



Little Egg Harbor School District Curriculum Guide

English Language Arts: Third Grade

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Revised on:	July 2024
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Ocean County 3rd Grade English Language Arts (ELA) Curriculum	
Content Area: English Language Arts	
Course Title: ELA	Grade Level: 3
Unit 1: Reading (Literature)*	45 Days
Unit 2: Reading (Informational)*	45 Days
Unit 3: Writing**	45 Days
Unit 4: Language**	45 Days

*Reading literature and informational are expected to be spiraled through the units.

**Writing and Language units are expected to be ongoing throughout the school year.

Introduction

During the school year, the teacher will establish a literature-rich climate by utilizing the provided reading/writing series, trade books, and novels located in the classroom and school library aligned to the NJ state standards. Benchmarks will allow the teacher to determine what needs to be modeled during future mini-lessons and guided reading groups. Reading and writing should be integrated to include elements of grammar and reading, spelling, mechanics, traits of writing, and the writing process. Instruction should take place in the form of whole group mini-lessons, small group mini-lessons, and guided reading/writing groups in order to meet the needs of all learners.

Unit 1: As students examine fiction mentor texts, they will identify and compare and contrast the themes, characters, settings, and plots of literature while being able to describe the logical cause/effect connections in texts and text features like illustrations. Using text evidence, students will describe characters in depth (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. Students will compare and identify the elements of poetry, prose, and drama.

Unit 2: As students examine nonfiction mentor texts, they will determine the main idea of the text; recount the key details, and explain how they support the main idea as well as summarize the text. Students will convey ideas and information clearly through experiences with informational texts through short written responses. Students will identify and understand how text features (headings, captions, photos, etc) help them navigate texts and deepen understanding.

Unit 3: As students read and analyze complex texts, they will annotate, cite text evidence to support their ideas and opinions, and write analytical responses based on scaffolded texts that help build student knowledge. Over the course of the unit, students will develop an article as an informational writing piece that uses the facts, definitions, and details to answer Who? What? When? Where? Why? and How? questions about a topic which guides students to demonstrate and interpret information gained from text and text features through informational texts. Students will use the steps for writing which includes the research path of finding text evidence and organizing evidence to support their understanding of a topic. Students will develop one longer narrative to develop real or imagined experiences or events using narrative techniques, descriptive details, and clear event sequences using mentor texts which include historical fiction, social studies articles, and folktales. Students will study mentor texts to help them develop an opinion essay that states an opinion which reflects his or her point of view- thoughts, feelings, beliefs- about a topic. Students will distinguish their own point of view from that of the author of a text and give strong reasons using text evidence, such as facts and details, to explain each reason using the steps for writing which includes studying mentor texts.

Unit 4: As students examine the English language, they will learn to apply proper spelling, grammar, capitalization, and punctuation to their writing. Students will understand that word choice and things such as figurative language can enhance writing and help deepen understanding when reading.

Alignment with State Mandates
<p>The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:</p> <ul style="list-style-type: none"> ● Holocaust and genocides (N.J.S.A. 18A:35-28) ● History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43) ● Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a) ● Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please click here for specific examples (by subject).

Unit 1: Reading (Literature)	Duration : 45 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<ul style="list-style-type: none"> ● RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. ● RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme in literary texts (e.g. fables, folktales and myths from diverse cultures). ● RL.IT.3.3. Describe the development of individual characters’ traits, motivations, or feelings and explain how their actions contribute to the plot within a text. 	

- **RL.TS.3.4.** Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RL.PP.3.5.** Distinguish their own point of view from that of the narrator or those of the characters.
- **RL.MF.3.6.** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **RL.CT.3.8.** Compare and contrast the elements (themes, settings, and plots) of literary texts written by the same author about similar characters.

Supporting and Additional Standards

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum. [New Jersey Student Learning Standards.](#)

Speaking and Listening

- **SL.PE.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- **SL.II.3.2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

- **SL.PI.3.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.UM.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Primary Interdisciplinary Connections

Social Studies

- **6.1.5.CivicsPI.1:** Describe the ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Computer Science and Design Thinking Standards

- **8.1.5.NI.2:** Describe physical and digital security measures for protecting sensitive personal information.
- **8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- **8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- **8.1.5.AP.4:** Break down problems into smaller, manageable sub-problems to facilitate program development.
- **8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills Standards

- **9.4.5.CI.2:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a

local and/or global climate change issue and deliberate about possible solutions.

