



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 3

Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: ELA, Grade 3

Department: English

Board Approval	Supervisor	Notes
June 2011	Eleanor Hughes	Born Date
September 2012	Eleanor Hughes	Revisions
August 2017	Michelle Shappirio	Revisions
March 2019	Michelle Shappirio	Review
August 2024	Michelle Shappirio	Updated to include New State Mandates

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Township of Ocean Pacing Guide					
Week	Marking Period 1	Week	Marking Period 2	Week	Marking Period 3
1	Start Smart	14	Unit 2 Week 2: Immigration	28	Unit 4 Week 4: Flight
2	Start Smart	15	Unit 2 Week 3: Government	29	Unit 4 Week 5: Inspiration
3	Unit 1 Week 1: Storytime	16	Unit 2 Week 4: Survival	30	Unit 4 Week 6: Review/Assess/Extend
4	Unit 1 Week 1: Storytime	17	Unit 2 Week 5: Figure It Out	31	Unit 5 Week 1: Let's Trade
5	Unit 1 Week 2: Traditions	18	Unit 2 Week 6: Review/Assess/Extend	32	Unit 5 Week 2: Reuse and Recycle
6	Unit 1 Week 2: Traditions	19	Unit 3 Week 1: Be Unique	33	Unit 5 Week 2: Reuse and Recycle
7	Unit 1 Week 3: Communities	20	Unit 3 Week 2: Leadership	34	Unit 5 Week 3: Teaming Up
8	Unit 1 Week 3: Communities	21	Unit 3 Week 3: Discoveries	35	Unit 5 Week 3: Teaming Up
9	Unit 1 Week 4: Inventions	22	Unit 3 Week 4: New Ideas	36	Unit 5 Week 4: Good Citizens

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10	Unit 1 Week 4:Inventions	23	Unit 3 Week 5:Value the Past	37	Unit 5 Week 4: Good Citizens
11	Unit 1 Week 5:Landmarks	24	Unit 3 Week 6: Review/Assess/Ext end	38	Unit 5 Week 5: Energy
12	Unit 1 Week 6: Review/Assess/Ext end	25	Unit 4 Week 1: Choices	39	Unit 5 Week 5: Energy
13	Unit 2 Week 1: Cooperation	26	Unit 4 Week 2: Skills and Talents	40	Unit 5 Week 6: Review/Assess/Ext end
		27	Unit 4 Week 3: Adaptations		

*Week 6 includes review, assessment, and extension activities. Week 6 activities may include: Tier 2 Intervention, Research Simulation Tasks, Literary Analysis Tasks, Narrative Writing Tasks, Reader's Theater, Inquiry Space Projects, Project Presentations, Unit Assessments, Level Up Assessments, Novel Study, and other activities.

Climate Change

- Unit 2 Week 4: How can people help animals survive?
- Unit 3 Week 1: What makes different animals unique?
- Unit 4 Week 3: How do animals adapt to challenges in their habitat?
- Unit 5 Week 2: How can we reuse what we already have?

Diversity, Equity, & Inclusion

- Unit 1 Week 2: What can traditions teach you about cultures?
- Unit 1 Week 3: How do people from different cultures contribute to a community?
- Unit 2 Week 1: Why is working together a good way to solve a problem?
- Unit 2 Week 2: Why do people immigrate to new places?
- Unit 2 Week 3: How do people make government work?
- Unit 3 Week 2: How can one person change the way you think?

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- Unit 4 Week 2: How can you use what you know to help others?
- Unit 5 Week 3: How do teams work together?
- Unit 5 Week 4: What do good citizens do?

Core Instructional & Supplemental Materials including various levels of Texts

- *Wonders* Reading/Writing Workshop Book
- *Wonders* Literature Anthology
- *Wonders* Close Reading Companion
- *Wonders* Leveled Readers (Approaching, On, English Learner, & Beyond Levels)
- *Wonders* Your Turn Practice Book
- *Wonders* Visual Vocabulary Cards
- *Wonders* Leveled Workstation Activity Cards
- *Wonders* Sound-Spelling Cards
- *Wonders* High-Frequency Word Cards
- *Wonders* Running Records
- *Wonders* Connect Ed online platform
- ReadWorks.org
- *WonderWorks* Intervention
- *Orton-Gillingham* Institute for Multi-sensory Education materials (blending boards, sand trays, phoneme grapheme cards)
- IXL online subscription
- Reading A-Z
- Variety of trade books to extend upon the essential question
- Choice of novels: *Amber Brown Is Not A Crayon*, *The Chocolate Touch*, *Mouse and the Motorcycle*, *Ramona Quimby, Age 8*, *Tale of Despereaux*, *Who Was Neil Armstrong?*, *Who Was Jackie Robinson?*

Time Frame	2 weeks
Topic	
Start Smart	
What discoveries can people make when they cooperate with others? What can you discover by observing nature?	

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Alignment to Standards

English Language Arts

Foundational Skills: Reading Language:

Phonics and Word Recognition

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

Fluency

- L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - 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.

Foundational Skills: Writing Language:

Spelling

- L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
 - B. Use a 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.
 - 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.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - H. Paraphrase a main idea or event in order to vary sentence structure and word use.
- L.KL.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - C. Recognize and observe differences between the conventions of

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spoken and written English.

- L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific word 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 keywords 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).

Reading:

- RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales and myths from diverse cultures).
- RL.IT.3.3. Describe the development of individual characters' traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- 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).
- RL.CT.3.8. Compare and contrast the elements (themes, settings, and plots) of literary texts written by the same author about similar characters.

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COURSE: ELA, Grade 3

Writing:

- W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
- 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.

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.
 - 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.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- distinguish the base root from the affix.
- identify and define common prefixes and suffixes.
- use strategies to read multisyllabic words.
- read grade-appropriate irregularly spelled words.
- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.

Foundational Skills: Reading Language

- Reading Every Day: Fluency
 - Daily Sustained Silent Reading
- Phonics/Word Study
 - Multisyllabic Word Strategy

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COURSE: ELA, Grade 3

- 6 Syllable Types

Foundational Skills: Writing Language

Students will

- use a dictionary or thesaurus to check spellings of unknown words
- recognize connections between words and identify common characteristics, such as words that have Greek or Latin roots.
- identify spelling patterns and generalizations.
- apply spelling patterns when writing words.
- decipher the meanings of words and phrases by using sentence context.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- use 3rd grade vocabulary fluently when discussing academic or domain specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use spatial and temporal relationship words and phrases.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- define the terms 'literal' and 'nonliteral'.
- identify literal and nonliteral words and phrases in texts.
- differentiate the literal phrases from nonliteral phrases.
- connect words to their purpose or use.

Foundational Skills: Writing Language

- Vocabulary: Define/Example/Ask Routine
- Vocabulary Strategies
 - Context Clues
 - Using a Thesaurus
 - Using a Dictionary or Glossary
 - Morphology

Reading Literature Text

Students will

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.

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COURSE: ELA, Grade 3

- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- answer and ask both factual questions and inferential questions that require reasoning from the reader.
- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.
- determine central messages or theme.\
- identify patterns in details.
- closely read text to determine the important events, ideas, or concepts.
- identify the main characters in a story.
- describe the characters using literal and inferential story details.
- analyze how the actions of characters influence the story events.
- use a variety of sources to access previous information to compare, contrast, and reflect on texts.
- identify similarities and differences in books with the same author and characters.
- determine the central message, theme, lesson, and/or moral of the stories.
- identify similarities and differences in the central message of the texts.
- reflect on how the text details, characters, and central messages are alike and different.

