and the letters that represent them (e.g. *can, egg, up).* (L.RF.1.3.D)	Decode regularly spelled two-syllable words with long vowels (e.g. *surprise, remain, needle, baby, paper).* (L.RF.2.3.B)	Read grade-appropriate irregularly spelled words (e.g. *although, science, stomach, machine).* (L.RF.3.3.D)
Understand special uses of letters (capital	Recognize and use other vowel sounds (e.g. *oo* in moon,	Decode words with common prefixes and suffixes (e.g.	Continue to work toward automatic knowledge of the

letters, initials). (L.RF.K.3)	look; *oi* as in oil, *oy* as in boy; *ou* as in house; *ow* as in cow; *aw* as in paw). (L.RF.1.3.D)	*unhappy, carefully, goodness, unbutton).* (L.RF.2.3.C)	five hundred most frequent words. (L.RF.3.3.E, L.RF.3.4.)
Demonstrate basic knowledge of letter-sound correspondence by producing the primary or most frequent sound for each consonant. (L.RF.K.3.A)	Use knowledge that every syllable must have a vowel sound in order to determine the number of syllables in a printed word. (L.RF.1.3.E)	Identify words with inconsistent but common spelling-sound correspondences (e.g. *heat* vs. *head*, *roll* vs. *doll*, *hint* vs. *hind).* (L.RF.2.3.D)	Recognize and use letters that have no sound in words (e.g. *lamb, sight).* (L.RF.3.3.E)
Associate the long and short sounds with the graphemes for the five major vowels. (L.RF.K.3.B)	Decode two-syllable words following basic patterns by breaking the words into syllables (e.g., *rabbit*). (L.RF.1.3.E)	Recognize and read grade-appropriate irregularly spelled words (e.g. *through, eyes, busy, ocean, island, people).*(L.RF.2.3.E)	Understand and use all sounds related to consonants and consonant clusters.
Recognize and use beginning consonant sounds and the letters that represent them to read and write words. (L.RF.K.3.A)	Read words with inflectional endings (e.g. *-s, -es, -ed, -ing,-er, -est).* (L.RF.1.3.E)	Recognize and use vowel sounds with *r (car, first, hurt, her, corn, floor, world, near).* (L.RF.2.3.A)	Recognize that some consonant letters may represent several different sounds (e.g. *ch-:* **ch**eese, sch*ool,* ma**ch**ine, **ch**oir, ya**ch**t). (L.RF.3.3.) [Resource Link](#)
Recognize simple CVC words. (L.RF.K.3.E)	Recognize and read grade-appropriate irregularly spelled words (e.g. *said, were, could, would, their, there, through, none, both).* (L.RF.1.3.G)	Recognize that some letters have no sound in words (e.g. *lamb, light).* (L.RF.2.3.G)	Recognize that some consonant sounds may be represented by different letters (e.g. final *k* by *c, k, ck).* *(L.RF.3.3.E)*
Attempt to write words by writing	Read high-frequency and	Recognize and use a large number of	Recognize and use a large

one letter for each sound heard. (L.RF.K.3.A)	sight words with frequency and automaticity, e.g., 27 kindergarten and 93 first grade sight words (L.RF.1.3.F)	phonogram patterns (e.g. *VCV, CVCe,* etc.). (L.RF.2.3.)	number of phonogram patterns (e.g. *VC, CVC, CVCe, VCC, etc.)*. [VCe Resource Link](#) (L.RF.3.3.)
Recognize and use simple phonograms with the VC pattern (*-ad, -ag, -an, -am, -at, -ed, -en, -et, ig,- in, -og, -op, -ot, -uf).* (L.RF.K.3.E)		Read high-frequency and sight words with frequency and automaticity, e.g., kindergarten, first grade and 84 second grade words (L.RF.2.3.F)	Recognize and use vowel sounds with *r* (*car, first, hurt, her, corn, floor, world, near).* [Resource Link](#) (L.RF.3.3.)
Read high-frequency and sight words with frequency and automaticity, e.g., 85 identified sight words (L.RF.K.3.C)			Notice and use frequently appearing short vowel patterns that appear in multisyllabic words (other than the most frequent) (e.g. -a, -ab, -ad, -ag, -age, -ang, -am, -an, -ant, -ap, -ent, -el(l), -ep, -es, -ev, -id, -ig, -il(l), -ob, -oc(k), -od, -ol, -om, -on, -op, -ot, -ub, -uc(k), -ud, -uf, -ug, -up, -urn, -us, -ut, -uz). (L.RF.3.3.C)
Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g. bat vs. sat, cat vs. can). (L.RF.K.3.E)			

Fluency:

Fluency is defined by the National Institute for Literacy as "the ability to read a text accurately and quickly." The DRA2 Teacher's Guide adds, "Good readers read aloud in meaningful phrases with appropriate expression [and] read at an appropriate reading rate with a high percent of accuracy."

Kindergarten	Grade 1*	Grade 2*	Grade 3*
Read emergent-reader texts with purpose. (L.RF.K.4.)	Read grade level texts with purpose and understanding. (L.RF.1.4.A)	Read grade level texts with purpose and understanding. (L.RF.2.4.A)	Read grade level texts with purpose and understanding (L.RF.3.4.A)
Read emergent-reader texts with understanding. (L.RF.K.4.)	Read grade level texts orally with accuracy, appropriate rate and expression on successive readings. (L.RF.1.4.B)	Read grade level texts orally with accuracy, appropriate rate and expression on successive readings.(L.RF.2.4.B)	Read grade level texts orally with accuracy, appropriate rate and expression on successive readings. (L.RF.3.4.B)
Demonstrate an emerging understanding of words by pointing to and/or tracking words as he/she reads aloud. (L.RF.K.1.A; L.RF.K.1.B)	Demonstrate an understanding of words by pointing to and/or tracking words as he/she reads aloud. (L.RF.1.1.)	Demonstrate an understanding of words by tracking words as he/she reads aloud (L.RF.2.4.B)	Demonstrate an understanding of words by tracking words as he/she reads aloud (L.RF.3.4.)
Use pictures and text clues in conjunction with the initial letter-sounds of words to confirm or self-correct word recognition and understanding (L.RF.K.4.)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (L.RF.1.4.C)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (L.RF.2.4.C)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (L.RF.3.4.C)

*NOTE: The grade-specific skills listed must also include the skills specified in previous grades.

Scope and Sequence was created using the following research-based materials:

- Standards for English Language Arts and Literacy in History/Social Studies & Science

- *Continuum of Literacy Learning, Grades K-8: Behaviors and Understandings to Notice, Teach and Support* (Pinnell and Fountas)
- *Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3* (National Institute for Literacy)
- *Diagnostic Reading Assessment, 2nd edition (DRA2),* Pearson

Instructional Materials:

Launching the Reading Workshop	Foundational Skills for Literacy Development
Core: ● Independent reading books for students ● Organized classroom library books ● System for students selecting and storing independent reading books ● Anchor chart materials ● Leveled guided reading books for small group instruction ● System for rotating small group instruction ● System for independent activities Supplemental: Various mentor texts and/or picture books to support teaching points such as: ● Plot Chickens by Mary Jane Auch ● Little Red Writing by Joan Holub ● I Am A Story by Dan Yaccarino ● Nothing Ever Happens on 90th Street by Roni Schotter ● The Memory String by Eve Bunting ● The Word Collector by Peter H. Reynolds ● Read! Read! Read! By Amy Ludwig VanDerwater	Core: ● iReady Pathways Supplemental: ● Ready Reading Language Handbook (see Teacher Toolbox) ● Words Their Way ● Student whiteboards/markers ● Anchor chat materials ● Intermediate Word Work Mat (Digital) ● Letter cards/magnets ● Decodable books ● UFLI decodable passages ● UFLI lesson resources ● *Notice and Note: Strategies for Close Reading* by Kylene Beers and Robert E. Probst ● *The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support* (Pinnell and Fountas)

● How to Read a Story by Kate Messner ● Let me Finish! By Minh Le ● Just Read by Lori Degman ● How to Read A Book by Kwame Alexander	

Various professional resources:

- *The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support* (Pinnell and Fountas)

Accommodations or Modifications for Special Education, ESL or Gifted Learners: Click link for resources.

- Differentiation for students who struggle and for those who need acceleration is built into the workshop model through small group instruction
- Independent reading books are selected at each student's reading level
- Writing topics are student-selected during the launching unit, thus capitalizing on student interests
- One purpose of this unit of study is for teachers to become familiar with each student's strengths and needs through desk-side conferences, small group meetings and anecdotal notes with next steps and follow-up plans.

Assessments: Suggested assessments, but not limited to those listed:

Formative:
- Turn and Talk Conversations
- Teacher Conferences/Anecdotal Notes
- Reading Notebooks
- Teacher observations and records (from whole group, small group, independent conference)
- Running Records
- Graphic Organizers
- Student Reflections

Summative:
- Variety of student written responses not limited to:
  - Journals
  - Graphic organizers
  - Highlighting or annotating evidence

District Benchmarks:
- Text Based reading and writing quarterly assessment

- iReady Diagnostic

Interdisciplinary Connections:
- Text-based writing is a focus not only in English classes, but across curriculums. The skills of focus and vocabulary used during this launching unit will be shared and used across the curriculums to create a common academic vocabulary and shared expectation.
- Science: Have students study plant names and their phonetic components (e.g., "stem," "leaf," "root"). They can create diagrams labeling parts of plants and practice spelling these words using phonics rules.
- Writing/Theater: Phonics Skit Creation: Divide students into groups and assign each group a phonics rule or pattern (e.g., silent "e," vowel teams). Students create short skits where they incorporate words that illustrate their assigned phonetic elements.
- Tech: Use digital tools to create multimedia presentations or digital stories where students incorporate phonics skills by narrating stories with emphasis on phonetic patterns and spelling rules.
- Social Studies: Introduce students to artifacts from different cultures studied in social studies. Have students describe and analyze artifacts, using phonetic knowledge to spell and pronounce unfamiliar terms or names associated with the artifacts. They can create museum labels or presentations that incorporate phonics-based descriptions.