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- Engage in turn and talk
- Third party vendors and websites such as:
 - CommonLit
 - Kahoot
 - Actively Learn
 - Read Works
 - Flipgrid
 - Padlet

Other Assessments

Formative

- Wonders Assessments
- WonderWorks Assessments
- Linkit! Assessments
- Quizzes
- Exit slips
- Peer/Self Assessments
- Turn and talk
- Strategic Questioning
- 1, 2, 3 response
- Flipgrid- Ex: “What have you learned and what do you still have questions on?”
- Kahoot
- Padlet- “What did you learn? Did your perspective change?”
- Check-lists
- Teacher observations on appropriate grammar use in writing
- Student written responses to reading

	<p>Summative</p> <ul style="list-style-type: none"> • Unit Assessments <p>Benchmark</p> <ul style="list-style-type: none"> • Fall, winter, spring benchmark assessments (Wonders, Beable, Linkit) <p>Alternative</p> <ul style="list-style-type: none"> • CommonLit for reading passages and quizzes • Kahoot for games on current skills • Actively Learn free reading passages • Learn Zillion ELA to explain current skills • Read Works for reading passages and questions • Achieve the Core for lessons on current skills • BrainPop for lessons and quizzes on current skills
Knowledge and Skills	
Content	Skills

Unit Essential Questions

- How does answering and asking questions help me understand what I am reading?
- Why is reading a variety of literature, finding the main idea & details, and using terms like chapter, scene, or stanza to summarize the selection important to understanding reading?
- Why is understanding the characters, plot, and setting of a story helpful in becoming a better reader?
- How does reading two books by the same author, with similar characters, help me improve reading strategies like story mapping, character mapping, and comparing and contrasting?
- How does understanding the structure of a genre help us to better comprehend what we read?
- Why is it important to think while you read?

Enduring Understandings

- Reading is a lifelong skill that enhances learning and provides enjoyment.
- Literature is a tool that expands our understanding of the world.
- Reading serves different purposes.
- Reading includes active listening and independent application of skills.
- Fiction follows a predictable structure that helps us in comprehending what is.

Students will be able to..

- Ask and answer questions referring back to the text explicitly.
- Determine the central message, lesson or moral in fables, folktales, and myths from diverse cultures.
- Describe characters in a story and how their actions contribute to the sequence of events.
- Determine the difference between the literal and non-literal meaning of words and phrases.
- Refer to parts of stories, dramas, and poems, such as chapters, scenes and stanzas, describing how each part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or characters.
- Explain how illustrations contribute to the meaning of the text.
- Identify elements of fiction (i.e. characters, plot, problem, and solution) and elements of poetry (i.e. rhyme, rhythm, figurative language, alliteration, and onomatopoeia).
- Compare and contrast themes, settings, and plots of stories written by the same author.
- Read and comprehend literature at or above grade level independently and proficiently

Instructional Plan**Suggested Activities****Resources**

- Teacher should choose read alouds with rich story elements and use read alouds to help:
 - Model identifying character traits.
 - Model identifying the plot and summarizing
 - Model how to identify the theme
- Students can collaborate with peers and work together to identify the elements of fiction in a specific read aloud.
- Individually, students can respond in writing to read alouds and demonstrate their own understanding of the elements of fiction focused on in the unit.
- Teacher can utilize turn and talks during read alouds to deepen student understanding.
- What are the major differences between poems, drama, and prose?
- A suggested culminating activity might have students reading grade level texts, or texts on their individual level, and prepare a book report using a Google slideshow present to the class where they can demonstrate their understanding of the unit.

Suggested lessons to teach mandated standards:

Climate Change:

Lesson: Read: *Whooping Cranes in Danger* by: Susan E. Goodman

- Introduce/review concept of “theme/central lesson”.
Using an anchor chart. Set the intention before reading that S should look for reasons why the whooping cranes are endangered.
- Read the story with the students and stop for class discussion using ideas from the text to add to the chart.
- Students discuss in partners/small groups- “why are the whooping cranes endangered? What did the text tell us?”