Reading Informational Text

Students will

- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- establish the point of view of a text.
- determine how the reader's point of view is different from the narrator's or the character's.
- compare the reader's point of view with the author's point of view.
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text.
- explain how the different text features aid understanding.
- closely read the text to identify the important details of a text.
- find similarities and differences about important details when reading about two texts that share the same topic.
- reflect on the details presented in the text to connect them to previous

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COURSE: ELA Grade 3

knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).

- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.

Reading Literature/Informational Text

- Shared Reading-Introduce Close Reading Routine
- Connect to Concept
- Comprehension Skills: Theme; Making Inferences; Author's Point of View
- Strategies: Reread; Paraphrase
- Identify genre characteristics: folktale, informational text (persuasive article)

Writing

Students will

- explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Writing

- Research and Inquiry
 - Share What You Know
 - Find Resources
 - Guided Practice
 - Create the Project: Fact or Fiction Chart
- Write to the Text
 - Analyze the Prompt
 - Analyze Text Evidence
 - Analyze the Model

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- Write to the Prompt

Speaking and Listening

Students will

- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations.
- develop skills in active listening and group discussion.

Speaking and Listening

- Build Background: Introduce and discuss the Essential Question.
- Collaborative Conversations: Speaking and Listening Checklists-Review and discuss
 - Taking Turns
 - Listening Carefully
 - Adding New Ideas
 - Ask and Answer Questions
 - Take on Discussion Roles

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets (Writing in Response to Reading)
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:

- DIBELS 8 Subtests
 - Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) & Nonsense Word Fluency-Words Recoded Correctly (WRC)
 - Word Reading Fluency (WRF)

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COURSE: ELA, Grade 3

- o Oral Reading Fluency-Words Correct (ORF-WC) & Accuracy (ORF-ACC)
- o MAZE
- LinkIt Benchmark

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Science

Week 2

- **Build Background & Engage in Collaborative Conversations**
 - o Essential Question: What can you discover by observing nature?
- **Read & Respond to a Variety of Texts**
 - o "Desert Meerkats"
- **Research and Inquiry Project**
 - o Students will work in groups to conduct a short research project to explore what beekeepers do and create a fact or fiction chart.
- 3-LS2-1 - Construct an argument that some animals form groups that help members survive.

Career Readiness, Life Literacies, and Key Skills

- Students will discuss the essential question about cooperating with others to achieve a goal.
- **9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).**

Technology Integration

- When creating the fact or fiction chart, students will format a document using a word processing application (Google Docs) to enhance text and include graphics, symbols and/ or pictures.
- **9.4.2.TL.2: Create a document using a word processing application.**

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- Students will work in groups to conduct a short research project to explore what beekeepers do.
- **9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).**

Career Education

- CRP1. Students will act as a responsible and contributing citizen and employee when reading and responding to texts about cooperating with others.
- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about the week's essential question.

Time Frame	10 weeks
Topic	
Unit 1 Big Idea: Growing and Learning How can learning help us grow?	
Alignment to Standards	
English Language Arts Foundational Skills: Reading Language Phonics and Word Recognition • L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. ○ 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. Fluency • L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension. ○ 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	

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COURSE: ELA, Grade 3

understanding, rereading as necessary.

Foundational Skills: Writing Language:

Spelling

- L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
 - A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
 - G. Spell common words in English, including regular and irregular forms.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
 - 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.
 - 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.
- 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 word 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.
 - 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

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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).

Reading:

- RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales and myths from diverse cultures).
- RI.CI.3.2. Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).
- 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.
- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.
- RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
- RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps,

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photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

- RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic. 🌱

Writing:

- W.AW.3.1. Write opinion texts to present an idea with reasons and information. 🌱
 - A. Introduce an opinion clearly.
 - B. Support the opinion with facts, definitions, reasons, text evidence, or other information and examples related to the topic.
- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
 - 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.
 - 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 experience 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.

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- W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - A. Identify audience, purpose, and intended length of composition before writing.
 - B. Consider writing as a process, including self-evaluation, revision and editing.
 - C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
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- W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking and Listening:

- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an

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COURSE: ELA Grade 3

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.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- distinguish the base root from the affix.
- identify and define common prefixes and suffixes.
- identify and define common Latin suffixes.
- decode words that have a Latin suffix.
- use strategies to read multi-syllable words.
- read grade-appropriate irregularly spelled words.
- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Foundational Skills: Reading Language

- Phonics/Word Study
 - Short vowels *a, e, i, o, u*
 - Final *e*
 - Long *a* spellings
 - Long *o*: *o, ow, o_e, oa, oe*
 - Words families
 - Inflectional endings: drop final *e*
 - Plurals *-s* and *-es*
 - Compound words
- Fluency
 - Expression
 - Phrasing
 - Rate

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- Accuracy

Foundational Skills: Writing Language

Students will

- decode words in word families
- use 3rd grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use spatial and temporal relationship words and phrases.
- decipher the meanings of words and phrases by using sentence context.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- define the terms 'literal' and 'nonliteral'.
- identify literal and nonliteral words and phrases in texts.
- differentiate the literal phrases from nonliteral phrases.

Foundational Skills: Writing Language

- Conventions
 - Distinguish sentences and sentence fragments
 - Distinguish commands and exclamations
 - Identify subjects, complete subjects, and compound subjects
 - Identify predicates and compound predicates
 - Produce simple, compound, and complex sentences
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Demonstrate understanding of synonyms
 - Use context clues to understand the meaning of a word
 - Demonstrate understanding of compound words
 - Demonstrate understanding of metaphors
 - Demonstrate understanding of multiple-meaning words

Reading Literature Text

Students will

- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.

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COURSE: ELA Grade 3

- determine central messages or main ideas in a text.
- identify patterns in details.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text.
- differentiate between literal and nonliteral language.
- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- answer and ask both factual questions and inferential questions that require reasoning from the reader.
- closely read text to determine the important events, ideas, or concepts.
- identify the main characters in a story.
- describe the characters using literal and inferential story details.
- analyze how the actions of characters influence the story events.

Reading Informational Text

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- determine central messages or main ideas in a text.
- identify details to support the main idea.
- analyze how the details of the text help to support and reveal the central idea or theme.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- make a clear link between sentences and paragraphs when reading informational text.
- explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc).
- identify words that signify a relationship between ideas.
- use the relationships between ideas to describe how an author supports specific points.

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COURSE: ELA Grade 3

- identify the unique features and organization of informational text (text features, and search tools).
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text.
- explain how the different text features aid understanding.

Reading Literature/Informational Text

- Close Reading of Complex Text
 - Cite relevant evidence from text
 - Describe text structure: character, setting, plot, sequence, cause/effect
 - Visualize
 - Ask and answer questions
 - Summarize text
 - Determine main idea and key details
- Describe characteristics of genre
 - Folktale
 - Realistic fiction
 - Narrative nonfiction
 - Biography
 - Expository text

Writing

Students will

- distinguish fact from opinion.
- group supporting details to support the writer's purpose.
- introduce the topic or text clearly.
- state an opinion to be supported with reasons.
- write a thesis statement to focus the writing.
- support the opinion with facts and/or reasons.
- connect opinions with reasons using linking words and phrases.
- write a conclusion.
- organize ideas for a narrative.
- engage the reader with a story hook.
- establish a situation or story background.
- establish a narrator and/or characters for the story.
- present an organized sequence of events.
- use various narrative techniques to develop the characters and the plot.
- incorporate vivid details to tell the story.