Technology Connections/Websites:
Websites for teachers:
- [Reading Rockets:](#) How to make Reading Workshop More Effective
- [UFLI Managing Behavior Videos](#)
- [Reading Rockets:](#) Phonics and Decoding
- iReady.com (Assign lessons in Pathways)

Websites for students:
- UFLI Resources
  - [Intermediate Word Work Mat (Digital)](#)
  - [UFLI decodable passages](#)
  - [UFLI lesson resources](#)
  - See links above in Phonics and Word Recognition table

Suggested Learning Experiences and Instructional Activities:

Launching Reading Workshop	Foundational Skills for Literacy Development
● Give beginning of the year reading and writing surveys to better understand students'	● Assign lessons in iReady Pathways based on student performance in class, on assessments, and/or during

aptitudes and attitudes about reading and writing
- Get students excited to read and discuss literature by including book exploration and discussion activities that expose diverse authors, genres and themes to students. Activities might include, but are not limited to:
  - My Reading Interests - Book Tastings
  - Author's Spotlight: [Slides Template](#)
  - Book Trailer Tuesday: [Slides and Template](#)
  - First Chapter Friday: [Slides and Template](#)
- Establish Independent Reading expectations such as caring for and organizing class library books, independent work expectations for various stations, behaviors during reading time, reading response expectations, goal setting/conferring, independent reading tracking, etc. Some resources to assist might include, but are not limited to:
  - Anchor Chart Idea: Reading Workshop Looks Like/Sounds Like T-Chart
  - Anchor Chart Idea: Reading Workshop Student Jobs/Teacher Jobs
  - [Stamina Chart](#)
  - My Favorite Reading Spot Expectations (Rotation Chart for where to sit if necessary)
  - [My Reading Goal Bookmark](#)
  - Classroom book bin labels (level/genre)
  - [Choice Board Virtual](#)
  - [Reading Workshop Independent Assignment Selection](#)

reading group
- Create and blend words with the [Intermediate Word Work Mat (Digital)](#)
- [UFLI decodable passages](#)/books of choice for independent and/or strategy groups
- [UFLI lesson resources](#) to structure targeted skills in lessons
- See links above in Phonics and Word Recognition table

● Establish ways to promote common reading vocabulary such as interactive word walls or anchor charts. ● Establish a schedule and routine for small group instruction. Rotation schedules and timers assist with routines. An example of a rotation schedule might look like, but is not limited to: ○ Station Rotation Schedule ● Incorporate ways to review the New Jersey Student Learning Standards for English Language Arts' Vision for English Language Arts Education in New Jersey (page 8) and Practices of English Language Arts (page 9) with students	

List of Applicable List of Applicable New Jersey Student Learning Standards for English Language Arts:

Phonics and Word Recognition: L.RF.3.3.A, L.RF.3.3.B, L.RF.3.3.C, L.RF.3.3.D, L.RF.3.3.E

Fluency: L.RF.3.4.A, L.RF.3.4.B, L.RF.3.4.C

Spelling: L.WF.3.2.A, L.WF.3.2.B, L.WF.C, L.WF.3.2.D, L.WF.3.2.E, L.WF.3.2.F.i, L.WF.3.2.F.ii, L.WF.3.2.G

Speaking and Listening Domain: SL.PE.3.1.A, SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D, SL.AS.3.6

Section 2: Reading Fictional Literature
Pacing 90 Days Every Day for 1 hour
(Equivalent to 2 Marking Periods)

Why Is This Unit Important?

Fiction is defined as "something invented by the imagination or feigned, specifically an invented story; fictitious literature such as novels or short stories" (Merriam-Webster).

The big ideas embedded in this unit are:

- There are many genres of fiction, each with its own identifiable features.

- Fictional stories, short or long, include common literary elements.

- Short stories share common elements with chapter books, but they share differences as well.

- Authors use literary devices and figurative language thoughtfully to convey a particular message in a very specific way. It is important that readers pay careful attention to such wording.

Enduring Understandings:

- Works of literature can be categorized into genres and subgenres.

- All works of fiction include character, setting, conflict, resolution and central message or theme.

- Understanding the structure of fictional works enables a reader to comprehend "the gist" of a story that may be above his or her independent reading level.

- While short stories and chapter books include common elements, a short story is more focused and may be read in only one sitting.

- Literary devices and figurative language are intentionally used by an author to allow a reader to more clearly visualize or become emotionally attached to a story. A story or novel written using such language reads very differently than one without such writing.

Essential Questions:

- Why must fiction be approached differently than nonfiction reading? What makes each different?

- Must all fictional pieces follow the same exact format (e.g., plot pyramid, story map)?

- How does one identify a theme when it's not explicitly stated in a story?

- How do literary devices and figurative language in storytelling change the way the story is read and received?
- What strategies can a reader employ if a text is above his/her independent reading level or when a text focuses on a topic unknown to the reader?

Acquired Knowledge:

- There are many subgenres of fiction including but not limited to stories (i.e., realistic, adventure, historical, fantasy, etc.), fables, folktales, fairy tales, myths and legends, as well as poetry and drama.
- Both short stories and chapter books follow a similar structure (i.e., story map) and are told from either 1st person or 3rd person point of view.
- There are common literary elements shared among many subgenres of fiction: character, setting, conflict, plot, resolution and central message/theme.
- Each character in a story is described by the author using both physical traits and character traits, some of which influence the progression of events (i.e., a character's honesty influencing future decision-making).
- Legends, myths, folktales and fairytales share common features (i.e., heroes, villains, quests or challenges) and often reflect cultures from around the world.
- Works of fiction contain a central message or theme that can be inferred based upon information provided in the text.
- Authors include both literal and figurative language (i.e., simile, metaphor, symbol, etc.), all of which must be understood for full comprehension to occur.
- Highlighting a text or chunking it and recording notes will help a reader to remain active when reading and comprehend a story, even one above his/her independent reading level.
- Text-based evidence must be used to support one's thoughts when responding to a question related to a reading.

Acquired Skills:

- Read a variety of genres of fiction literature, including fairy tales, folktales and myths and will recognize the characteristics that define each subgenre.
- Recognize that the author's purpose for fictional literary writing is most often writing to entertain or to express.
- Identify a story as either 1st or 3rd person point of view.
- Extrapolate literary elements and complete a story map using key information from the text.
- Identify common literary elements that are shared by many subgenres of fiction.
- Describe a character's physical traits as well as character traits.
- Explain how character traits or changes in characters can impact the progression of events in a work of fiction.
- Analyze the features of legends, myths, folktales and fairytales.

- Infer the central message or theme of a story based upon information provided in the text.
- Examine literal and figurative language provided in a story and discuss or explain how such language adds to the story.
- Read a grade level text, identify the topic and general main idea or "gist" of the story and identify key details that scaffold to that main idea (i.e., highlighting key details).
- Write an objective summary including key details from the beginning, middle and end of the story.
- Write an objective summary including key details from the beginning, middle and end of the story.

Instructional Materials:

Core:

- Ready Reading
- Independent reading books
- Core novels for grade level close reading and text-based writing
- Leveled guided reading books for small group instruction
- Mentor texts (e.g., picture books, narrative nonfiction, excerpts from chapter books, etc.) for mini-lessons and modeling

Supplemental:

- *Notice and Note: Strategies for Close Reading* by Kylene Beers and Robert E. Probst
- *The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support* (Pinnell and Fountas)

Accommodations or Modifications for Special Education, ESL or Gifted Learners: Click link for resources.

- Many websites provide audio readings of books that can be used to support struggling readers or to challenge gifted readers to read books slightly above their independent reading level.'
- Books on tape or CD for to support auditory learners. For books not available on tape, teachers or student volunteers (i.e., gifted readers) can always read a nonfiction book or passage onto a tape for others to listen to as they read along.
- Story Line Online (www.storylineonline.net) provides support to the auditory and visual learner, while entertaining an audience. Such performances support struggling readers.

- Selecting books for guided reading groups carefully will provide differentiation for students. Supporting students when they self-select novels will provide differentiation as well. Books must be chosen to align with student reading levels, instructional or independent, as determined by the most recent DRA administration. This practice supports both struggling and gifted learners.
- When reading fictional texts (i.e., short story, poem, etc.) in preparation for a testing situation such as the NJ ASK, student accommodations provided in IEP or 504 plans should be applied in class as well (i.e., computer use during testing situations, extended time, etc.).

Assessments:

Formative:
- Turn and Talk Conversations
- Teacher Conferences/Anecdotal Notes
- Reading Notebooks
- Teacher observations and records (from whole group, small group, independent conference)
- Running Records
- Graphic Organizers
- Student Reflections
- Small or large group discussion
- iReady Pathway

Summative:
- A variety of student written responses (i.e., journals, graphic organizers, highlighting or annotating evidence, etc.)

Benchmark:
- Text-based reading and writing quarterly assessment
- iReady Diagnostic

Interdisciplinary Connections:
- Historical fiction or fantasy books can be connected to discussion or instruction in social studies or science classes.
- Students can work with an art teacher to create a book cover or illustrate a favorite or important scene from a book.

Climate Change Opportunities: As per NJDOE, "With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change education across content areas." We

encourage you to consider integrating climate change lessons where relevant across different units. While these lessons aren't required for every unit, they offer valuable opportunities to enrich student learning and foster environmental awareness. Click here for suggested activities for grade 3. Please note you have editing access to add any relevant climate change lessons that you implement in your classrooms.

Technology Connections/Websites:

- Audio versions of stories can be obtained to support auditory learners
- Video versions of stories can be used to help students with visual cues of challenging fictional texts. It is not recommended that an entire video be used to replace reading a text, rather to be used at times as a modification and support for struggling readers.