- Wonders materials
- WonderWorks
- Foundations
- FunHub
- Beable
- Leveled Readers
- IXL
- Newsela
- BrainPOP
- ClassDojo
- Learning A-Z
- Epic! Books getepic.com
- Close Reading Resources
- Scholastic Storyworks
- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- Novels
- Picture Books
- Achievethecore.org

As Appropriate:

- Reading A-Z
- Boom Cards
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Resources for students **approaching** grade level expectations:

- Leveled Text

- What can we do to help solve future problems of climate change? T cycles through the room and conferences
- with groups as needed.

Diversity & Inclusion Mandate:

Lesson: Read *The Talented Clementine* or a book with a similar message.

- Ask students to talk to a partner about what talents they have. Ask and answer questions together; do they know their talent? What talent would they like to have? Do we all need to have a talent to be special?
- Read, *The Talented Clementine*.
- Students will take notes while reading. Identify what Clemintine will do for the Talent Show. Meet with a group/partner and discuss ideas. Share ideas of how Clemintine is special and unique.
- Discuss in a whole group how everyone is who they are and special.

- Online versions of the read aloud that can be reread to them
- Copy of the read aloud
- Graphic organizer partially filled out by teacher
- Highlighters for close reading strategies

Resources for **on-grade** students:

- Leveled texts
- Graphic organizers
- Partners
- Anchor Charts
- Word bank for character traits
- Copy of the read aloud

Resources for students **exceeding** grade level expectations:

- Leveled Text
- Compare themes from multiple texts using graphic organizers
- Compare and contrast characters using a Venn Diagram

Suggested Options for Differentiation

Multilingual Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson

- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Model assignments
- Provide Brain Breaks
- Chunk assignments
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated

- Have students repeat what was said
- Follow all IEP modifications
- Scribe for students who can't write
- Technology resources

504 Plans

- Follow all 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted and talented

- Encourage upper level intellectual behavior based on bloom's taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students

- Propose interest-based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources

Core Instructional and Supplemental Materials

- Wonders materials
- WonderWorks
- Foundations
- FunHub
- Beable
- IXL
- Learning A-Z
- Novels

Technology resources :

Third Party Educational Websites:

- CommonLit
- Kahoot
- Actively Learn
- Safe Search Kids
- Achieve the Core
- Readworks
- Brain Pop

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations

- Actively Learn

Supplemental Texts for Students Exceeding Grade Level Expectations

- CommonLit

Teacher Reflection:

Unit 2: Reading (Informational)	45 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<ul style="list-style-type: none">• RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text,	

- **RI.CI.3.2.** Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).
- **RI.IT.3.3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.
- **RI.TS.3.4.** Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
- **RL.PP.3.5.** Distinguish their own point of view from that of the narrator or those of the characters.
- **RI.PP.3.5.** Distinguish their own point of view from that of the author of a text.
- **RI.MF.3.6.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.AA.3.7.** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- **RI.CT.3.8.** Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

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Primary Interdisciplinary Connections

Social Studies

- **6.1.5.GoePP.3:** Use geographic models to describe how human movement relates to the locations of natural resources and sometimes results in conflict.
- **6.1.2.Geo.PP.1:** Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate, and weather, resource availability).

Computer Science and Design Thinking Standards

- **8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- **8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- **8.1.5.AP.4:** Break down problems into smaller, manageable sub-problems to facilitate program development.
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to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills Standards

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- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Evidence of Student Learning

Performance Tasks/Use of Technology:

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 - Read Works
 - Flipgrid
 - Padlet

Other Assessments

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- Quizzes
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- Strategic Questioning
- 1, 2, 3 response
- Flipgrid- Ex: “What have you learned and what do you still have questions on?”
- Kahoot
- Padlet- “What did you learn? Did your perspective change?”

	<ul style="list-style-type: none"> • Check-lists • Teacher observations on appropriate grammar use in writing • Student written responses to reading <p>Summative</p> <ul style="list-style-type: none"> • Unit Assessment <p>Benchmark</p> <ul style="list-style-type: none"> • Fall, winter, spring, benchmark assessments (Wonders, Beable, Linkit) <p>Alternative</p> <ul style="list-style-type: none"> • CommonLit for reading passages and quizzes • Kahoot for games on current skills • Actively Learn free reading passages • Learn Zillion ELA to explain current skills • Read Works for reading passages and questions • Achieve the Core for lessons on current skills • BrainPop for lessons and quizzes on current skills
Knowledge and Skills	
Content	Skills
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why do we read informational texts? • How does reading informational text help us understand our world? • How does understanding the structure of a genre help us to better comprehend what we read? • Why is it important to think while you read? 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> • Ask and answer questions referring back to the text explicitly. • Determine the main idea of a text by recounting the specific supporting details. • Use language pertaining to time, sequence, and cause and effect to describe the relationships between a series of historical events, scientific ideas, or steps in a