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- establish chronology by using appropriate transitional words and phrases.
- bring the story to a close.
- explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflection on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- develop strategies with peers and adults to use digital tools.
- use technology for producing and publishing writing.
- use technology to collaborate with others.

Writing

- Write to Sources
 - Draw evidence from literature
 - Draw evidence from informational text
 - Write narrative texts
 - Write informative texts
 - Write opinion texts
- Writing Process
 - Prewrite, draft, and revise a Friendly Letter
 - Proofread/edit and publish a Friendly Letter
 - Prewrite a Personal Narrative

Speaking and Listening

Students will

- engage in conversations about grade-appropriate topics and text.
- participate in a variety of rich, structured conversations.
- actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations.
- develop skills in active listening and group discussion.
- determine the main idea of a text read aloud.
- determine the supporting details for a text read aloud.

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- determine main ideas and supporting details of information presented in multiple formats.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- use relevant facts and descriptive details that add to the reporting of a topic or event.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of reading selections
- Present information on weekly themes of storytime, traditions, communities, inventions, famous landmarks
- Build background knowledge on stories
 - Introduce and discuss the Essential Question

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets (Writing in Response to Reading)
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:

- DIBELS 8 Subtests
 - Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) & Nonsense Word Fluency-Words Recoded Correctly (WRC)
 - Word Reading Fluency (WRF)
 - Oral Reading Fluency-Words Correct (ORF-WC) & Accuracy (ORF-ACC)

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COURSE: ELA, Grade 3

- o MAZE
- LinkIt Benchmark

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies

Week 2

- **Build Background & Engage in Collaborative Conversations**
 - o Essential Question: What can traditions teach you about cultures?
- **Read & Respond to a Variety of Texts**
 - o "Ready for Aloha"
 - o "The Dream Catcher"
 - o *Yoon and the Jade Bracelet*
 - o "Family Traditions"
- **Research and Inquiry Project**
 - o Students will work in groups to conduct a short research project about different cultures. They will then create a web that lists the contributions of a particular culture.
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Week 3

- **Build Background & Engage in Collaborative Conversations**
 - o Essential Question: How do people from different cultures contribute to a community?
- **Read & Respond to a Variety of Texts**
 - o "Faith Ringgold: Telling Stories Through Art"
 - o "Room to Grow"
 - o *Gary the Dreamer*
 - o "Sharing Polkas and Pitas"

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COURSE: ELA Grade 3

- **Research and Inquiry Project**

- Students will work in groups to create a travel brochure that explains why people should visit their community.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can problem solving lead to new ideas?
- **Read & Respond to a Variety of Texts**
 - "Chester Greenwood and His Cold Ears"
 - "Mary Anderson's Great Invention"
 - *All Aboard! Elijah McCoy's Steam Engine*
 - "Lighting the World"
- **Research and Inquiry Project**
 - Students will work in groups to conduct a short research project about a specific problem in their classroom or community. They will then create an action plan to solve the problem.
- 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
- 3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

Week 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do landmarks help us understand our country's story?
- **Read & Respond to a Variety of Texts**
 - "America's Landmarks and Memorials"
 - "A Natural Beauty"
 - *A Mountain of History*
 - "A Landmark Street"

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COURSE: ELA, Grade 3

- **Research and Inquiry Project**

- Students will work in groups to research a famous landmark and publish an informative report about the landmark.
- 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Visual and Performing Arts

- **Reader's Theater**
 - "Take Me to Your Litter"
- 1.1.5.C.1 – Students will evaluate the characteristics of a well-made play in a variety of scripts and performances.

Career Readiness, Life Literacies, and Key Skills

- Students will read and respond to texts about inventors like Thomas Edison and Elijah McCoy.
- **9.4.5.Cl.4: Research the development process of a product and identify the role of failure as a part of the creative process.**
- Students will identify various life roles and civic and work-related activities in the school, home, and community when reading and responding to texts about how people from different cultures contribute to a community.
- **9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements**

Technology Integration

- Students will format a document using a word processing application (Google Docs) to enhance text and include graphics, symbols and/ or pictures.
- **9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.**
- Students will use a graphic organizer to organize information about problem solving and new ideas.
- **9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.**

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COURSE: ELA, Grade 3

- Students will illustrate and communicate original ideas and stories using multiple digital tools and resources such as Flipgrid and Google Slides.
- **9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.**

Career Education

- CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them when conducting a short research project about a specific problem in their classroom or community.
- CRP11. Students use technology to enhance productivity when publishing an informative report about a famous landmark.

Time Frame	6 weeks
Topic	
Unit 2 Big Idea: Figure It Out What does it take to solve a problem?	
Alignment to Standards	
<u>English Language Arts</u> <i>Foundational Skills: Reading Language:</i> <i>Phonics and Word Recognition</i> • L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. - o A. Identify and know the meaning of the most common prefixes and derivational suffixes. - o B. Decode words with common Latin suffixes. - o C. Decode multisyllable words. - o D. Read grade-appropriate irregularly spelled words. - o E. Analyze the parts of high-frequency words that are regular and the parts that are irregular. <i>Fluency</i> • L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension. - o A. Read grade-level text with purpose and understanding. - o B. Read grade-level text orally with accuracy, appropriate rate, and	

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DEPARTMENT: English

COURSE: ELA Grade 3

expression.

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

Foundational Skills: Writing Language:

Spelling

- L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
 - o D. Spell singular and plural possessives (teacher's; teachers').
 - o 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.
 - o G. Spell common words in English, including regular and irregular forms.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - o B. Capitalize appropriate words in titles.
 - o C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - o D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
 - o 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).
 - o G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
 - o H. Paraphrase a main idea or event in order to vary sentence structure and word use.
- L.KL.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - o A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - o B. Choose words and phrases for effect.
- L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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COURSE: ELA Grade 3

- B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- L.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)

Reading:

- RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales and myths from diverse cultures).
- RI.CI.3.2. Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).
- 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.
- 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

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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).
- RL.CT.3.8. Compare and contrast the elements (themes, settings, and plots) of literary texts written by the same author about similar characters.

Writing:

- W.AW.3.1. Write opinion texts to present an idea with reasons and information.



- A. Introduce an opinion clearly.
- B. Support the opinion with facts, definitions, reasons, text evidence, or other information and examples related to the topic.
- 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.
 - 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 experience or events with basic story elements.
 - 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.

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COURSE: ELA, Grade 3

- o D. Use concrete words and phrases and sensory details to convey experiences and events.
 - o 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.
 - o A. Identify audience, purpose, and intended length of composition before writing.
 - o B. Consider writing as a process, including self-evaluation, revision and editing.
- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking and Listening:

- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - o A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - o 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).
 - o 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.

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COURSE: ELA Grade 3

- 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.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.
- identify spelling patterns and generalizations.
- apply spelling patterns when writing words.
- read grade-appropriate irregularly spelled words.
- use strategies to read multi-syllable words.