Websites for teachers:
- Reading Rockets: Grounded in Evidence: Fiction
-
- Websites for teachers/students:
- EpicBooks!:https://www.getepic.com/
- Vooks Books at https://www.vooks.com/
- Read, Write Think at www.readwritethink.org
- The American Library Association's Great Websites for Kids at http://gws.ala.org/
- Storyline Online Sponsored by the Actors Guild at www.storylineonline.net

Suggested Learning Experiences and Instructional Activities:
- Begin each lesson with a standards-based learning goal in student-friendly language, clearly outlining expectations. Discuss and define key terms.
- When planning each lesson, focus on creating an exit ticket that directly relates to the learning goal.
- Use Ready Reading to guide your instruction. Below are Ready Reading resources.
    - Ready Reading - Unit 2
        - Lesson 5
        - Lesson 6
        - Lesson 7
        - Lesson 8
    - Ready Reading - Unit 4
        - Lesson 12
        - Lesson 13
        - Lesson 14
        - Lesson 15
        - Lesson 16

- Determine how to integrate learning goals into independent reading books/tasks, as well as how to hold students accountable for completing and demonstrating their understanding of such books/tasks.
- Infuse opportunities for the class to become familiar with NJSLA's Literary Analysis Tasks and expectations for success.
  - Practice tests are available [here](#).
  - NJSLA rubrics should be used to consult progress and teach next steps. Rubrics can be found [here](#).
- Review data on the iReady Reading Pathway, benchmarks and class performance for creating lessons during reading groups, strategy groups, and individualized activities.
- Consider a choice board for literacy stations.

List of Applicable List of Applicable [New Jersey Student Learning Standards for English Language Arts](#):

Phonics and Word Recognition: L.RF.3.3

Fluency: L.RF.3.4.A, L.RF.3.4.B, L.RF.3.4.C

Reading Domain: RL.CR.3.1., RL.CI.3.2, RL.IT.3.3, RL.TS.3.4, RL.PP.3.5, RL.MF.3.6, RL.CT.3.8

Speaking and Listening Domain: SL.PE.3.1.A, SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D, SL.ES.3.3, SL.PI.3.4, SL.UM.3.5, SL.AS.3.6

Section 3: Reading Informational Nonfiction
Pacing 90 Days Every Day for 1 hour
(Equivalent to 2 Marking Periods)

Why Is This Unit Important?

Informational text is nonfiction writing, written with the intention of informing the reader about a specific topic. It is typically found in magazines, science or history books, autobiographies and instruction manuals.

The big ideas embedded in this unit are:

- Informational or nonfiction texts include, but are not limited to: magazines, newspapers, feature articles, posters, poetry, nonfiction picture books, trade books, biographies, autobiographies, cross-content reading and digital media sources if applicable.

- The organizational structure of a nonfiction text as well as text features embedded within an informational text provide needed information and are helpful to a reader.

- In order for one to become an independent reader of nonfiction, one must read actively and consider the topic, text structure and information provided in the text and in embedded text features.

Enduring Understandings:

- Each genre of nonfiction is organized differently, serves a different purpose and is intended for a specific audience.

- Utilizing the organizational structure of a nonfiction text will help a reader to more fully understand the text and will provide opportunities for the reader to navigate the text more easily.

- Reading nonfiction requires a different skill-set than reading fiction. True comprehension of nonfiction requires a reader to understand the text beyond factual recall. "True understanding happens when readers merge their thinking with the text, ask questions, draw inferences, think about what's important and summarize and synthesize" (Harvey and Goudvis, *The Comprehension Toolkit*).

Essential Questions:

- What skills are required to read a nonfiction text? How do those skills differ from genre to genre?

- How do the skills required to read nonfiction differ from those required to read fiction? Why are they different?

- How does one become an independent reader of nonfiction? How does one develop the skills to do so?
- What are the distinguishing features of nonfiction? How can text features help me to understand what I am reading?
- How do I determine the main idea of this section or piece?
- What is the main idea? Provide details from the text that support this main idea.
- Why is the author's point of view important to the reader's comprehension of the text?
- What is the author's purpose?
- How can comparing and contrasting text about the same subject increase my understanding of the topic?
- How do nonfiction text structures influence the organization, technique and style of nonfiction text?
- How does each step in a process lead to the next one, and why is it important to follow the steps in the correct order?
- How does each sentence and paragraph help support the main point the author is making?

Acquired Knowledge:

- The genre of nonfiction consists of a variety of different genres, including but not limited to magazines, newspapers, feature articles, posters, poetry, nonfiction picture books, trade books, biographies, autobiographies, cross-content reading and digital media sources.
- Text features (i.e., illustrations, maps, photographs, etc.) can be used to locate information quickly and efficiently and are embedded into a text strategically to enhance the reader's understanding of the topic or subtopic.
- Information provided in illustrations and other visual elements (i.e., maps, photographs) aid in the comprehension of a text.
- An author does not tell a reader everything; some information must be inferred based upon what the author does share in the text.
- Information presented in two different texts on a single topic may be presented from different points of view or with different focal points.
- A nonfiction text will focus on one main idea supported by details, which can be summarized by extrapolating key points.
- Highlighting a text or chunking it and recording notes will help a reader to remain active when reading and comprehend a text, even one above his/her independent reading level.
- The text must be used to support one's thoughts when responding orally or in writing to a text-based question.

Acquired Skills:

- Identify text features and use them to comprehend text.
- Identify visual elements, including illustrations, maps and photographs and use them to comprehend text.
- Use information provided in a text to infer meaning beyond the text.
- Ask and answer questions, as well as connect prior learning and previous experiences to information presented in a text to enhance comprehension.
- 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.
- Distinguish their own point of view from that of the author of text.
- Read a grade level text, identify the topic and subtopics and identify key details that scaffold to that main idea (i.e., highlighting key details).
- Write an objective summary including the overarching topic as well as information from each subtopic.
- Use information from the text as support when answering a question related to a reading (text evidence).
- Read and comprehend a variety of nonfiction writing at the 3rd grade reading level.

Instructional Materials:

Core:

- District-provided units of study: Ready Reading
- Independent reading books
- Nonfiction books from the Guided Reading bookroom
- Social Studies/Science texts
- Trade books
- Non-fiction materials (i.e., magazines, newspapers, posters, Internet resources, etc.)

Supplemental:

- NJSLA Rubrics
- *Reading Nonfiction: Notice & Note Stances, Signposts and Strategies* by Kylene Beers and Robert E. Probst
- *The Comprehension Toolkit* (Harvey and Goudvis)
- *The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support* (Pinnell and Fountas)
- Seravallo's The Reading Strategies Book

Accommodations or Modifications for Special Education, ESL or Gifted Learners: Click link for resources.

- Books on tape or CD to support auditory learners. For books not available on tape, teachers or student volunteers (i.e., gifted readers) can always read a nonfiction book or passage onto a tape for others to listen to as they read along.

- Repeated readings of nonfiction texts: read aloud, read along, listen to a tape, student tracks words with finger or pointer, student reads orally, student reads independently

- Assign a common topic, but differentiate books by reading level (i.e., all students read about sharks, but provide several different shark books at different reading levels to meet each student's needs)

- Allow students to self-select books (topic and/or reading level), again, providing many different options in topic or reading level

- Videos are available on many websites (see those listed above) to help build background knowledge; such videos can be used to support struggling students or to enhance or challenge gifted learners.

Assessments:

Formative:

- Turn and Talk Conversations
- Teacher Conference/Anecdotal Notes
- Reading Notebooks
- Teacher observations and records (from whole group, small group and independent conference)
- Running records
- Graphic organizers
- Students reflections

Summative:

- A variety of student written responses, i.e., journals, graphic organizers, highlighting or annotating evidence, etc.

Benchmark:

- Text-based reading and writing quarterly assessment
- iReady Diagnostic

Interdisciplinary Connections:

- Reading topics connected to science or social studies content and curriculum

- Informational reading will occur within the social studies class as well as in reading

Climate Change Opportunities: As per NJDOE, "With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change education across content areas." We encourage you to consider integrating climate change lessons where relevant across different units. While these lessons aren't required for every unit, they offer valuable opportunities to enrich student learning and foster environmental awareness. Click here for suggested activities for grade 3. Please note you have editing access to add any relevant climate change lessons that you implement in your classrooms.

Technology Connections/Websites:

Websites for teachers:

- Reading Rockets: Nonfiction for Kids
- Kids Sites at www.kidsites.com: There are three main categories available when accessing this site: Educational, Fun Sites and Grown Ups. Within each category, there are other links (i.e., Educational - Dinosaurs; Fun Sites - Activities; Fun Sites - Comics; Fun Sites - Stories). From here, teachers can connect to a list of many websites that are interactive and fun.
- Annenberg Media: Teacher professional development and classroom resources across the curriculum at www.learner.org:This Annenberg Foundation site, devoted to excellent teaching in America's schools, is organized by grade span. The K-4 section contains information on teaching arts, literature and language, mathematics and science.
- NewsELA Lite: https://newsela.com/home/
- Teaching History: National History Education Clearinghouse at http://teachinghistory.org/
- National Archives at https://www.archives.gov/research/databases/

For Grade 3-5 students and teachers:

- National Geographic for Kids at www.nationalgeographic.com/kids
- Time for Kids at www.timeforkids.com
- Sports Illustrated for Kids at www.siforkids.com
- NASA for Educators at http://www.nasa.gov/audience/forstudents/k-4/index.html
- Reading Rockets online at http://www.readingrockets.org/books/nonfiction-for-kids

- Videos, either available online or VHS/DVD, highlighting information relevant to nonfiction texts or topics.
- ReadWorks: at https://www.readworks.org/ includes eBooks, StepReads (less complex versions of original article), paired books and ML collections. Information on Article A day at https://about.readworks.org/article-a-day-routine.html builds background knowledge.
- Subject to Climate: Reading List for 3-5 at https://subjecttoclimate.org/teacher-guides/reading-list-for-3rd-5th-grade
- EpicBooks! at https://www.getepic.com/
- Vooks Books at https://www.vooks.com/
- PBS Learning Media at https://whyy.pbslearningmedia.org/subjects/english-language-arts-and-literacy/informational-texts/?rank_by=recency&selected_facet=grades:3-5

Suggested Learning Experiences and Instructional Activities:
- Begin each lesson with a standards-based learning goal in student-friendly language, clearly outlining expectations. Discuss and define key terms.
- When planning each lesson, focus on creating an exit ticket that directly relates to the learning goal.
- Use Ready Reading to guide your instruction. Below are Ready Reading resources.
    - Ready Reading - Unit 1
        - Resource for Unit 1
        - Lesson 1
        - Lesson 2
        - Lesson 3
        - Lesson 4
    - Ready Reading - Unit 3
        - Lesson 9
        - Lesson 10
        - Lesson 11
    - Ready Reading - Unit 5
        - Lesson 17
        - Lesson 18
        - Lesson 19
        - Lesson 20
        - Lesson 21
        - Lesson 22
- Determine how to integrate learning goals into independent reading books/tasks, as well as how to hold students accountable for completing and demonstrating their understanding of such books/tasks.
- Infuse opportunities for the class to become familiar with NJSLA's Research Simulation Task
    - Practice tests are available here.