<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Reading is a lifelong skill that enhances learning and provides enjoyment. ● Reading serves different purposes. ● Reading informational text expands our understanding of the world and its people. ● Reading includes active listening and independent application of skills. ● Informational texts have specific features that aid in understanding. 	<p>technical procedure.</p> <ul style="list-style-type: none"> ● Determine the meaning of general academic and domain-specific words and phrases. ● Use text features and search tools to locate information (i.e. glossary, index, headings, bold words). ● Distinguish their own point of view from that of the author's. ● Use information gained from illustrations and words in a text to demonstrate understanding. ● Describe the logical connection between sentences and paragraphs, cause and effect, and the sequence of events. ● Compare and contrast key details presented in two texts on the same topic. ● Read and comprehend informational texts at or above grade level independently and proficiently
<p>Instructional Plan</p>	
<p>Suggested Activities</p>	<p>Resources</p>
<ul style="list-style-type: none"> ● Teacher and students create an anchor chart for the elements of nonfiction ● Teacher and students create an anchor chart for text features ● Choose a read aloud to introduce text features. Teacher will model how text features make it easier to navigate the text ● Teacher will give students pictures and they will write captions. Teacher will also provide students with 	<ul style="list-style-type: none"> ● Wonders materials ● WonderWorks ● Foundations ● FunHub ● Beable ● IXL ● Leveled Readers ● Newsela ● BrainPOP ● Learning A-Z

paragraphs for which students will write appropriate headings.

- Students read passages and identify the main idea and provide key details that support the main idea
- Students read biographies and create timelines to mark the important events and milestones achieved by the subject of the biography

Suggested lesson to meet this mandated standard

Mandate: Climate Change Activity

- Students complete KWL chart. What does the word conservation mean? What does it mean to conserve water? What do you already know about how to conserve water?
- Watch the video Water Tips video: Students engage in discourse through turn and talk, "Why is it important to save water? How can you save water?"
- Read aloud the article about water tips and model how to take notes and properly annotate.
- **Partner** research: Students read articles using safesearchkids.com. Students take notes and annotate important information. Students engage in discourse: "What are new ways we can save water? How does conserving water help save our environment? What examples did you read about in the articles?"
- **Independent**: Students will write about why it is important to save water and reference articles they have researched. Students may include text features/visuals: diagram, image, caption, etc.

- Epic! Books getepic.com
- Close Reading Resources
- Scholastic Storyworks
- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- Novels
- Picture Books
- Document reader
- Achievethecore.org

As Appropriate:

- Reading A-Z
- Boom Cards
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Resources for students **approaching** grade level expectations:

- Graphic organizer partially filled out by teacher
- Highlighters for close reading strategies
- Leveled readers
- Copy of text
- Online read aloud of text

Resources for **on-grade** students:

- Graphic organizer with sentence stems
- Partners
- Anchor Charts

- **Exit Ticket:** Finish the “L” on the KWL chart

- Word banks

Resources for students **exceeding** grade level expectations:

- Describe cause/effect relationships in scientific texts

Suggested Options for Differentiation

Multilingual Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Model assignments
- Provide Brain Breaks

- Chunk assignments
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Follow all IEP modifications
- Scribe for students who can't write
- Technology resources

504 Plans

- Follow all 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted and Talented

- Encourage upper level intellectual behavior based on bloom's taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.G. Advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at risk of school failure

- Provide peer tutoring
- Use a strong student as a "buddy"
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment

- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources

Core Instructional and Supplemental Materials:

- Wonders materials
- WonderWorks
- Foundations
- FunHub
- Beable
- IXL
- Learning A-Z
- Novels

As Appropriate:

- Reading A-Z
- Boom Cards
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Technology Resources:

Third Party Educational Websites:

- CommonLit
- Kahoot
- Actively Learn
- Safe Search Kids
- Achieve the Core
- Readworks
- Brain Pop

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations

- <https://www.activelylearn.com/>

Supplemental Texts for Students Exceeding Grade Level Expectations

- <https://www.commonlit.org/>

Teacher Reflection:

Unit 3: Writing	Duration: 45 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<ul style="list-style-type: none"> • W.AW.3.1. Write opinion texts to present an idea with reasons and information. <ul style="list-style-type: none"> A. Introduce an opinion clearly. B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic. C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion related to the opinion presented. • W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information. <ul style="list-style-type: none"> A. Introduce a topic clearly. 	