Foundational Skills: Reading Language

- Phonics/Word Study
 - Long *i* and long *u*
 - Plural words with *y* to *i*
 - Long *e*
 - Inflectional endings
 - Words with silent letters
 - Singular and plural possessives
 - Three-letter blends
 - Closed syllables
 - Digraphs
 - Open syllables
- Fluency

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COURSE: ELA, Grade 3

- Intonation and phrasing
- Rate
- Accuracy and phrasing
- Phrasing

Foundational Skills: Writing Language

Students will

- define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences.
- examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences
- identify abstract nouns.
- differentiate between regular and irregular plural nouns.
- identify regular and irregular plural nouns in reading and use them when writing or speaking.
- use abstract nouns when writing or speaking.
- define the terms 'literal' and 'nonliteral'.
- identify literal and nonliteral words and phrases in texts.
- differentiate the literal phrases from nonliteral phrases.
- apply comma rules to addresses in writing.
- determine the purpose and use of reference materials.
- utilize reference materials to check and correct spelling, when needed.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- use apostrophe appropriately to show possession.
- connect words to their purpose or use.

Foundational Skills: Writing Language

- Conventions
 - Explain the function of nouns, subjects, and predicates
 - Form and use regular and irregular plural nouns
 - Identify and use possessive nouns
- Vocabulary Acquisition
 - Acquire and use academic vocabulary

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COURSE: ELA Grade 3

- Demonstrate understanding of antonyms
- Demonstrate understanding of similes
- Use prefixes as clues to the meaning of a word
- Use suffixes as clues to the meaning of a word

Reading Literature Text

Students will

- determine the main ideas and supporting details of information presented in multiple formats.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.
- determine central messages or theme.
- identify patterns in details.
- differentiate between literal and nonliteral language.
- use grade 3 vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- establish the point of view of a text.
- determine how the reader's point of view is different from the narrator's or the characters.
- compare the reader's point of view with the author's point of view.
- answer and ask both factual questions and inferential questions that require reasoning from the reader.
- use spatial and temporal relationship words and phrases.
- synthesize pictures and written text to better understand a text.
- examine the relation to the illustrations and the text.
- discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters.
- identify the mood of a text.
- interpret what the illustrations tell a reader about the mood.
- determine how the pictures help clarify the description of the mood.

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DEPARTMENT: English

COURSE: ELA, Grade 3

- describe how various parts build on one another not only in stories, but in dramas and poems
- identify the parts of this story (chapters, stanzas, scenes).
- determine how the parts of a story are connected or organized (time order, topic).
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.

Reading Informational Text

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- determine central messages or main ideas in a text.
- identify details to support the main idea.
- analyze how the details of the text help to support and reveal the central idea or theme.
- identify the unique features and organization of informational text (text features, and search tools).
- use the unique features to find and manage information specific to the topic.
- demonstrate proficiency in using the tools to locate information.
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text.
- closely read the text to identify the important details of a text.
- find similarities and differences about important details when reading about two texts that share the same topic.
- reflect on the details presented in the text to connect them to previous

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COURSE: ELA Grade 3

knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).

Reading Literature/Informational Text

- Close Reading of Complex Text
 - Cite relevant evidence from text
 - Determine theme
 - Determine author's point of view
 - Identify point of view
 - Identify similes
 - Reread
 - Make, confirm, and revise predictions
- Describe characteristics of genre:
 - Folktale
 - Historical fiction
 - Expository text

Writing

Students will

- distinguish fact from opinion.
- group supporting details to support the writer's purpose.
- introduce the topic or text clearly.
- state an opinion to be supported with reasons.
- write a thesis statement to focus the writing.
- establish a narrator and/or characters for the story.
- present an organized sequence of events.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflection on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- establish chronology by using appropriate transitional words and phrases.
- use various narrative techniques to develop the characters and the plot.
- incorporate vivid details to tell the story.
- organize information to support the topic.

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COURSE: ELA Grade 3

- write a conclusion to close the writing.
- link ideas by using transitional words and phrases.

Writing

- Write to Sources
 - Draw evidence from literature, informational texts
 - Write narrative texts
 - Write opinion texts
 - Write informative texts
 - Conduct extended research on floods
- Writing Process
 - Prewrite a How-To Text
 - Draft and Revise a How-To Text
 - Proofread/Edit and Publish a How-To Text
 - Prewrite an essay
 - Draft and Revise an essay

Speaking and Listening

Students will

- engage in conversations about grade-appropriate topics and texts.
- actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- determine the main idea of a text read aloud.
- determine the supporting details for a text read aloud.
- listen carefully to what a speaker says.
- ask questions to clarify what was heard.
- elaborate and provide details to build upon the speaker's response.
- participate in a variety of rich, structured conversations.
- engage in collaborative conversations.
- speak in complete sentences.
- adapt speech to task and situation.
- use 3rd grade appropriate grammatically correct speech.
- elaborate on a detail when necessary.
- clarify ideas when necessary.
- use multimedia to create engaging audio recordings of stories or poems.
- focus on inflection and volume instead of just reading out loud.
- demonstrate fluid and well-paced reading.

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COURSE: ELA, Grade 3

- add visual displays to illuminate chosen facts or details.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- use relevant facts and descriptive details that add to the reporting of a topic or event.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.
- develop strategies with peers and adults to use digital tools.
- use technology for producing and publishing writing.
- use technology to collaborate with others.
- explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- explain their own ideas and understanding in light of the discussion.

Speaking and Listening

- Engage in collaborative discussions about cooperation, immigration, government, survival
- Paraphrase portions of reading selections
- Present information on weekly theme- immigration, government, survival

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets (Writing in Response to Reading)
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

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COURSE: ELA, Grade 3

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:

- N/A

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies

Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: Why is working together a good way to solve a problem?
- **Read & Respond to a Variety of Texts**
 - "A Field Full of Stones"
 - "Anansi Learns a Lesson"
 - *Roadrunner's Dance*
 - "Deltona is Going Batty"
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: Why do people immigrate to new places?
- **Read & Respond to a Variety of Texts**
 - "Our Story Cloth"
 - "Sailing to America"
 - *The Castle on Hester Street*
 - "Next Stop, America!"

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COURSE: ELA Grade 3

- 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do people make government work?
- **Read & Respond to a Variety of Texts**
 - "All About Elections"
 - "Every Vote Counts"
 - *Vote!*
 - "A Plan for the People"
- 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

Science

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can people help animals survive?
- **Read & Respond to a Variety of Texts**
 - "The Bald Eagle: A Success Story"
 - "Kids to the Rescue"
 - *Whooping Cranes in Danger*
 - "Help the Manatees"
- 3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Visual and Performing Arts

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COURSE: ELA, Grade 3

- **Reader's Theater**
 - "Name That Character"
- 1.1.5.C.1 – Students will evaluate the characteristics of a well-made play in a variety of scripts and performances.

21st Century Skills

- Students will identify various life roles and civic and work-related activities in the school, home, and community when reading and responding to texts about our government.
- **9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.**
- **9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem**

Technology Integration

- Students will select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems when conducting research about the essential question.
- **9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process**
- Students will illustrate and communicate original ideas and stories using multiple digital tools and resources such as Flipgrid and Google Slides.
- **9.4.5.TL.5: Collaborate digitally to produce an artifact.**
- Students will understand the need for and use of copyrights when conducting short research related to the essential question.
- **9.4.5.DC.1: Explain the need for and use of copyrights.**

Career Education

- CRP1. Students will act as a responsible and contributing citizen and employee when reading and responding to texts about cooperating with others.
- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about the week's essential question.