- ○ NJSLA rubrics should be used to consult progress and teach next steps. Rubrics can be found here.
- ○ Provide opportunities for students to research a topic and analyze what they learned.
- ○ Provide opportunities for students to research and report on a topic (utilizing tech as a way to report through graphics, texts, video clips) before a presentation
- Review data on the iReady Reading Pathway, benchmarks and class performance for creating lessons during reading groups, strategy groups, and individualized activities.
- Consider choice boards that review and reteach key skills in this unit.

List of Applicable List of Applicable New Jersey Student Learning Standards for English Language Arts:

Phonics and Word Recognition: L.RF.3.3

Fluency: L.RF.3.4.A, L.RF.3.4.B, L.RF.3.4.C

Reading Domain: RI.CR.3.1., RI.CI.3.2., RI.IT.3.3., RI.TS.3.4., RI.PP.3.5., RI.MF.3.6., RI.AA.3.7., RI.CT.3.8.

Speaking and Listening Domain: SL.PE.3.1.A, SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D, SL.II.3.2., SL.ES.3.3., SL.PI.3.4., SL.UM.3.5., SL.AS.3.6.

Section 4: Vocabulary Development and Word Work
Pacing: Vocabulary is taught, as necessary, throughout the entire school year. It is connected to the other units in various ways.

Why Is This Unit Important?

Vocabulary development will occur in and among other lessons throughout the school year and will focus on the skills needed for students to correctly decode unknown words, utilize "clues" to define unknown terms in context and use newly acquired vocabulary in one's original writing. Vocabulary instruction will occur in both reading and writing classes and when possible, science and social studies.

The big ideas embedded throughout this unit, which are supported by *Put Reading First: The Research Building Blocks for Teaching Children to Read*, are:

- "If readers can understand the words but do not understand what they are reading, they are not really reading" (*Put Reading First*, 2003).
- Words often consist of word parts, which, themselves, have meaning. Knowing the meanings of word parts often helps one to define new vocabulary terms.
- Writers intentionally provide clues within the context of a sentence to help readers understand new key terms, thus helping readers to fully comprehend a text.
- Research supports the fact that providing opportunities for students to participate in "word play" (i.e., creating pictures, symbols, puns, original definitions, etc.) is the single most powerful factor in language acquisition (Allen, Marzano).
- Using dictionaries, glossaries and thesauri in conjunction with word work and word play will help to broaden and deepen students' knowledge of words.

Enduring Understandings:

- Readers must know what most of the words in a text mean before they can understand what they are reading.
- Knowing some common prefixes and suffixes (affixes), base words and root words can help students learn the meanings of many new words.
- Providing time for students to explore and experiment with words (i.e., word work) promotes language acquisition.
- Because students learn many word meanings indirectly or from context, it is important that they learn to use context clues effectively.
- It is not possible for teachers to provide specific instruction for all the words their students need to know. Thus, students need to develop effective word-

learning strategies, such as how to use a dictionary or other reference material.

Essential Questions:

- Where did base words, word parts or affixes originate and how can they help a reader to decode and/or define new words?
- How can a writer artfully include context clues in his/her writing?
- What can one do in order to become familiar with a new vocabulary word and make it part of his or her permanent language?
- Is there a difference between the skills used to "look up" a word in a paper dictionary versus an online dictionary?

Acquired Knowledge:

- Writers intentionally include clues within a sentence or a paragraph to help readers determine the meaning of unknown terms.
- Word parts such as roots, prefixes and suffixes have meanings themselves; knowing the meanings of word parts can help a reader to understand a new term.
- Figurative language (i.e., simile and metaphor) is used by a writer to convey vivid images.
- Reference materials such as glossaries and dictionaries are available on paper or online and assist readers by providing pronunciations, etymology, definitions and samples for a myriad of words.
- Words that describe states of mind are used to convey varying degrees of emotion
- When reading and writing across content areas, a writer must include grade-appropriate academic vocabulary and domain-specific vocabulary associated with the content and topic at hand.

Acquired Skills:

- Use the context of a sentence in order to determine the meaning of an unknown word or phrase
- Use a known root word as a clue to the meaning of an unknown word (i.e., company, companion).
- Examine word parts (i.e., prefixes, suffixes) to determine the meaning of the new word formed (i.e., agreeable/disagreeable; care/careless).
- Consult a glossary or beginning dictionary (print and digital) when encountering an unknown word.
- Determine the appropriate word to convey a particular emotion and differentiate between related words that describe states of mind or degrees of certainty (i.e., knew, believed, suspected, heard, wondered).

- Include academic vocabulary and domain-specific words (in English Language Arts, history/social studies and science) in one's speaking and writing.

Instructional Materials:

Core:

- Graphic organizers
- Teacher-created vocabulary and word work activities
- Dictionary and thesaurus (paper or online)

Supplemental:

- *Building Academic Vocabulary* by Robert Marzano
- *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction* (Prentice Hall)
- *Words, Words, Words: Teaching Vocabulary in Grades 4-12* by Janet Allen

Accommodations or Modifications for Special Education, ESL or Gifted Learners: Click link for resources.

- Vocabulary lists can be differentiated for students. Differentiation can take the form of: words on the list, the number of words on the list, exercises or activities to support learning new vocabulary words, and/or assessment of mastery.

Assessments: Suggested assessments, but not limited to those listed

Formative:

- Incorporation of new vocabulary terms into writing (i.e., Language Arts writing, cross-content reports, etc.)
- Informal assessment of student understanding based upon oral language and class discussion

Summative:

- Assorted vocabulary quizzes

Benchmark
- iReady Diagnostic

Interdisciplinary Connections:

- Domain-specific and cross-content vocabulary must be considered during vocabulary instruction.

Technology Connections/Websites:

Web Resources for Teachers:

- Putting Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3 at http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf:
  - o This report sponsored by the National Institute for Literacy analyzes key research in reading instruction, focusing specifically on the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension.
- Words their Way Word Sort Cards
- Reading Rockets: Vocabulary Articles
- Flocabulary: Vocabulary Subject Guide at https://www.flocabulary.com/vocabulary-lessons/

Websites for Grade 3-5 Students and Teachers:

- Merriam-Webster Online provides games & quizzes, word of the day, grammar, word play, word finder and more.
- Britannica Kids Dictionary provides a dictionary, as well as articles, images & videos, and biographies to immerse students in rich vocabulary.
- Vocabulary building games can be created at Wordwall.net.
  - o Students can play interactive games and can create puzzles using teacher-created lists.
- Vocabulary University at http://www.myvocabulary.com/:
  - o Vocabulary University is a free resource used in over 24,000 schools to enhance vocabulary mastery & written/verbal skills with Latin & Greek roots.

Suggested Learning Experiences and Instructional Activities:

- Preview & define vocabulary as a class before reading books.
- Teach vocabulary within the context of themes or units of study. This helps students see how words are used in different contexts.
- Create real-life connections by connecting vocabulary words to real-life experiences or objects. For example, bring in items related to the words or

take a nature walk to find objects that represent new vocabulary.

- Consider the use of Word Walls and or student vocabulary books. Use different colors or themes to categorize words. Allow students to define and provide visual representations.
- Provide Visual Aids:
  - Picture Cards: Use picture cards to help students visualize and remember new words.
  - Anchor Charts: Create anchor charts that define new vocabulary words and provide examples of their use in sentences.
- When reading books aloud, pause to discuss new vocabulary words, their meanings, and their context.

List of Applicable New Jersey Student Learning Standards for English Language Arts:

Phonics and Word Recognition: L.RF.3.3.A

Fluency: L.RF.3.4.A, L.RF.3.4.C

Spelling: L.WF.3.2.B, L.WF.3.2.C, L.WF.3.2.D, L.WR.3.2.G

Sentence Composition (Grammar, Syntax, and Punctuation): L.WF.3.3.A, L.KL.3.1.A, L.KL.3.1.B, L.KL.3.1.C, L.VL.3.2.A, L.VL.3.2.B, L.VL.3.2.C, L.VL.3.2.D, L.VI.3.3.A, L.VI.3.3.B, L.VI.3.3.C

Speaking and Listening Domain: SL.PE.3.1.A, SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D

Section 5: Narrative Writing
Pacing 60 Days Every Day for 1 hour

Why Is This Unit Important?

This unit will focus on the creation of stories, either real or imagined.

The big ideas imbedded throughout this unit are:

- Narrative writing is often inspired by one's life experience. When writing a fictional piece, a writer's background knowledge (e.g., a previously read text or excerpt) serves as inspiration for the fictionalized aspects of a piece.
- The goal of narrative writing is to teach students to write a sequence of events with precise detail and to write in such a way that a reader can easily follow events.
- Narrative writing, either personal or fictional, includes literary elements found in fictional reading: character, setting, plot development through a series of events, conflict and resolution and often a lesson or theme.
- Writing with sensory details and a personal or emotional voice engages an audience.
- Dialogue is a powerful element to narrative writing when it is used to develop a character, establish or resolve the conflict or to move a story forward.
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, word choice, sentences and the conventions of writing.