- B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).
 - E. Provide a conclusion related to the information or explanation presented.
- **W.NW.3.3.** Write narratives to develop real or imagined experiences or events with basic story elements.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; clearly organize an event sequence.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events.
 - E. Provide a conclusion or sense of closure that follows the narrated experiences or events.
 - **W.WP.3.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - A. Identify audience, purpose, and intended length of composition before writing.
 - B. Consider writing as a process, including self-evaluation, revision and editing.
 - C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
 - **W.WR.3.5.** Generate questions about a topic and independently locate related information from at least two reference sources similar characters.(print and non-print) to obtain information on that topic.
 - **W.SE.3.6.** Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
 - **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
 - **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

- A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- B. Capitalize appropriate words in titles.
- C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- E. Use appropriate pronouns with clear referents.
- F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- H. Paraphrase a main idea or event in order to vary sentence structure and word use.
- I. Organize ideas into paragraphs with main ideas and supporting details.

Supporting and Additional Standards

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum. [New Jersey Student Learning Standards](#).

Speaking and Listening

- **SL.PE.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.

- **SL.II.3.2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI.3.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.UM.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Primary Interdisciplinary Connections

Social Studies

- **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Computer Science and Design Thinking Standards

- **8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- **8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- **8.1.5.AP.4:** Break down problems into smaller, manageable sub-problems to facilitate program development.
- **8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills Standards

- **9.4.5.Cl.2:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Evidence of Student Learning

Performance Tasks/Use of Technology:

Other Assessments

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- Engage in turn and talk
- Third party vendors and websites such as:
 - CommonLit
 - Kahoot
 - Actively Learn
 - Read Works
 - Flipgrid
 - Padlet

Formative

- Wonders Assessments
- WonderWorks Assessments
- Linkit! Assessments
- Quizzes
- Exit slips
- Peer/Self Assessments
- Turn and talk
- Strategic Questioning
- 1, 2, 3 response
- Flipgrid- Ex: “What have you learned and what do you still have questions on?”
- Kahoot
- Padlet- “What did you learn? Did your perspective change?”
- Check-lists
- Teacher observations on appropriate grammar use in writing
- Student written responses to reading

Summative

	<ul style="list-style-type: none"> ● Unit Assessment ● Published writing pieces <p>Benchmark</p> <ul style="list-style-type: none"> ● Fall, winters, spring benchmark assessments (Wonders, cold writing prompts) <p>Alternative</p> <ul style="list-style-type: none"> ● CommonLit for reading passages and quizzes ● Actively Learn free reading passages ● Learn Zillion ELA to explain current skills ● Read Works for reading passages and questions ● Achieve the Core for lessons on current skills ● BrainPop for lessons and quizzes on current skills
Knowledge and Skills	
Content	Skills
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do writers develop ideas to engage their audience and write with purpose? ● How does the genre of writing affect the way authors write? ● How does the author's purpose influence the format of the writing? ● What evidence can I use to support my opinion? ● How do readers use evidence to support their comprehension of the text ? ● How does the author's point of view influence the message? 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Recognize the genre and structure of opinion writing. ● Introduce a topic. ● State an opinion. ● Create an organizational structure with support paragraphs. ● Provide reasons that are supported by facts and details. ● Link opinion and reasons with words and phrases. ● Provide a concluding statement or section. ● Use keyboarding skills effectively. ● Type one page in a single sitting. ● Write for short periods of time, over a range of discipline specific tasks, purposes, and audiences.

- How does the genre of writing affect the way the author writes?

Enduring Understandings

- Writing is a process used to communicate wants, needs, ideas, and knowledge.
- Writers get their ideas from their own personal experiences and from the world around them.
- Writing is a means to express ideas of importance and provide convincing evidence.
- The purpose for writing determines the genre.
- Writing is a process used to communicate wants, needs, ideas, and knowledge.
- The author’s purpose for writing determines the genre.
- Writing is a means to help others understand and learn.
- Writers get their ideas from their own personal experiences and from the world around them.