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COURSE: ELA, Grade 3

Time Frame	6 weeks
Topic	
Unit 3 Big Idea: One of a Kind Why are individual qualities important?	
Alignment to Standards	
<u>English Language Arts</u> <i>Foundational Skills: Reading Language</i> <i>Phonics and Word Recognition</i> • L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. ○ 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. <i>Fluency</i> • L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension. ○ 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. <i>Foundational Skills: Writing Language:</i> <i>Spelling</i> • L.WF.3.2. Demonstrate command of the conventions of encoding and spelling. ○ 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. <i>Sentence Composition (Grammar, Syntax, and Punctuation)</i>	

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COURSE: ELA, Grade 3

- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - B. Capitalize appropriate words in titles.
 - C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - 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).
 - 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 word 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

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COURSE: ELA, Grade 3

states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Reading:

- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales and myths from diverse cultures).
- RI.CI.3.2. Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).
- 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.
- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.
- RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
- RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RI.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.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic. 🌱

Writing:

- W.AW.3.1. Write opinion texts to present an idea with reasons and information.
 - A. Introduce an opinion clearly.

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COURSE: ELA, Grade 3

- o 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.
 - o 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.
 - o A. Introduce a topic clearly.
 - o B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - o 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.
 - o A. Orient the reader by establishing a situation and introducing a narrator and/or characters; clearly organize an event sequence.
 - o B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - o C. Use transitional words and phrases to manage the sequence of events.
 - o 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.
 - o A. Identify audience, purpose, and intended length of composition before writing.
 - o B. Consider writing as a process, including self-evaluation, revision and editing.
- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking and Listening:

- SL.PE.3.1. Engage effectively in a range of collaborative discussions

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COURSE: ELA, Grade 3

(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.

- o A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- o 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).
- o C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- o 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.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- distinguish the base root from the affix.
- identify and define common prefixes and suffixes.
- identify and define common Latin suffixes.
- decode words that have a Latin suffix.
- use strategies to read multi-syllable words.
- read grade-appropriate irregularly spelled words.
- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

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DEPARTMENT: English

COURSE: ELA Grade 3

Foundational Skills: Reading Language

- Phonics/Word Study
 - r-Controlled vowels
 - Contractions
 - Prefixes- un-, re-, pre-, dis-, mis, non-
 - Suffixes -y, -ly
 - Syllables with final e
 - Diphthongs /oi/ and /ou/
- Fluency
 - Expression
 - Phrasing
 - Rate
 - Accuracy

Foundational Skills: Writing Language

Students will

- define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences.
- examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences.
- define and identify comparative and superlative adjectives.
- use comparative and superlative adjectives when writing or speaking.
- select the appropriate form of adjective when writing and speaking.
- define and identify coordinating and subordinating conjunctions.
- use coordinating and subordinating conjunctions when writing or speaking.
- apply comma and quotation mark rules and format when writing dialogue.
- spell high frequency or studied words correctly.
- spell conventional words correctly when adding a suffix to base words.
- identify spelling patterns and generalizations.
- apply spelling patterns when writing words.
- determine the purpose and use of reference materials.
- utilize reference materials to check and correct spelling, when needed.
- decipher the meanings of words and phrases by using sentence context.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.

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COURSE: ELA, Grade 3

- define the terms 'literal' and 'nonliteral'.
- identify literal and nonliteral words and phrases in texts.
- differentiate the literal phrases from nonliteral phrases.
- connect words to their purpose or use.
- determine the slight difference in meaning in synonymous words.
- use 3rd grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use spatial and temporal relationship words and phrases.

Foundational Skills: Writing Language

- Conventions
 - Distinguish verbs in predicates
 - Identify present-tense verbs with singular and plural subjects
 - Form and use the simple verb tenses
 - Identify and use future-tense verbs
 - Ensure subject-verb and pronoun-antecedent agreement
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Demonstrate understanding of synonyms
 - Demonstrate understanding of idioms
 - Use suffixes as clues to the meaning of a word
 - Use root words as clues to the meaning of a word

Reading Literature Text

Students will

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- answer and ask both factual questions and inferential questions that require reasoning from the reader.
- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.
- determine central messages or theme.
- identify patterns in details.

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DEPARTMENT: English

COURSE: ELA, Grade 3

- closely read text to determine the important events, ideas, or concepts.
- identify the main characters in a story.
- describe the characters using literal and inferential story details.
- analyze how the actions of characters influence the story events.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) .
- differentiate between literal and nonliteral language.
- synthesize pictures and written text to better understand a text.
- examine the relation to the illustrations and the text.
- discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters.
- identify the mood of a text.
- interpret what the illustrations tell a reader about the mood.
- determine how the pictures help clarify the description of the mood.
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.

Reading Informational Text

Students will

- determine central messages or main ideas in a text.
- identify details to support the main idea.
- analyze how the details of the text help to support and reveal the central idea or theme.
- closely read text to determine important events, ideas or concepts.
- identify words that signify time order, sequence, and cause/effect.
- explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect.
- use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- identify the unique features and organization of informational text (text features, and search tools).
- use the unique features to find and manage information specific to the topic.

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DEPARTMENT: English

COURSE: ELA Grade 3

- demonstrate proficiency in using the tools to locate information.
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text.
- explain how the different text features aid understanding.
- make a clear link between sentences and paragraphs when reading informational text.
- explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc).
- identify words that signify a relationship between ideas.
- use the relationships between ideas to describe how an author supports specific points.
- closely read text to determine important events, ideas or concepts.
- identify words that signify time order, sequence, and cause/effect.
- explain how historical events, scientific ideas or "how to" procedures are related in a text by analyzing the sequence of events and the cause and effect.
- use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas.

Reading Literature/Informational Text

- Close Reading of Complex Text
 - Cite relevant evidence from text
 - Describe text structure: character, setting, plot, sequence, cause/effect
 - Identify problem and solution
 - Determine sequence
 - Summarize text
 - Determine main idea and key details
- Describe characteristics of genre
 - Folktale
 - Historic fiction
 - Expository text

Writing

Students will

- distinguish fact from opinion.
- group supporting details to support the writer's purpose.
- introduce the topic or text clearly.
- state an opinion to be supported with reasons.
- write a thesis statement to focus the writing.

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COURSE: ELA, Grade 3

- support the opinion with facts and/or reasons.
- connect opinions with reasons using linking words and phrases.
- write a conclusion.
- organize information to support the topic.
- introduce a topic.
- write a thesis statement to focus writing.
- use text features to support the topic, when appropriate.
- select details that appropriate support the development of the topic.
- link ideas by using transitional words and phrases.
- write a conclusion to close the writing.
- organize ideas for a narrative.
- engage the reader with a story hook.
- establish a situation or story background.
- establish a narrator and/or characters for the story.
- present an organized sequence of events.
- use various narrative techniques to develop the characters and the plot.
- incorporate vivid details to tell the story.
- establish chronology by using appropriate transitional words and phrases.
- bring the story to a close.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- develop strategies with peers and adults to use digital tools.
- use technology for producing and publishing writing.
- use technology to collaborate with others.
- explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- locate information from print and digital sources.
- integrate information from personal experiences.
- take notes and organize information into categories provided by the teacher.
- gather information from a variety of resources (words, pictures, digital sources)

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COURSE: ELA, Grade 3

and using their own background knowledge to answer research questions and take notes.