Enduring Understandings:

- Narrative stories contain common literary elements: character, setting, conflict, resolution and theme.
- Chronology or sequencing is essential when storytelling.
- Writing from one's personal experience or background knowledge allows him/her to include realistic detail and sensory imagery to a story.
- Dialogue should be included in a story only when it is used carefully and develops a character or moves the story forward; dialogue should not be written as a conversation in lieu of a story.
- When writing a work of fiction, a writer must also focus on a small moment and must ensure that each event in the plot leads the characters from a conflict to a resolution; the events must be focused.
- Focusing one's story writing onto a small moment enables a writer to focus the story's emotion and to build tension in a narrative, a tension that is relieved through the resolution of the conflict.

Essential Questions:

- How do personal or fictional narratives differ from other genres of writing (i.e., memoir, realistic fiction, etc.)?
- What is the benefit of writing from one's personal knowledge? What is limited when writing only from experience?
- How do writers hook readers and keep them interested from beginning through the end?
- What does sensory detail add to a story?
- Does a conflict always have to be resolved?
- Can too much dialogue hurt a story's narration?
- Why is sequencing important?

Acquired Knowledge:

- Narrative stories include character, setting, conflict, plot (or series of events) and resolution.
- The conflict and the resolution must be connected.
- Writing from one's background knowledge enables him/her to add detail.
- Dialogue and descriptions of characters' actions, thoughts and feelings add to the development of a story.
- Narratives often focus on small moments.

Acquired Skills:

- Create narrative stories that include character, setting, conflict, plot (or series of events) and resolution.
- Develop a story in which the conflict and resolution are connected.
- Incorporate details from his/her background knowledge to more fully develop a narrative.
- Include dialogue and descriptions of characters' actions, thoughts and feelings that add to the development of the story.
- Write narrative pieces that include various features of narrative writing such as descriptive language, vivid verbs, figurative language, leads/hooks, etc.)
- Create personal and fictional narratives that focus on small moments.
- Utilize information provided in a narrative text and draft another chapter or retell the story from a different character's point of view.
- Collaboratively and independently edit and revise writing pieces.
- Know and apply grade level phonics and word analysis skills for encoding words.
-

NOTE: Grammar skills are highlighted in the K-5 Grammar Scope and Sequence included in the curriculum.

Instructional Materials:
Core:

- *Being a Writer* (Center for the Collaborative Classroom)
- Mentor texts
- Various Classroom Library Books

Supplemental:

- [NJSLA Rubrics](#)
- Author visits
- *The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support* (Pinnell and Fountas)
- *6+1 Traits of Writing: The Complete Guide Grades 3 and Up* by Ruth Culham
- Serravallo's The Writing Strategies Book

Accommodations or Modifications for Special Education, ESL or Gifted Learners: Click [link](#) for resources.

- In the writing workshop, mini-lessons provide guidance for students to improve their writing. Such mini-lessons are planned based upon the needs of the students, thus incorporating differentiation into planning and instruction.
- Individual conferences are held, at which time teachers model good writing and provide individual instruction and/or feedback to students to meet each child's individual needs. Such a format supports the struggling writer while challenging the gifted writer.
- Models and mentor texts must be provided so that students struggling with a concept or struggling writers have exemplars surrounding them; individual or small group conferences provide time for a teacher to help students make connections between a mentor text or texts and his/her own writing.
- Gifted writers can always be challenged to add more detail or elaboration (i.e., sensory imagery, show…don't tell, expand) and to incorporate compositional risks into their writing.
- Students who have weak fine motor skills may struggle with the physical demands of writing. Thus, when the narrative writing unit is completed in preparation for a timed writing situation such as the NJ ASK, student accommodations provided in IEP or 504 plans should be applied in class as well (i.e., computer use during testing situations, extended time, etc.).

Assessments:

Formative:

- Student reflections:
    - Teacher conferences
    - Turn and talk conversations
    - Exit tickets
- Writer's notebook or writing folder
- Teacher conferences
- Anecdotal records
- Narrative writing rubrics & checklists to guide writing expectations and progress

Summative:

- A variety of narrative writing pieces

Benchmark:
- Quarterly Writing Benchmark
- Assessment tools provided in the *Being a Writer Assessment Resource Book*

Interdisciplinary Connections:

- Students can be encouraged to write about topics or content of interest to them that connects to topics studied in other classes (i.e., writing an historical fiction narrative incorporating historically accurate information learned in social studies class)
- Students can be encouraged to write about shared class experiences
- Multicultural picture books can be used as mentor texts and to help inspire students to write about their own cultures and traditions. The International Digital Children's Library (http://en.childrenslibrary.org/) provides 5,000 different books, including both text and illustrations, representing hundreds of different cultures in hundreds of different languages.

Climate Change Opportunities: As per NJDOE, "With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change education across content areas." We encourage you to consider integrating climate change lessons where relevant across different units. While these lessons aren't required for every unit, they offer valuable opportunities to enrich student learning and foster environmental awareness. Click here for suggested activities for grade 3. Please note you have editing access to add any relevant climate change lessons that you implement in your classrooms.

Technology Connections/Websites:

Websites for teachers:

- NJSLA resources for Narrative writing
  - sample Practice Tests - look for Narrative Writing.
  - NJSLA Released Sample Student Response , Sample Student Response
  - NJSLA Rubrics - scroll to Narrative Task
- Cult of Pedagogy: A Step-by-Step Plan for Teaching Narrative Writing
- Reading Rockets: Types and Purposes of Writing, Inviting Personal Narratives into the Classroom, Story Sequence, Descriptive Writing
- The Access Center: Improving Outcomes for All Students
- Being a Writer Online Resources in the Center for the Collaborative Classroom Learning Hub at https://ccclearninghub.org
- Picture books available online to be used as mentor texts (i.e., http://en.childrenslibrary.org/)
- K-5 Learning: Narrative Writing

For grades 3-5 students:
- Google Slides: Create illustrated digital books and stories independently or collaboratively.
- Student Treasures - Sign up for a free book publishing kit.

Suggested Learning Experiences and Instructional Activities:

- Begin each lesson with a standards-based learning goal in student-friendly language, clearly outlining expectations. Discuss and define key terms.
- When planning each lesson, focus on creating an end of lesson goal for students to incorporate into their stories that directly relates to the learning goal.
- Utilize Bring a Writer as the base for your planning. The Teacher's Manual Resources pertaining to Narrative Writing provide resources such as lesson plans with daily writing goals to model and for students to strive for during independent writing, managing writing workshop expectations, engagement techniques, and conference note questions.
- Provide opportunities for students to write narrative stories.
  - Organize writing workshops where students can collaborate, share ideas, and provide feedback on each other's stories.
  - Incorporate mentor texts to model author's voice, character development, setting, plot development and/or theme. Challenge students to write descriptive paragraphs and/or stories inspired by the main characters, setting, or theme of mentor texts.
  - Provide story starters or prompts to kick-start creative writing.
  - Have students create character profiles to develop well-rounded characters.

- ○ Incorporate the use of graphic organizers for students to organize plot development, character traits, and sequence of events.
- ○ Consider a collaborative writing experience using a digital platform.
- Infuse opportunities for the class to become familiar with NJSLA's Narrative Writing Task.
  - ○ Complete Practice Tests (Narrative Writing) to familiarize students with format and expectations.
  - ○ Analyze and assess models of writing such as NJSLA Released Sample Student Response , Sample Student Response using rubrics. Practice using rubrics to enhance writing.
  - ○ NJSLA Rubrics - scroll to Narrative Task
- Incorporate foundations or writing, sentence composition and grammar into shared writing experiences.
- Provide opportunities to strengthen writing over time with peer editing, teacher conferring, or the use of rubrics to provide specific feedback as students develop their expository writing pieces. Focus on grammar, syntax, punctuation, as well as ability to convey ideas and information clearly.

List of Applicable List of Applicable New Jersey Student Learning Standards for English Language Arts:

Spelling: L.WF.3.2.A, L.WF.3.2.B, L.WF.3.2.D, L.WF.3.2.E, L.WF.3.2.F.i, L.WF.3.2.F.ii, L.WF.3.2.G

Sentence Composition (Grammar, Syntax, and Punctuation): L.WF.3.3.A, L.WF.3.3.B, L.WF.3.3.C, L.WF.3.3.D, L.WF.3.3.E, L.WF.3.3.F, L.WF.3.3.G, L.WF.3.3.H. L.WF.3.3.I, L.KL.3.1.A, L.KL.3.1.B, L.KL.3.1.C, L.VL.3.2.A, L.VL.3.2.B, L.VL.3.2.C, L.VL.3.2.D, L.VI.3.3.A, L.VI.3.3.B, L.VI.3.3.C

Writing Domain: W.NW.3.3.A, W.NW.3.3.B, W.NW.3.3.C, W.NW.3.3.D, W.NW.3.3.E, W.WP.3.4.A, W.WP.3.4.B, W.WP.3.4.C, W.RW.3.7.

Speaking and Listening Domain: SL.PE.3.1.A, SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D, SL.UM.3.5, SL.AS.3.6

Section 6: Expository Nonfiction Essay Writing
Pacing 60 Days Every Day for 1 hour

Why Is This Unit Important?

This unit will focus on the craft of expository nonfiction or informational essay writing and will help students to develop the skills needed to effectively communicate with an audience.

The big ideas embedded through this unit are:

- The purpose of expository nonfiction or informational essay writing is for the writer to draw from what he/she already knows and from additional sources (i.e., books, web based research, interviews, etc.).
- The essay must focus on a clear topic and thoughts must be organized logically and coherently.
- Strong essays must meet certain criteria (i.e., the opening and closing are evident, main idea is clearly expressed and is supported with specific details, word choice is powerful, voice is clear and powerful, sentences are complete and Standard English is used effectively) to be considered proficient. In informational essay writing, the facts presented must be obtained from a reliable source and must be accurate.
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, voice, word choice, sentence structure and the conventions of writing.