- Write for longer periods of time, over a range of discipline specific tasks.
- Plan, revise, and edit writing.
- Reflect on writing.
- Recognize the genre and structure of informative/explanatory writing.
- Develop main ideas with facts, definitions, and supporting details.
- Link ideas within categories of information using words and phrases.
- Use precise language and domain-specific vocabulary.
- Provide a conclusion.
- Conduct short research reports.
- Use keyboarding skills effectively.
- Write for short periods of time, over a range of discipline specific tasks, purposes, and audiences.
- Write for longer periods of time, over a range of discipline specific tasks.

Instructional Plan

Suggested Activities

- Gather ideas from students about what elements are important when writing opinions (i.e. state opinion, provide reasons, etc.).
- Discuss the importance of having a strong conclusion to end the writing piece.
- Provide examples of an opinion paragraph where there is no conclusion and exaggerate how it leaves the reader hanging.

Resources

- Wonders materials
- WonderWorks
- Foundations
- FunHub
- Beable
- Leveled Readers
- IXL
- Newsela

- Watch a video on opinion writing using youtube.
- Provide students with 3 opinion topics to choose from and have them research their topic to form a strong opinion ADD MORE HERE
- Share examples with students of opinion and informative writing. Discuss which examples are good models and why. Discuss which examples are lacking and what exactly they are lacking that prevents them from being good examples of each genre.
- Read/provide mentor texts that are good examples of narrative writing. Discuss what makes each a good example by pointing out the elements of a narrative (dialogue, organization, plot, interesting characters, word choice)

Suggested lessons to meet mandated standards:

History and Contributions of African Americans Mandate

Lesson: Fairness in sports.

- Play highlights of Jackie Robinson's (Youtube) baseball career. Engage in discourse, "What do you notice? What do you wonder? How might this video connect to our lesson this week?"
- Teacher gages prior knowledge, "What do you know about the history of sports? Were all people of differing genders, races, ethnicities allowed to participate?" Teacher connects Jackie Robinson's story to the lesson's essential questions (When should a sport change? How can sports bring out the best in people? How do sports make us feel?)
- Students will conduct research to gather important

- BrainPOP
- Learning A-Z
- Epic! Books getepic.com
- Close Reading Resources
- Scholastic Storyworks
- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- Novels
- Picture Books
- Document reader
- Achievethecore.org

As Appropriate:

- Reading A-Z
- Boom Cards
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Resources for students **approaching** grade level expectations:

- Graphic organizers partially filled out by teacher
- Highlighters for close reading strategies
- Writer's checklist
- Leveled Readers

Resources for **on-grade** students:

- Graphic organizers with sentence stems
- Partners
- Anchor Charts

information about the influential African American, Jackie Robinson. Students will use search.kidzsearch.com to answer guiding questions, “Who is Jackie Robinson? When and where did he live? What was society like during this time period? What challenges do you think he faced? Why was he very influential to history? How has he been recognized?”

- Students will compose an informational text using information they compiled through research to explain Jackie Robinson’s influence on American sports and societal challenges. Students should include text features/visuals: timeline, image, caption, etc.
- Students will participate in a gallery walk where they will read and observe their peers’ work. Students will choose two students to offer positive feedback along with something they learned.

Diversity & Inclusion Mandate:

Lesson: Read *Just Ask*, *Be Different*, *Be Brave*, *Be You* or a book with a similar message

- Preview the book with your students. *Based on the title and illustrations, what do you think the story will be about?* Ask students to picture a garden in their mind. If needed, prompt them to consider what colors or sizes their plants might be. Discuss what the world would be like if everyone were the same. What are the benefits of diversity? What are some things that make you yourself?
- Students will listen to *Just Ask* by Sonia Sotomayor. Stop to ask questions to check for understanding. Example for page 2: What does Sonia want you to know about kids?

- Word banks
- District Approved and Selected novels
- Picture Books

Resources for students **exceeding** grade level expectations:

- Compare and contrast the opinion of two writers on the same topic
- Mentor peers
- Self assess using teacher created rubric

How are kids different? What does Sonia want you to do if you are curious about someone else? (All kids are different, just like things that grow in a garden are different. Sometimes differences are easy to spot, and sometimes you can't see why kids are different).