- thoughtfully choose online sources.
- select the information needed from each source.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Writing

- Write to Sources
 - Draw evidence from literature
 - Draw evidence from informational text
 - Write narrative texts
 - Write informative texts
 - Write opinion texts
 - Conduct extended research on overfishing
- Writing Process
 - Prewrite, draft, and revise an opinion letter
 - Proofread/edit and publish an opinion letter
 - Prewrite a book review

Speaking and Listening

Students will

- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations.
- develop skills in active listening and group discussion.
- determine the main idea of a text read aloud.
- determine the supporting details for a text read aloud.
- determine the main ideas and supporting details of information presented in multiple formats.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- use relevant facts and descriptive details that add to the reporting of a topic or

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COURSE: ELA Grade 3

event.

- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of reading selections
- Present information on weekly themes of uniqueness, leadership, discoveries, new ideas, valuing the past
- Build background knowledge on stories
 - Introduce and discuss the Essential Question

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets (Writing in Response to Reading)
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:

- N/A

Alternative:

- Research and Inquiry Projects
- *Wonders* Inquiry Space Performance Task Level 2 and 3

Interdisciplinary Connections

Science

Week 1

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COURSE: ELA, Grade 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What makes different animals unique?
- **Read & Respond to a Variety of Texts**
 - "Bear, Beaver, and Bee"
 - "Inchworm's Tale"
 - *Martina the Beautiful Cockroach*
 - "Get a Backbone"
- 3-LS3-1 – Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

Social Studies

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What ideas can we get from nature?
- **Read & Respond to a Variety of Texts**
 - "Ideas from Nature"
 - "Bat's Did It First"
 - *Big Ideas from Nature*
 - "Perdix Invents the Saw"
- 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

Week 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How is each event in history unique?
- **Read & Respond to a Variety of Texts**
 - "The California Gold Rush"
 - "The Long Road to Oregon"
 - *Riding the Rails West*
 - "Discovering Life Long Ago"
- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

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DEPARTMENT: English

COURSE: ELA Grade 3

Visual and Performing Arts

- **Reader's Theater**
 - "Weather...whether you like it or not"
- 1.1.5.C.2- Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- Students will format a document using a word processing application (Google Docs) to enhance text and include graphics, symbols and/ or pictures.
- **9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.**
- Students will illustrate and communicate original ideas and stories using multiple digital tools and resources such as Flipgrid and Google Slides.
- **9.4.5.TL.5: Collaborate digitally to produce an artifact**

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about the week's essential question.

Time Frame	6 weeks
Topic	
Unit 4 Big Idea: Meet the Challenge What are different ways to meet challenges?	
Alignment to Standards	
English Language Arts	

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COURSE: ELA Grade 3

Foundational Skills: Reading Language

Phonics and Word Recognition

- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - 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.

Fluency

- L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - 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.

Foundational Skills: Writing Language:

Spelling

- L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
 - C. Identify language of word origin, as noted in dictionaries.
 - 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.
 - H. Paraphrase a main idea or event in order to vary sentence structure and word use.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - 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.
 - F. Use periods, question marks, exclamation points, commas,

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COURSE: ELA Grade 3

- 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.
- 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.
- L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific word 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).
 - 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).

Reading:

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

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COURSE: ELA, Grade 3

from diverse cultures).

- 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.
- RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
- RI.PP.3.5. Distinguish their own point of view from that of the author of a text.
- RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RI.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.
- RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).
- RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic. 🌱

Writing:

- W.AW.3.1. Write opinion texts to present an idea with reasons and information.
 - A. Introduce an opinion clearly.
 - B. Support the opinion with facts, definitions, reasons, text evidence, or other information and examples related to the topic.
 - C. Link ideas within sections of information using transition words and

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COURSE: ELA, Grade 3

- phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
 - 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.
 - 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 experience 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.
 - 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.
 - W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
 - W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
 - W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking and Listening:

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COURSE: ELA, Grade 3

- 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).
- 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.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- identify spelling patterns and generalizations.
- apply spelling patterns when writing words.
- determine the purpose and use of reference materials.
- utilize reference materials to check and correct spelling, when needed.
- use strategies to read multisyllabic words.
- read grade-appropriate irregularly spelled words.

Foundational Skills: Reading Language

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COURSE: ELA, Grade 3

- Phonics/Word Study
 - Roots in related words
 - Plural words
 - Vowel team syllables
 - Greek and Latin roots
 - Homophones
 - r-Controlled vowels
 - Soft *c* and *g*
 - Words with *-er* and *-est*
- Fluency
 - Expression
 - Phrasing
 - Intonation
 - Accuracy

Foundational Skills: Writing Language

Students will

- define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose.
- differentiate between regular and irregular plural nouns.
- identify regular and irregular plural nouns in reading and use them when writing or speaking.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- connect words to their purpose or use.
- define the terms 'literal' and 'nonliteral'.
- identify literal and nonliteral words and phrases in texts.
- differentiate the literal phrases from nonliteral phrases.
- use 3rd grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use spatial and temporal relationship words and phrases.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.

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COURSE: ELA, Grade 3

- decode words that have a Latin suffix.
- determine the slight difference in meaning in synonymous words.
- identify simple verb tenses and use them when writing or speaking.
- apply comma and quotation mark rules and format when writing dialogue.
- decipher the meanings of words and phrases by using sentence context.
- define and identify coordinating and subordinating conjunctions.
- use coordinating and subordinating conjunctions when writing or speaking.
- consistently use the appropriate form of subjects, verbs, pronouns, and antecedents in sentences.
- reread writing to ensure agreement.

Foundational Skills: Writing Language

- Conventions
 - Distinguish linking verbs
 - Use contractions with *not*
 - Form and use regular and irregular verbs
 - Identify simple, compound, and complex sentences
 - Form and use regular and irregular verbs.
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Use root words as clues to the meaning of a word
 - Use prefixes as clues to the meaning of a word
 - Use sentence clues to understand the meaning of a word
 - Demonstrate understanding of multiple-meaning words
 - Demonstrate understanding of metaphor

Reading Literature Text

Students will

- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- establish the point of view of a text.
- determine how the reader's point of view is different from the narrator's or the characters.
- compare the reader's point of view with the author's point of view.
- closely read stories, including fables, folktales, and myths from diverse

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COURSE: ELA, Grade 3

cultures, noting key details.

- determine central messages or theme.
- identify patterns in details.
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- use a variety of sources to access previous information to compare, contrast, and reflect on texts.
- identify similarities and differences in books with the same author and characters.
- determine the central message, theme, lesson, and/or moral of the stories.
- identify similarities and differences in the central message of the texts.
- reflect on how the text details, characters, and central messages are alike and different.
- describe how various parts build on one another not only in stories, but in dramas and poems.
- identify the parts of this story (chapters, stanzas, scenes).
- determine how the parts of a story are connected or organized (time order, topic).

Reading Informational Text

Students will

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.

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COURSE: ELA, Grade 3

- answer and ask both factual questions and inferential questions that require reasoning from the reader.
- make a clear link between sentences and paragraphs when reading informational text.
- explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc).
- identify words that signify a relationship between ideas.
- use the relationships between ideas to describe how an author supports specific points.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text
- explain how the different text features aid understanding.
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.
- closely read text to determine important events, ideas or concepts.
- identify words that signify time order, sequence, and cause/effect.
- explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect.
- use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas.
- identify the unique features and organization of informational text (text features, and search tools).
- use the unique features to find and manage information specific to the topic.
- demonstrate proficiency in using the tools to locate information.
- closely read the text to identify the important details of a text.