Enduring Understandings:

- Academic or informational essay writing serves one of three purposes:
- To increase a reader's knowledge of a subject, to help a reader better understand a procedure or process, or to provide a reader with an enhanced comprehension of a concept.
- A topic must be supported using facts, definitions, details, quotations or other factual information and examples.
- An informational expository essay must include an introduction with a clearly focused topic; it must also contain a conclusion related to the information or explanation offered in the essay.
- In an informational essay, the writing and the accuracy of information are equally as important.
- Writing is never "done" and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

Essential Questions:

- What is the author's purpose in expository or informational essay writing?
- What differentiates informational essay writing from other forms of writing (i.e., narrative, persuasive, poetic, etc.)?
- How does a writer support his or her thoughts without repeating himself or herself?
- How does one determine if information is true or if a source is reliable?
- How does a writer find reliable, accurate information?

Acquired Knowledge:
- The topic is introduced and information presented in the essay is organized into paragraphs focused on common topics.
- Facts obtained through nonfiction reading (i.e., books, feature articles, Internet resources, etc.) are recorded and then organized to be used when writing the essay.
- Factual evidence and details are provided to develop key points. (Begins in Grade 4)
- The essay must include an introduction and a concluding sentence or section.
- Linking or transition words are used to connect ideas within categories of information.
- When applicable, content-specific vocabulary is used when information connects to a specific content area or topic.
- The rules of Standard English are to be applied when writing and editing a draft.

Acquired Skills:

- Organize information into subcategories, each of which connects to a central topic or idea; use this organization to develop paragraphs.
- Utilize multiple reliable nonfiction sources to gather information focusing on one topic.
- Record relevant information from the reading; notes are then used to organize information when drafting the piece.
- Develop key points using information obtained through the process of reading and researching.
- Use restatements and/or quotations from related readings to support key points.
- Include an introduction and conclusion sentence or section.
- Use transition words to connect ideas within categories of information.
- When applicable, use content -specific vocabulary to explain ideas presented in the essay.
- Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft.

NOTE: Grammar skills are highlighted in the K-5 Grammar Scope and Sequence included in the curriculum.

Instructional Materials:
Core:

- *Being a Writer* (Center for the Collaborative Classroom)
- Mentor texts and nonfiction materials (i.e., magazines, newspapers, posters, Internet resources, etc.)

Supplemental:

- [NJSLA Scoring Rubrics](link) - Scroll to your grade level and task.
- Online resources for nonfiction texts and reading/researching
- Graphic organizers (i.e., note-taking resources such as charts and tables)
- *Comprehension Toolkit* (Harvey and Goudvis)
- *The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support* (Pinnell and Fountas)
- Seravallo's The Writing Strategies Book

Accommodations or Modifications for Special Education, ESL or Gifted Learners: Click link for resources.

- Topics for research can be differentiated based upon student interest, reading level of materials, etc.
- In the writing workshop, mini-lessons provide guidance for students to improve their writing. Such mini-lessons are planned based upon the needs of the students, thus incorporating differentiation into planning and instruction.
- Individual conferences are held, at which time teachers model good writing and provide individual instruction and/or feedback to students to meet each child's individual needs. Such a format supports the struggling writer while challenging the gifted writer.
- Models and mentor texts must be provided so that students struggling with a concept or who are reluctant writers have examples surrounding them; individual or small group conferences provide time for a teacher to help students make connections between a mentor text(s) and their own writing.
- Gifted writers can always be challenged to add more detail or elaboration (i.e., sensory imagery, show…don't tell, expand) and to incorporate compositional risks into their writing.

- Videos are available on many websites (see those listed in the Nonfiction Reading Unit) to help build students' background knowledge. Such videos can be used to help support reluctant writers by getting them excited about their topic and by providing additional information so students can add details to their written work.

Assessments: Suggested assessments, but not limited to those listed

Formative:

- Student reflections
    - Teacher conferences
    - Turn and talk conversations
    - Self-editing, peer-editing or teacher-editing checklists
    - Exit tickets
- Writer's notebook or writing folder
- Anecdotal records
- Expository writing rubrics & checklists to guide writing expectations and progress

Summative:

- A variety of expository and nonfiction writing pieces

Benchmark:

- Quarterly Benchmark Assessment
- Assessment tools provided in the *Being a Writer Assessment Resource Book*

Interdisciplinary Connections:
- Student writing will be based on Science experiments, research connected to Science or Social Studies topics, field trips, etc.

Climate Change Opportunities: As per NJDOE, "With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change education across content areas." We encourage you to consider integrating climate change lessons where relevant across different units. While these lessons aren't required for every unit, they offer valuable opportunities to enrich student learning and foster environmental awareness. Click here for suggested activities for grade 3. Please note you have editing access to add any relevant climate change lessons that you implement in your classrooms.

Technology Connections/Websites:
Websites provided in the Reading Informational Nonfiction Unit, Grades 3-5 would provide informational reading opportunities that could then be linked to nonfiction writing opportunities. Thus, all websites provided in that Unit also apply here.

- Teacher websites such as Read, Write, Think (www.readwritethink.org), Pro Teacher (www.proteacher.com) or Web English Teacher (www.webenglishteacher.com) provide an abundance of instructional ideas or lesson plans focusing on writing research reports in the elementary grades.
- Reading Rockets: Nonfiction for Kids
- Kids Sites at www.kidsites.com:
  - There are three main categories available when accessing this site: Educational, Fun Sites and Grown Ups. Within each category, there are other links (i.e., Educational - Dinosaurs; Fun Sites - Activities; Fun Sites - Comics; Fun Sites - Stories). From here, teachers can connect to a list of many websites that are interactive and fun.
- Annenberg Media: Teacher professional development and classroom resources across the curriculum at www.learner.org:
  - This Annenberg Foundation site, devoted to excellent teaching in America's schools, is organized by grade span. The K-4 section contains information on teaching arts, literature and language, mathematics and science.
- NewsELA Lite at https://newsela.com/about/products/newsela-lite/
- Teaching History: National History Education Clearinghouse at http://teachinghistory.org/
- National Archives at https://www.archives.gov/research/databases/

For Grade 3-5 students and teachers:

- National Geographic for Kids at www.nationalgeographic.com/kids
- Time for Kids at www.timeforkids.com
- Sports Illustrated for Kids at www.siforkids.com
- NASA for Educators at http://www.nasa.gov/audience/forstudents/k-4/index.html
- Reading Rockets online at http://www.readingrockets.org/books/nonfiction-for-kids
- Videos, either available online or VHS/DVD, highlighting information relevant to nonfiction texts or topics.
- ReadWorks: at https://www.readworks.org/ includes eBooks, StepReads (less complex versions of original article), paired books and ML collections. Information on Article A day at https://about.readworks.org/article-a-day-routine.html builds background knowledge.

- Subject to Climate: Reading List for 3-5 at https://subjecttoclimate.org/teacher-guides/reading-list-for-3rd-5th-grade
- EpicBooks! at https://www.getepic.com/
- Vooks Books at https://www.vooks.com/
- PBS Learning Media at https://whyy.pbslearningmedia.org/subjects/english-language-arts-and-literacy/informational-texts/?rank_by=recency&selected_facet=grades:3-5

Suggested Learning Experiences and Instructional Activities:

- Begin each lesson with a standards-based learning goal in student-friendly language, clearly outlining expectations. Discuss and define key terms.
- When planning each lesson, focus on creating an end of lesson goal for students to incorporate into their writing that directly relates to the learning goal.
- Utilize Bring a Writer as the base for your planning. The Teacher's Manual Resources pertaining to Expository Nonfiction provide resources such as lessons with daily writing goals to model and for students to strive for during independent writing, managing writing workshop expectations, engagement techniques, and conference note questions.
- Mini lesson ideas might include:
  - Characteristics of expository writing
  - Organize writing workshops where students can collaborate, share ideas, and provide feedback on each other's stories.
  - Gathering and organizing information
  - RACE - Restate the question, Answer the question, Cite evidence, Explain
  - Writing a strong introduction
  - Developing body paragraphs
  - Writing strong conclusions
  - Transition words
  - Revising/editing
  - Utilizing graphic organizers
  - Utilizing rubrics to guide writing
- Provide modeling through shared writing with the class as a way to model the above ideas, as well as grammar and sentence composition.
- Provide opportunities for students to write research reports or expository writing samples on a topic.
  - Infuse opportunities for the class to become familiar with and practice NJSLA's Research Simulation Task essay expectations.
  - Provide graphic organizers to improve the planning and sequencing of thoughts.
  - Assign an expository writing project (utilizing tech as a way to report through graphics, text, video clips) before a presentation.
- Provide opportunities to strengthen writing over time with peer editing, teacher conferring, or the use of rubrics to provide specific feedback as

students develop their expository writing pieces. Focus on grammar, syntax, punctuation, as well as ability to convey ideas and information clearly.

List of Applicable List of Applicable [New Jersey Student Learning Standards for English Language Arts](#):

Spelling: L.WF.3.2.A, L.WF.3.2.B, L.WF.3.2.D, L.WF.3.2.E, L.WF.3.2.F.i, L.WF.3.2.F.ii, L.WF.3.2.G

Sentence Composition (Grammar, Syntax, and Punctuation): L.WF.3.3.A, L.WF.3.3.B, L.WF.3.3.C, L.WF.3.3.D, L.WF.3.3.E, L.WF.3.3.F, L.WF.3.3.G, L.WF.3.3.H, L.WF.3.3.I, L.KL.3.1.A, L.KL.3.1.B, L.KL.3.1.C

Writing Domain: W.IW.3.2.A, W.IW.3.2.B, W.IW.3.2.C, W.IW.3.2.D, W.IW.3.2.E, W.WP.3.4.A, W.WP.3.4.B, W.WP.3.4.C, W.WR.3.5, W.SE.3.6, W.RW.3.7

Speaking and Listening Domain: SL.PE.3.1.A, SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D, SL.II.3.2, SL.ES.3.3, SL.PI.3.4, SL.UM.3.5, SL.AS.3.6

Section 7: Argumentative Essay Writing
Pacing 60 Days Every Day for 1 hour

Why Is This Unit Important?

This unit will focus on the craft of argumentative essay writing and will help students to develop the skills needed to effectively support an argument in an attempt to persuade an audience.

The big ideas embedded through this unit are:

- The purpose of argument writing is for a writer to draw upon his or her background knowledge (i.e., literature, history, current events) in order to support his/her opinion or point of view.
- The ideas presented in the essay must support a clearly worded thesis (purpose).
- Support must be factual and can take the form of specific examples from a variety of sources (i.e., other works of literature, history, science, current events, research from reliable sources, etc.).
- Strong essays must meet certain criteria (i.e., the opening and closing are evident, main idea is clearly expressed and is supported with specific details, word choice is powerful, voice is clear and powerful, sentences are complete and Standard English is used effectively) to be considered proficient.
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, voice, word choice, sentence structure and the conventions of writing.

Enduring Understandings:

- A thesis statement is the main claim that a writer is making (i.e., a position or argument) and is supported throughout the essay.
- Support can take the form of definitions, details or quotations, must be factual and must be retrieved from a reliable source.
- A writer's argument must be supported using a variety of different examples; one must avoid repetition.
- A writer's voice must be passionate and powerful so his/her message or thesis is clearly conveyed.
- Writing is never "done" and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

Essential Questions:

- What is the purpose of argumentative essay writing?

- How does one incorporate compositional risk (i.e., anecdotes, symbols, imagery or sensory detail, etc.) within the structure of essay writing?
- What does the literary term *voice* mean? How does one include *voice* in his or her writing?
- What makes one source more reliable than another? How can one evaluate a source for reliability?
- How does a writer support his or her thoughts without repeating himself or herself?

Acquired Knowledge:

- Prewriting activities (i.e., listing, graphic organizers, writer's notebook, etc.) help a writer to organize his/her thoughts and focus a written response to develop a strong argument.
- The writer's argument or position must be clearly stated in a thesis statement in the introduction of an essay.
- Supporting details may take the form of facts, definitions or quotes; it is essential that a variety of details is provided and none are repeated.
- Essays must include an introduction and a concluding statement or section.
- While organization and idea development are important, equally as important are sentence structure and the conventions of language.

Acquired Skills:

- Organize thoughts before writing through the use of prewriting activities (i.e., graphic organizers, brainstorming, feeding the writer's notebook, lists, etc.)
- Utilize multiple sources and record notes relevant to the research topic that will be organized into paragraphs
- Create a thesis statement in which the writer states his/her argument relevant to a given topic; the thesis statement clearly communicates the purpose of the essay.
- Provide factual details with elaboration to support an argument.
- Create an introduction and a concluding statement or section.
- Apply the appropriate rules of sentence structure and conventions of language when writing, particularly those presented through mini-lessons or provided to a writer during a teacher conference.

NOTE: Grammar skills are highlighted in the K-5 Grammar Scope and Sequence included in the curriculum.

Instructional Materials:
Core:
- Mentor texts to demonstrate the power of persuasion and using voice to persuade

- Graphic organizers (i.e., note-taking resources such as charts and tables)

Supplemental:
- *Crunchtime: Lessons to Help Students Blow the Roof Off Writing Tests—and Become Better Writers in the Process* (Bernabei)
- *Reviving the Essay: How to Teach Structure without Formula* (Bernabei)
- *Pyrotechnics on the Page: Playful Craft that Sparks Writing* (Fletcher)

Accommodations or Modifications for Special Education, ESL or Gifted Learners: Click link for resources.

- In the writing workshop, mini-lessons provide guidance for students to improve their writing. Such mini-lessons are planned based upon the needs of the students, thus incorporating differentiation into planning and instruction.
- Individual conferences are held, at which time teachers model good writing and provide individual instruction and/or feedback to students to meet each child's individual needs. Such a format supports the struggling writer while challenging the gifted writer.
- Models and mentor texts must be provided so that students struggling with a concept or who are reluctant writers have exemplars surrounding them; individual or small group conferences provide time for a teacher to help students make connections between a mentor text(s) and their own writing.
- Gifted writers can always be challenged to add more detail or elaboration (i.e., sensory imagery, show…don't tell, expand) and to incorporate compositional risks into their writing.
- Students who have weak fine motor skills may struggle with the physical demands of writing. Thus, when the personal persuasive writing unit is completed in preparation for a timed writing situation such as the NJ ASK, student accommodations provided in IEP or 504 plans should be applied in class as well (i.e., computer use during testing situations, extended time, etc.).

Assessments:

Formative:
- Teacher observation and anecdotal records
- Writer's notebook or writing folder
- Self-editing, peer-editing or teacher-editing checklists

Summative:
- A variety of Argumentative writing pieces

Benchmark:
- Assessment tools provided in the *Being a Writer Assessment Resource Book*

Interdisciplinary Connections:
- When possible, writing prompts can connect to cross-content issues (i.e., the environment, technology issues, etc.)

Climate Change Opportunities: As per NJDOE, "With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change education across content areas." We encourage you to consider integrating climate change lessons where relevant across different units. While these lessons aren't required for every unit, they offer valuable opportunities to enrich student learning and foster environmental awareness. Click here for suggested activities for grade 3. Please note you have editing access to add any relevant climate change lessons that you implement in your classrooms.

Technology Connections/Websites:

- Cult of Pedagogy: A Step-by-Step Plan for Teaching Argumentative Writing
- The climate change learning opportunities contain websites and/or online resources. Click here
- Professional websites such as Web English Teacher (https://www.varsitytutors.com/englishteacher/argument) and Read Write Think (www.readwritethink.org) provide a plethora of lesson plan ideas focusing on argumentative writing. A simple Google search will generate thousands of hits as well.
- In Common: Effective Writing for All Students, Collection of All Argument/Opinion Samples K-12 from Achieve the Core (http://achievethecore.org/content/upload/ArgumentOpinion_K-12WS.pdf)
- Students can draft, revise and edit, peer review and publish within Google Drive

Suggested Learning Experiences and Instructional Activities:

- Begin each lesson with a standards-based learning goal in student-friendly language, clearly outlining expectations. Discuss and define key terms.
- Focus each lesson, providing modeling, practice, reflection, and an end-of-lesson goal for students to incorporate into their writing.
- Utilize Bring a Writer as the base for your planning. The Teacher's Manual Resources pertaining to Opinion Writing provides resources such as lessons with daily writing goals to model and for students to strive for during independent writing, managing writing workshop expectations, engagement techniques, and conference note questions.

- Provide opportunities for students to write argumentative essays and reports.
  - Explore multiple sources and discuss reliability of sources.
  - Utilize graphic organizers to gather and sort information that supports their arguments.
  - Assign a persuasive writing project (utilizing tech as a way to report through graphics, text, video clips) before a presentation. Creating a poster with your opinion on a topic is a tech free way to accomplish this.
  - Develop skills in mini lessons such as:
    - introducing claims
    - organizing reasons
    - using clear and reliable evidence
    - persuasive words/style
    - strong conclusions
- Provide modeling through shared writing with the class as a way to model the above ideas, as well as grammar and sentence composition.
- Organize a class debate on selected topics. Discuss the effectiveness of using evidence or opinion to support your claim. Provide time for students to discuss a pre-selected topic or text, arguing their viewpoints based on evidence from texts and/or video clips to support claims.
- Provide a group writing task of writing and performing a short commercial or advertisement that argues for or against a product, service, or idea.
- Provide opportunities to strengthen writing over time with peer editing, teacher conferring, or the use of rubrics to provide specific feedback as students develop their argumentative writing pieces. Focus on grammar, syntax, punctuation, as well as ability to convey ideas and information clearly.

List of Applicable List of Applicable [New Jersey Student Learning Standards for English Language Arts](#):

Spelling: L.WF.3.2.A, L.WF.3.2.B, L.WF.3.2.D, L.WF.3.2.E, L.WF.3.2.F.i, L.WF.3.2.F.ii, L.WF.3.2.G

Sentence Composition (Grammar, Syntax, and Punctuation): L.WF.3.3.A, L.WF.3.3.B, L.WF.3.3.C, L.WF.3.3.D, L.WF.3.3.E, L.WF.3.3.F, L.WF.3.3.G, L.WF.3.3.H, L.WF.3.3.I, L.KL.3.1.A, L.KL.3.1.B, L.KL.3.1.C

Writing Domain: W.AW.3.1.A, W.AW.3.1.B, W.AW.3.1.C, W.AW.3.1.D, W.WP.3.4.A, W.WP.3.4.B, W.WP.3.4.C, W.SE.3.6, W.RW.3.7

Speaking and Listening Domain: SL.PE.3.1.A, SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D, SL.II.3.2, SL.ES.3.3, SL.PI.3.4, SL.UM.3.5, SL.AS.3.6

List for Grade 3

Grade 3 Language Skills List
Please note: Conventions in italics and marked with an asterisk (*) denote skills and understandings that are progressive and require continued attention at higher grade levels as the sophistication of student writing and speaking increases.
Observe conventions of grammar and usage:
Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in specific sentences.
Form and use the simple verb tenses (e.g. *I walked, I walk, I will walk)*.
*Ensure subject-verb and pronoun-antecedent agreement.
Produce simple, compound and complex sentences.
Observe conventions of capitalization, punctuation and spelling:
Use correct capitalization.
Use quotation marks in dialogue.
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. (e.g. sitting, smiled, cries, happiness).
Use spelling patterns and generalizations (e.g. *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
Consult reference materials, including dictionaries, as needed to check and correct spellings.
Make effective language choices:
*Use words for effect or to add "voice" to one's writing
Determine word meanings (*based on grade 3 reading):*
Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as how the word is used in the sentence; analyzing the word's sounds, spelling and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. *company, companion*).
Determine the meaning of a new word formed when a known affix is added to a known word (e.g. *agreeable/disagreeable, comfortable/uncomfortable).*
Distinguish the literal and non-literal meanings of words and phrases in context (e.g. *take steps*).
Understand word relationships:
Build real-life connections between words and their use (e.g. describe people who are f*riendly* or *helpful*).
Distinguish among related words that describe states of mind or degrees of certainty (e.g. *knew, believed, suspected, heard, wondered*).
Use words that are common in conversational vocabulary as well as grade-appropriate academic vocabulary and domain-specific words (in English language arts, history/social studies and science), either taught directly or acquired through reading and responding to texts.

ELA Curriculum Glossary of Key Terms

Argument Writing - the purpose is for a writer to change the reader's point of view, to bring about some action on the reader's part or to ask the reader to accept the writer's explanation or evaluation of a concept, issue or problem; claims or opinions are offered and arguments are based upon facts, definition, quotations or details (Common Core State Standard, Appendix A).

Close Reading - (analytic reading) stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately; requires that students understand the central ideas and key supporting details in a text (PARCC, 2011).

Expository Nonfiction - the purpose is for a writer to inform a reader about a specific topic, one in which the writer may or may not have had prior knowledge; there is an overarching topic communicated in a thesis and factual information about subtopics organized into paragraphs.

Informational/Explanatory Writing - the purpose is to increase a reader's knowledge of a subject, to help readers better understand a procedure or process or to provide readers with an enhanced comprehension of a concept; this type of writing conveys information accurately (New Jersey Student Learning Standards, Appendix A).

Informational Text - nonfiction texts, including but not limited to, biographies, autobiographies and memoirs; nonfiction books including picture books, textbooks and informational books; magazines, newspapers and other periodicals; online resources including information provided on .org, .edu and .gov websites.

Literary Text - refers to fictional works including short stories of fiction, chapter books, poems and other narratives.

Narrative Writing - the purpose is to inform, instruct, persuade or entertain; the writer conveys experience, either real or imaginary and uses time as its deep structure (New Jersey Student Learning Standards, Appendix A).

Reading and Writing Workshop - an instructional philosophy and class structure where students participate in a focused mini-lesson and apply that skill to a text at each student's independent reading or writing level or in an instructional group with guidance and support; instruction and application occur daily and differentiation based upon reading level or writing need is embedded in the framework.

Text-Based Writing - writing that requires a student to provide evidence from a specific text as support for his/her response.

Sample Standards Integration

21st Century Skills & Career Readiness Practices

CRP4.   Communicate clearly and effectively and with reason.

In section 6, students in grade 3 focus on the craft of writing expository non-fiction and informational essays. Students employ strategies to communicate clearly by increasing a reader's knowledge of a subject and help the reader better understand and procedure or process. Students support their topics with facts, details, definitions, and quotations. Accuracy of the information is emphasized as well as clearly defined topics, and logically organized thoughts.

Technology Integration

8.1.5.A.2: Format a document using a word processing application to enhance text, graphics, symbols, and pictures.

In section 5, students in grade 3 continue to develop narrative writing pieces. Additionally, they create journal entries from the point of view of a character in a text or write a continuation of a chapter from a novel read in class. A goal of narrative writing is for students to use sensory images, vivid details and to choose their words carefully. Students learn that sequencing is essential when storytelling. More importantly, students learning that their writing is never "done" and can always be improved. By publishing a piece of writing using Google Docs or Microsoft word, students can continually edit and revise, while making their story better. Students are able to enhance their writing with text, graphics, and pictures.

Interdisciplinary Connection: Science

3-LS2 Interactions, Energy and Dynamics
Students who demonstrate understanding can: 3-LS2-1. Construct an argument that some animals form groups that help members survive.

In section 7, students write a variety of pieces connected to science and social studies topics. Students may write informational pieces as well as multi-paragraph, argumentative pieces. Teachers ensure that ELA instruction is infused across the entire school day, particularly information reading and argument and information writing. In third grade classrooms throughout the district, students study ecosystems. As part of the unit, they construct an argument that some animals form groups that help members survive.

Appendix A: Climate Change Integration
English Language Arts
Grade Level 3

Unit of Study	Standard	Supplemental Texts, Resources and/or Example Activities:
Section 2: Reading Fictional Literature	RL.CR.3.1. RL.CI.3.2. RL.IT.3.3. RL.TS.3.4. RL.PP.3.5. RL.MF.3.6. RL.CT.3.8.	- Use stories to explore climate change by connecting them to science or social studies research. Discuss books with strong climate change themes, or incorporate them into reading routines such as Book Trailer Tuesday or independent reading. Find book lists online, like, "Time's 14 Actually Good Books to Teach Kids About Climate Change." The titles below can assist with creating lessons for your class: - The Giving Tree - Teacher Activity Guide - We Are Water Protectors, explore the Activity Kit and/or adapt ideas in this PopEd video and lesson plan including the short story, "Who Polluted the Potomac" - The Tantrum That Saved the World paired with The Lorax - One Turtle's Last Straw paired with informative articles such as, Plastic or Paper? The Truth About Drinking Straws - The Last Straw: Kids Vs. Plastics paired with excerpts from informative video clips such as, How Plastic Affects Climate Change - In this sample lesson, students identify character traits, and how such traits/actions contribute to the plot. - Lesson Plan: Character Trait/Climate Change - Book: Saving Planet Earthly - Book 1 - Teacher Slides: Describing Character Traits Slides (Ready Reading Unit 2 Lesson 6 Review) - Student: Describing Characters & Scenarios

		○ Student: Comic Strip Template ○ Extension: Saving Planet Earthly (book series) - Consult Simon & Schuster's Guide to Using Environmental Fiction and Nonfiction in the Classroom. It provides recommendations, discussion questions, and activities. - Encourage students to write their own children's book or graphic novel.
Section 3: Reading Informational Nonfiction	RI.CR.3.1. RI.CI.3.2. RI.IT.3.3. RI.TS.3.4. RI.PP.3.5. RI.MF.3.6. RI.AA.3.7. RI.CT.3.8.	- Consider assessing students' background knowledge of Climate Change. Utilize Subject to Climate's document entitled, Brainstorming, What is Climate Change? to record ideas before researching and/or writing about climate change. - Consider referring to Ready Reading's Unit 1, Lesson 4 on cause and effect to discuss climate change's impact. - Reference Ready Reading, Unit 3, Lesson 9: "The Buzz on Sniffer Bees" when discussing how climate change affects bees using Subject to Climate's, "What About Bees" resources. - Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic. Article Titles include, "Trouble in the Amazon" and "Coral Reef Goes Digital". ○ Lesson Plan: Threatened Environments ○ Articles: Printable, Website ○ NJSLA RST Rubric ○ Student Response for Google Classroom: Threatened Environments - Consider building background knowledge with grade 3-5 resources: ○ NASA - Climate Kids. This website is written in an easy to understand Q & A style. ○ Epic Books Weather and Climate library ○ NASA - What is Climate Change? (Grades K-4) ○ ReadWorks has multiple articles and paired texts with comprehension questions to explore on the topic. ○ New Jersey Climate Educator Hub - teaching resources, lesson plans, and professional learning opportunities

Section 5: Narrative Writing	W.NW.3.3. W.WP.3.4.	(Repeated from Section 2. Focus on writing skills.) In this sample lesson, students identify character traits, and how such traits/actions contribute to the plot. - Lesson Plan: Character Trait/Climate Change - Book: Saving Planet Earthly - Book 1 - Teacher Slides: Describing Character Traits Slides (Ready Reading Unit 2 Lesson 6 Review) - Student: Describing Characters & Scenarios - Student: Comic Strip Template - Extension: Saving Planet Earthly (book series) - Encourage students to write their own children's book or graphic novel.
Section 6: Expository Nonfiction Essay Writing	W.IW.3.2. W.WP.3.4. W.WR.3.5. W.SE.3.6. W.RW.3.7.	- Consider having students research and write an informative report on animals, including a section on how their habitat is affected by climate change. Consider these resources when researching. - Subject to Climate's Habitat Game - In this interactive game, students drag and drop animals into their correct ecological habitats. Students will discover the animals that live in deserts, coral reefs, jungles, and marshes. - Additionally, consider viewing Climate Change Wildlife and Wildlands to learn about the negative impact humans have on animals and their habitats. (Repeated from Section 3. Focus on writing skills.) Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic. Article Titles include, "Trouble in the Amazon" and "Coral Reef Goes Digital". - Lesson Plan: Threatened Environments - Articles: Printable, Website - NJSLA RST Rubric - Student Response for Google Classroom: Threatened Environment
Section 7: Argumentative Writing	W.AW.3.1. W.WP.3.4. W.SE.3.6.	Consider having students learn about plastic pollution and write a letter to a local official advocating for a solution to plastic pollution. Utilize Climate to Change's Resources in : Grade 3 - The (Not So) Great Garbage Patches

	W.RW.3.7.	- Consider assigning a project based learning assignment inspired by [PBLWorks](#) list of ideas. - Resources to support argumentative writing assignments for grades 3-5 include: [Rise up and Write It](#) - Rise Up & Write supports participants in understanding complex issues, imaging a better future, and using writing to inform and engage a variety of audiences. [Old Enough To Save the Planet](#) - Meet 12 young activists from around the world who are speaking out and taking action against climate change. Explore the [Activity Kit.](#) [Little People, Big Dreams: Greta Thunberg](#) [Who is Greta Thunberg](#) [Youth Action Ideas](#) [Time For Kids: United Youth](#) - (October 18, 2019) Youth activists got a chance to make their voices heard at the first-ever U.N. Youth Climate Summit [Time For Kids: Climate in Court](#) - (April 13, 2018) A group of kids is fighting for laws to protect the planet.