- Students will create a class book based off of the story. Each student in the class will write one page introducing themselves and explaining something that makes them unique. Students can also complete Just Ask Activities when they are finished.

Suggested Options for Differentiation

Multilingual Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language

- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Model assignments
- Provide Brain Breaks
- Chunk assignments
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Follow all IEP modifications
- Scriber for students who can't write
- Technology resources

504 Plans

- Follow all 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing

- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted and Talented

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. Advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy"
- Use books on tape

- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

Core Instructional and Supplemental Materials

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Technology Resources:

Third Party Educational Websites:

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Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations

- <https://www.activelylearn.com/>

Supplemental Texts for Students Exceeding Grade Level Expectations

- <https://www.commonlit.org/>

Teacher Notes/Reflection:

Unit 4: Language	Duration: 45 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<ul style="list-style-type: none"> • L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <ul style="list-style-type: none"> A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words. E. Analyze the parts of high-frequency words that are regular and the parts that are irregular. • L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • L.WF.3.2 Demonstrate command of the conventions of encoding and spelling. <ul style="list-style-type: none"> A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families). B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words. 	

- C. Identify language of word origin, as noted in dictionaries.
- D. Spell singular and plural possessives (teacher's; teachers')
- E. Change y to i (cried) in words with suffixes, when required
- F. Spell regular two- and three-syllable words that:
 - i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
 - ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- G. Spell common words in English, including regular and irregular forms.
- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
 - B. Capitalize appropriate words in titles.
 - C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
 - E. Use appropriate pronouns with clear referents.
 - F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
 - G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
 - H. Paraphrase a main idea or event in order to vary sentence structure and word use.
 - I. Organize ideas into paragraphs with main ideas and supporting details.
- **L.KL.3.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - B. Choose words and phrases for effect.
 - C. Recognize and observe differences between the conventions of spoken and written English.
- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

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

Supporting and Additional Standards

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum. [New Jersey Student Learning Standards.](#)

Speaking and Listening

- **SL.PE.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- **SL.II.3.2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

- **SL.PI.3.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.UM.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Primary Interdisciplinary Connections

Social Studies

- **6.1.5.CivicsPI.1:** Describe the ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

Computer Science and Design Thinking Standards

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.
- **8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- **8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- **8.1.5.AP.4:** Break down problems into smaller, manageable sub-problems to facilitate program development.
- **8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills Standards

- **9.4.5.CI.2:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- Engage in turn and talk
- Third party vendors and websites such as:
 - CommonLit
 - Kahoot
 - Actively Learn
 - Read Works
 - Flipgrid
 - Padlet

Other Assessments

Formative

- Wonders Assessments
- WonderWorks Assessments
- Linkit! Assessments
- Quizzes
- Exit slips
- Peer/Self Assessments
- Turn and talk
- Strategic Questioning
- 1, 2, 3 response
- Flipgrid- Ex: "What have you learned and what do you still have questions on?"
- Kahoot
- Padlet- "What did you learn? Did your perspective change?"
- Check-lists
- Teacher observations on appropriate grammar use in writing
- Student written responses to reading

Summative

- Unit Assessment

Benchmark

	<ul style="list-style-type: none"> • Fall, winter, spring benchmark assessments (Wonders, Beable, Linkit) <p>Alternative</p> <ul style="list-style-type: none"> • CommonLit for reading passages and quizzes • Actively Learn free reading passages • Learn Zillion ELA to explain current skills • Read Works for reading passages and questions • Achieve the Core for lessons on current skills • BrainPop for lessons and quizzes on current skills
Knowledge and Skills	
Content	Skills
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do the rules of language affect communication? • How does having command of the English language affect our daily lives? <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Command of the English language is important when speaking and writing. • Rules and conventions help readers and writers to understand 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> • Demonstrate a command of standard English language when writing or speaking: <ul style="list-style-type: none"> A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs. B. Form and use irregular and regular plural nouns. C. Use abstract nouns (i.e. childhood). D. Form and use regular and irregular verbs. E. Form and use simple verb tenses. F. Ensure subject-verb agreement and pronoun antecedent agreement. G. Form and use comparative and superlative adjectives (i.e. larger, largest, more interesting, most interesting). H. Use coordinating (i.e. and, or) and subordinate conjunctions (i.e. because, since).