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COURSE: ELA Grade 3

- find similarities and differences about important details when reading about two texts that share the same topic.
- reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).

Reading Literature/Informational Text

- Close Reading of Complex Text
 - Cite relevant evidence from text
 - Identify point of view
 - Ask and answer questions
 - Describe text structure: compare and contrast
 - Reread
 - Describe text structure: cause and effect
 - Determine theme
 - Identify repetition and rhyme
- Describe characteristics of genre
 - Folktale
 - Realistic fiction
 - Expository Text
 - Poetry

Writing

Students will

- distinguish fact from opinion.
- group supporting details to support the writer's purpose.
- introduce the topic or text clearly.
- state an opinion to be supported with reasons.
- locate information from print and digital sources.
- integrate information from personal experiences.
- take notes and organize information into categories provided by the teacher.
- gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes.
- thoughtfully choose online sources.
- select the information needed from each source.
- connect new information learned online with offline sources.
- utilize graphic organizers, check sheets, lists of appropriate websites, and

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COURSE: ELA Grade 3

rubrics to evaluate resources.

- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflection on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- organize ideas for a narrative.
- engage the reader with a story hook.
- establish a situation or story background.
- establish a narrator and/or characters for the story.
- explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- organize information to support the topic.
- introduce a topic.
- write a conclusion to close the writing.
- bring the story to a close.

Writing

- Write to Sources
 - Draw evidence from literature
 - Conduct extended research on frogs
 - Draw evidence from informational text
 - Write narrative texts
 - Write informative texts
 - Write opinion texts
- Writing Process
 - Prewrite a fictional narrative
 - Draft and Revise Fictional Narrative
 - Proofread/Edit and publish a fictional narrative
 - Prewrite a poem
 - Draft and revise a poem

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DEPARTMENT: English

COURSE: ELA, Grade 3

Speaking and Listening

Students will

- engage in collaborative conversations.
- develop skills in active listening and group discussion .
- determine the main idea of a text read aloud.
- determine the supporting details for a text read aloud.
- determine the main ideas and supporting details of information presented in multiple formats.
- listen carefully to what a speaker says.
- ask questions to clarify what was heard.
- elaborate and provide details to build upon the speaker's response.
- use multimedia to create engaging audio recordings of stories or poems.
- focus on inflection and volume instead of just reading out loud.
- demonstrate fluid and well-paced reading.
- ad visual displays to illuminate chosen facts or details.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- use relevant facts and descriptive details that add to the reporting of a topic or event.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.

Speaking and Listening

- Engage in collaborative discussions about choices, skills and talents, adaptations, flight, and inspiration
- Paraphrase portions of reading selections
- Present information on weekly themes of choices, skills and talents, adaptations, flight, and inspiration
- Build background knowledge on stories
 - Introduce and discuss the Essential Question

Assessments

Formative:

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COURSE: ELA, Grade 3

- Teacher observation (anecdotal notes)
- Exit Tickets (Writing in Response to Reading)
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:

- N/A

Alternative:

- Research and Inquiry Projects

21st Century Skills

- Students will identify various life roles and civic and work-related activities in the school, home, and community when reading and responding to texts about ways people inspire others.
- **9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.**

Interdisciplinary Connections

Health

Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What choices are good for us?
- **Read & Respond to a Variety of Texts**
 - "Three Wishes"
 - "Nail Soup"
 - *The Real Story of Stone Soup*
 - "Healthful Food Choices"

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COURSE: ELA, Grade 3

- 2.1.4.B.1- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do animals adapt to challenges in their habitat?
- **Read & Respond to a Variety of Texts**
 - "African Lions"
 - "Gray Wolf!, Red Fox!"
 - *Amazing Wildlife of the Mojave*
 - "Little Half Chick"
- 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do animals adapt to challenges in their habitat?
- **Read & Respond to a Variety of Texts**
 - "African Lions"
 - "Gray Wolf!, Red Fox!"
 - *Amazing Wildlife of the Mojave*
 - "Little Half Chick"
- 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

Visual and Performing Arts

- **Reader's Theater**
 - "The Baker's Neighbor"
- 1.1.5.C.2- Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

Technology Integration

- Students will format a document using a word processing application (Google

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COURSE: ELA, Grade 3

Docs) to enhance text and include graphics, symbols and/ or pictures.

- **9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.**
- Students will use a graphic organizer to organize information about making good choices.
- **9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.**
- Students will illustrate and communicate original ideas and stories using multiple digital tools and resources such as Flipgrid and Google Slides.
- **9.4.5.TL.5: Collaborate digitally to produce an artifact.**

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about the week's essential question.

Time Frame	10 weeks
Topic	
Unit 5 Big Idea: Take Action What are ways people can take action?	
Alignment to Standards	
<u>English Language Arts</u> <i>Foundational Skills: Reading Language:</i> <i>Phonics and Word Recognition</i> ● L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. ○ 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. ○ E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.	

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COURSE: ELA Grade 3

Fluency

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

Foundational Skills: Writing Language:

Spelling

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

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - B. Capitalize appropriate words in titles.
 - C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - 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).
 - H. Paraphrase a main idea or event in order to vary sentence structure and word use.
- 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 word 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.

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COURSE: ELA, Grade 3

- 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
 - 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.
 - 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).

Reading:

- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales and myths from diverse cultures).
- RI.CI.3.2. Recount in oral and written form 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.
- RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
- 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

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COURSE: ELA Grade 3

(e.g., where, when, why, and how key events occur).

- RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic. 

Writing:

- W.AW.3.1. Write opinion texts to present an idea with reasons and information. 
 - A. Introduce an opinion clearly.
 - B. Support the opinion with facts, definitions, reasons, text evidence, or other information and examples related to the topic.
 - C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
 - 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.
 - 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.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

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COURSE: ELA, Grade 3

improve word choice.

- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking and Listening:

- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 
- SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.AS.3.6. Speak in complete sentences when appropriate to task and

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COURSE: ELA, Grade 3

situation in order to provide requested detail or clarification.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- identify spelling patterns and generalizations.
- apply spelling patterns when writing words.
- determine the purpose and use of reference materials.
- utilize reference materials to check and correct spelling, when needed.
- use strategies to read multisyllabic words.
- read grade-appropriate irregularly spelled words.

Foundational Skills: Reading Language

- Phonics/Word Study
 - Compound words
 - Consonant + *le* syllables
 - Ending *-ed, -ing, -s*
 - Suffixes *-ful, -less, -able*
 - Closed syllables
 - Rooted in related words
 - Open syllables
 - Prefixes and suffixes
- Fluency
 - Phrasing and rate
 - Intonation
 - Rate

Foundational Skills: Writing Language

Students will

- define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose.
- differentiate between regular and irregular plural nouns.
- identify regular and irregular plural nouns in reading and use them when

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COURSE: ELA, Grade 3

writing or speaking.

- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- connect words to their purpose or use.
- define the terms 'literal' and 'nonliteral'.
- identify literal and nonliteral words and phrases in texts.
- differentiate the literal phrases from nonliteral phrases.
- use 3rd grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use spatial and temporal relationship words and phrases.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- decode words that have a Latin suffix.
- determine the slight difference in meaning in synonymous words.
- identify simple verb tenses and use them when writing or speaking.
- apply comma and quotation mark rules and format when writing dialogue.
- decipher the meanings of words and phrases by using sentence context.
- define and identify coordinating and subordinating conjunctions.
- use coordinating and subordinating conjunctions when writing or speaking.
- consistently use the appropriate form of subjects, verbs, pronouns, and antecedents in sentences.

Foundational Skills: Writing Language

- Conventions
 - Distinguish between singular, plural, personal, and indefinite pronouns
 - Identify subject and object pronouns
 - Ensure subject-verb and pronoun-antecedent agreement
 - Form and use possessive pronouns
 - Identify when to use pronoun-verb contractions
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Use root words as clues to the meaning of a word

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COURSE: ELA, Grade 3

- Demonstrate understanding of homographs and homophones
- Use sentence clues to understand the meaning of a word
- Use prefixes and suffixes as clues to the meaning of a word

Reading Literature Text

Students will

- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- establish the point of view of a text.
- determine how the reader's point of view is different from the narrator's or the characters.
- compare the reader's point of view with the author's point of view.
- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.
- determine central messages or theme.
- identify patterns in details.
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- use a variety of sources to access previous information to compare, contrast, and reflect on texts.
- identify similarities and differences in books with the same author and characters.
- determine the central message, theme, lesson, and/or moral of the stories.
- identify similarities and differences in the central message of the texts.
- reflect on how the text details, characters, and central messages are alike and different.
- describe how various parts build on one another not only in stories, but in

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COURSE: ELA Grade 3

dramas and poems.

- identify the parts of this story (chapters, stanzas, scenes).
- determine how the parts of a story are connected or organized (time order, topic).

Reading Informational Text

Students will

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- answer and ask both factual questions and inferential questions that require reasoning from the reader.
- make a clear link between sentences and paragraphs when reading informational text.
- explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc).
- identify words that signify a relationship between ideas.
- use the relationships between ideas to describe how an author supports specific points.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text.
- explain how the different text features aid understanding.
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.

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COURSE: ELA, Grade 3

- read texts with scaffolding, as needed minimal clarifications.
- closely read text to determine important events, ideas or concepts.
- identify words that signify time order, sequence, and cause/effect.
- explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect.
- use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas.
- identify the unique features and organization of informational text (text features, and search tools).
- use the unique features to find and manage information specific to the topic.
- demonstrate proficiency in using the tools to locate information.
- closely read the text to identify the important details of a text.
- find similarities and differences about important details when reading about two texts that share the same topic.

Reading Literature/Informational Text

- Close Reading of Complex Text
 - Cite relevant evidence from text
 - Identify point of view
 - Recount stories
 - Identify author’s point of view
 - Ask and answer questions
- Describe characteristics of genre:
 - Fairy Tale
 - Realistic Fiction
 - Expository Text
 - Biography

Writing

Students will

- distinguish fact from opinion.
- group supporting details to support the writer’s purpose.
- introduce the topic or text clearly.
- state an opinion to be supported with reasons.
- locate information from print and digital sources.
- integrate information from personal experiences.
- take notes and organize information into categories provided by the teacher.

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COURSE: ELA, Grade 3

- gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes.
- thoughtfully choose online sources.
- select the information needed from each source.
- connect new information learned online with offline sources.
- utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflection on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- organize ideas for a narrative.
- engage the reader with a story hook.
- establish a situation or story background.
- establish a narrator and/or characters for the story.
- explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- organize information to support the topic.
- introduce a topic.
- write a conclusion to close the writing.
- bring the story to a close.

Writing

- Write to Sources
 - Draw evidence from literature
 - Draw evidence from informational text
 - Write narrative texts
 - Write informative texts

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COURSE: ELA, Grade 3

- Write opinion texts
- Conduct short research on how people get and use resources
- Conduct short research on how to participate effectively in a team
- Conduct short research on different ways to be a good citizen
- Conduct short research on alternative energy sources
- Writing Process
 - Prewrite an opinion essay
 - Draft and Revise an opinion essay
 - Proofread/Edit and publish an opinion letter
 - Prewrite a book review
 - Draft and revise a book review

Speaking and Listening

Students will

- engage in collaborative conversations.
- develop skills in active listening and group discussion.
- determine the main idea of a text read aloud.
- determine the supporting details for a text read aloud.
- determine the main ideas and supporting details of information presented in multiple formats.
- listen carefully to what a speaker says.
- ask questions to clarify what was heard.
- elaborate and provide details to build upon the speaker's response.
- use multimedia to create engaging audio recordings of stories or poems.
- focus on inflection and volume instead of just reading out loud.
- demonstrate fluid and well-paced reading.
- add visual displays to illuminate chosen facts or details.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- use relevant facts and descriptive details that add to the reporting of a topic or event.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.

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COURSE: ELA Grade 3

Speaking and Listening

- Engage in collaborative discussions about trading, reusing and recycling, teaming up, good citizens, energy
- Paraphrase portions of reading selections
- Present information on weekly themes of trading, reusing and recycling, teaming up, good citizens, energy
- Build background knowledge on stories
 - Introduce and discuss the Essential Question

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets (Writing in Response to Reading)
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:

- DIBELS 8 Subtests
 - Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) & Nonsense Word Fluency-Words Recoded Correctly (WRC)
 - Word Reading Fluency (WRF)
 - Oral Reading Fluency-Words Correct (ORF-WC) & Accuracy (ORF-ACC)
 - MAZE
- LinkIt Benchmark

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

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DEPARTMENT: English

COURSE: ELA, Grade 3

Social Studies

Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do we get what we need?
- **Read & Respond to a Variety of Texts**
 - "Wei and the Golden Goose"
 - "Juanita and the Beanstalk"
 - *Clever Jack Takes the Cake*
 - "When Corn Was Cash"
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can we reuse what we already have?
- **Read & Respond to a Variety of Texts**
 - "The School Garden"
 - "The New Hoop"
 - *Bravo, Tavo!*
 - "Trash Into Art"
- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What do good citizens do?
- **Read & Respond to a Variety of Texts**
 - "Jimmy Carter: A Good Citizen"
 - "Dolores Huerta: Growing Up Strong"
 - *Elizabeth Leads the Way*
 - "Susan B. Anthony Takes Action"

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COURSE: ELA Grade 3

- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

Visual and Performing Arts

- **Reader's Theater**
 - "The Memory Quilt"
- 1.1.5.C.1 – Students will evaluate the characteristics of a well-made play in a variety of scripts and performances.

- Students will read and respond to texts about being a good citizen.
- **9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.**
-

Technology Integration

- Students will examine systems used for recycling and recommend simplification of the systems and share with product developers when reading and responding to text about reusing materials.
- **9.4.5.CI.1: 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.**
- Students will research technologies that have changed due to society's changing needs and wants when reading and responding to texts about how we get the things we need.
- **9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).**

Career Education

- CRP1. Students will act as a responsible and contributing citizen and employee when reading and responding to texts about what good citizens do.
- CRP5. Students will consider the environmental, social and economic impacts of decisions when reading and responding to texts about reusing materials.
- CRP4. Students will communicate clearly and effectively and with reason when

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Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 3

engaging in collaborative conversations about the week's essential question.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

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- 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
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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