	<p>I. Produce simple, compound, and complex sentences</p> <ul style="list-style-type: none"> ● Demonstrate a command of standard English capitalization, punctuation and spelling when writing: <ul style="list-style-type: none"> A. Capitalize appropriate words in titles. B. Use commas in addresses. C. Use commas and quotation marks in dialogue. D. Form and use possessives. E. Use conventional spelling for high frequency words. F. Add suffixes to base words. G. Use spelling patterns, syllable patterns, ending rules, and generalizations in writing words. H. Use reference materials to check and correct spelling ● Use appropriate language and conventions in writing, speaking, reading, and listening. ● Determine the meaning of unknown or multiple-meaning words and phrases using context. ● Demonstrate the understanding of word relationships and nuances in word meanings. ● Acquire and use accurately grade-appropriate general conversational, general academic,
Instructional Plan	
Suggested Activities	Resources

- Choose read alouds to model how important figurative language and word choice is to helping us visualize and in turn deepen understanding.
- Have students practice visualizing by illustrating descriptive excerpts from books/passages.
- Provide students with texts where students can add word choices that enhance the text
- Have students write paragraphs without correct conventions and swap with a partner who will insert correct conventions (spelling, capitalization, punctuation, etc)
- Teach spelling rules and patterns. Provide a list of words each week that follow a focused pattern.

Suggested lesson to teach mandated standard:

Holocaust and Genocide

Lesson: Analyze a quote from Elie Wiesel, (e.g., *The opposite of love is not hate, it's indifference.*)

- Watch Brainpop Video about Elie Wiesel
- Complete a story map about Elie Wiesel's life. Then share with a partner.
- Students are learning how people feel when they face challenges and what they can learn from others.
- Teacher displays the word 'diversity' on the board. Students engage in discourse, "What does diversity mean? What is something special about you? What makes you diverse?" On a post-it, students will use their knowledge of *diversity* to answer, "What does 'acceptance' mean to you?"
- The class will read, "Acceptance is My Superpower."
[SYNOPSIS: Lisa is a young girl who loves to sing and

- Wonders materials
- WonderWorks
- Foundations
- FunHub
- Beable
- IXL
- Leveled Readers
- Newsela
- BrainPOP
- Learning A-Z
- Epic! Books getepic.com
- Close Reading Resources
- Scholastic Storyworks
- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- Novels
- Picture Books
- Document reader
- Achievethecore.org

As Appropriate:

- Reading A-Z
- Boom Cards
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Resources for students **approaching** grade level expectations:

- Word banks

wears glasses. A classmate who Lisa views as a friend made cruel comments about her, and it leads her into learning what diversity is. Lisa learns that when others misunderstand it can sometimes result in words or actions that are hurtful. She also learns that differences are not actually flaws but instead are superpowers. By accepting herself and others, Lisa is being a superhero.]

- Teachers will invite students to engage in discourse and connect to our lesson's focus questions, "How do people feel when they face challenges? What can we learn from others?" Students will share in a roundtable discussion.
- Students will use the read aloud and their own experiences to answer, "Why is it important to be accepting of others and their differences? How does it feel to be excluded? How can you demonstrate acceptance at school?"
- Students will celebrate their diversity by creating an About Me poster.

- Anchor charts
- Below grade level spelling lists
- Notebooks with rules for various language standards

Resources for **on-grade** students:

- Anchor charts
- Grade level spelling lists

Resources for students **exceeding** grade level expectations:

- Advanced spelling lists

Suggested Options for Differentiation

Multilingual Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson

- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Model assignments
- Provide Brain Breaks
- Chunk assignments
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated

- Have students repeat what was said
- Follow all IEP modifications
- Scribe for students who can't write
- Technology resources

504 Plans

- Follow all 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted and Talented

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. Advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students

- Propose interest-based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

Core Instructional and Supplemental Materials

- Wonders materials
- WonderWorks
- Foundations
- FunHub
- Beable
- IXL
- Learning A-Z
- [UFLI](#)
- Novels

Technology Resources:

Third Party Educational Websites:

- CommonLit
- Kahoot
- Actively Learn
- Safe Search Kids
- Achieve the Core
- Readworks
- Brain Pop

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations

- <https://www.activelylearn.com/>

Supplemental Texts for Students Exceeding Grade Level Expectations

- <https://www.commonlit.org/>

Teacher Notes/Reflection: