GREEN TOWNSHIP SCHOOL DISTRICT

Content Area: **Language Arts**

Course/Grade Level: **Third Grade**

Curriculum Committee Members:

Principal:
Jon Paul Bollette

Board Approval Date:
{Fill in when known}

3rd Grade ELA

Mission:

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- **Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.**
- **Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.**
- **Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).**
- **Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.**
- **Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.**
- **Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.**
- **Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.**
- **Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.**

3rd Grade ELA

Key Performance and Benchmark Tasks/Assessments
Resources for help in creating assessments
Formative assessments: ● Running Records ● iReady ● Journal Response ● Teacher observation of response to and interaction with peers
Summative Assessments: Examples may include: ● Published Writing ● Running Records ● Journal Response
Benchmark Assessments: ● Teacher-created benchmark assessments to be given periodically during the year.
Alternative Assessments: ● Teacher modifies assignments and activities based on student needs. ● Oral assessments administered in place of written when necessary. ● Accommodation and modification ideas may be found here: ○ Modifications & Accommodations Menu ○ *Assessments other than paper & pencil tests See link for more info:* *http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf*

3rd Grade ELA

Integrated Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ***ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students***.

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.
Modifications & Accommodations Menu

3rd Grade ELA

Unit 1

Reading: Literature/Writing: Narrative	**Pacing: Trimester 1**
Unit Summary: Writers incorporate grade level vocabulary concepts and spelling patterns. Readers develop a deeper understanding through reflection of text.	
Essential Questions: **Reading:** ● How do readers create reading lives for themselves? ● How do readers work to understand the story better? ● How do readers tackle more challenging texts? How do you interact with a reading partner to help build positive reading lives? ● How do readers read with stamina? **Writing**: ● What can writers do to make their writing the best it can be? ● How can young writers write with vigor?	**Enduring Understandings:** **Reading:** ● Readers develop a deeper understanding through reflection of text. ● Readers will use accountable talk strategies when discussing books with partners. ● Readers envision, predict, question, infer, and make connections as they read. ● Readers select more challenging texts by tackling more tricky words and noticing textual clues. **Writing**: ● Writers write long and strong, with great volume and stamina ● Writers craft narratives that focus on real or imagined events ● Writers clearly express story elements in narratives ● Writers incorporate grade level vocabulary concepts and spelling patterns ● Writers revise and edit their writing to improve readability for an audience

New Jersey Student Learning Standards	Student Learning Objectives	Practices

3rd Grade ELA

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. E. Analyze the parts of high-frequency words that are regular and the parts that are irregular. L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension. ● Read grade-level text with purpose and understanding. ● Read grade-level text orally with accuracy, appropriate rate, and expression. ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary. L.WF.3.2. Demonstrate command of the conventions of encoding and spelling. 1. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families). 2. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words. 3. Identify language of word origin, as noted in dictionaries. 4. Spell singular and plural possessives (teacher's; teachers').	**<u>Reading</u>:** ● Establish routines and expectations ● Identify strategies for staying focused and build stamina ● Recount and summarize key details in stories ● Identify and know the meaning of the most common grade-level prefixes and suffixes (e.g. un-, re-, dis-, -er, -ful, -ly) ● Read grade-appropriate irregularly spelled words. ● Strategies readers do to get to know characters ● Think more closely about characters' traits and feelings and how they change ● Describe story elements (i.e., setting, problem, struggle, solution, theme, plot, moral) **<u>Writing</u>**: ● Engage in the process of writing workshop to create, refine, and share our ideas ● Create a narrative story ❏ Write so that others can read and understand our ideas.	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.

5. Change y to i (cried) in words with suffixes, when required. 6. 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. 7. Spell common words in English, including regular and irregular forms L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills. ● Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns. ● Capitalize appropriate words in titles. ● Choose and maintain consistency of tense, writing nouns and verbs that agree in tense. ● Use common regular and irregular plural forms, writing nouns and verbs that agree in number.		

• Use appropriate pronouns with clear referents. • Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses). • Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so. • Paraphrase a main idea or event in order to vary sentence structure and word use. • 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). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 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.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. 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 (themes, settings, and plots) of literary texts written by the same author about similar characters. 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. 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. Provide a conclusion or sense of closure that follows the narrated experiences or events.		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

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 (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

Unit 1: Core Unit Content

Vocabulary	*Key Concepts*

3rd Grade ELA

❑	**Phonics/Phonological Awareness/Print Language Concepts:** ❑ Identify the long and short vowel sounds in words. ❑ Explain the difference between the long and short vowel sounds. ❑ Produce the sound for each letter and blend to make a word. ❑ Discern letter sounds at the beginning, middle, and end of words. ❑ Take apart a word by sounds. ❑ Distinguish the base root from the affix. ❑ Identify and define common prefixes and suffixes. ❑ Identify and define common Latin suffixes. ❑ Decode words that have a Latin suffix. ❑ Use strategies to read multisyllabic words. ❑ Read grade-appropriate irregularly spelled words.

Unit 1: Instructional Materials & Resources

• Fountas and Pinnell Continuum of Behaviors and Understandings • Orton Gillingham	•

Unit 1: Assessments

Formative assessments:

- Written samples: opinion, informative, narrative
- Anecdotal notes
- Running records
- Oral discussion
- Student journals
- Journal
- Speaking sample (flipgrid, etc.)

3rd Grade ELA

- Newsela writing responses
- Research outline / draft
- Pre-writing
- Google Classroom questions*
- Kahoot: review sessions
- Exit tickets
- Class discussions
- Writing drafts and conferences
- Reading responses*
- Vocabulary quizzes (academic vocabulary & words from read alouds)*

Summative Assessments:
AR quizzes
Response to reading: setting
Historical fiction

Alternative Assessments:

Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

3rd Grade ELA

Unit 2

Reading: Informational/Writing: Informational	**Pacing: Trimester 2**

Unit Summary:

Essential Questions:

- How do readers read closely?
- Why are topics examined in informative/explanatory text? (Character Claims, Theme, Author's Message)
- How do we discriminate between main idea and supporting details?
- Why do people read non-fiction texts?
- How do nonfiction readers tackle tricky words in their books?
- How do nonfiction readers read more than one source to identify the text structure?
- How do readers use the unique features to find and manage information specific to the topic?

Writing:

- How is information organized to support a topic?
- How can topics be examined in informative/explanatory text? (Character Claims, Theme, Author's Message)
- Where can writers locate information to support a topic?
- What transitional phrases do writers use when writing essays?
- How do writers elaborate and explain evidence?

Enduring Understandings:

Reading:

- Readers explore expository and narrative non-fiction texts.
- Readers identify the main ideas and details.
- Readers activate their schema before reading nonfiction texts to gain a deeper understanding of the concepts.
- Readers will be able to identify the author's purpose and use the purpose to inform how they read nonfiction texts.

Writing:

- Writers revise and edit their writing to improve readability
- Writers write a thesis statement to focus their writing
- Writers use text features to support their ideas
- Students will use transitional phrases to connect paragraphs
- Students will use prompts to unpack and extend their thinking to elaborate evidence

New Jersey Student Learning Standards	Student Learning Objectives	Practices

3rd Grade ELA

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

1. Read grade-level text with purpose and understanding.
2. Read grade-level text orally with accuracy, appropriate rate, and expression.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

1. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
2. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
3. Identify language of word origin, as noted in dictionaries.
4. Spell singular and plural possessives (teacher's; teachers').
5. Change y to i (cried) in words with suffixes, when required.
6. Spell regular two- and three-syllable words that:

    i. Combine all basic

Reading:

- Understand the importance of locating main ideas and supporting details.
- Activate schema and synthesize it with new learned knowledge.
- Learn concrete ways to notice where in the context of the word the definition is likely to appear and actively adopt the technical lingo of whatever subject they are reading.
- Identify the author's point of view
- Read books across a topic
- Accumulate information using different strategies

Writing:

- Engage in the writing process to create, refine, and share our ideas
- Construct procedural writings that are explicit, clear, and sequential
- Revise writing to improve clarity for the audience
- Reference multiple sources about one topic so that they can become experts on that topic.
- Incorporate text features to help make complex ideas easier for their readers to understand.
- Introduce information, cite evidence, and provide a sense of closure.
- Ask and answer questions.
- Self-assess and set goals for their writing.

Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.

Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.

Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.

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. 7. Spell common words in English, including regular and irregular forms. L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills. 1. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns. 2. Capitalize appropriate words in titles. 3. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense. 4. Use common regular and irregular plural forms, writing nouns and verbs that agree in number. 5. Use appropriate pronouns with clear referents. 6. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in		

addresses). 7. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so. 8. Paraphrase a main idea or event in order to vary sentence structure and word use. 9. 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). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 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, 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 (themes, settings, and plots) of literary texts written by the same author about similar characters. 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. 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). 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. 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.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.		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

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 (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

Unit 2: Core Unit Content

Vocabulary	*Key Concepts*
❑	❑

3rd Grade ELA

Unit 2: Instructional Materials & Resources	
Core Instructional Materials • Fountas and Pinnell Continuum of Behaviors and Understandings • Orton Gillingham	**Supplemental Instructional Materials** •

Unit 2: Assessments
Formative assessments: • Running Records • iReady • Journal Response • Teacher observation of response to and interaction with peers
Summative Assessments:
Alternative Assessments:

Unit 2: Accommodations & Modifications
Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below. Modifications & Accommodations Menu

3rd Grade ELA

Unit 3

Reading: Literature and Informational	**Pacing: Trimester 3**

Unit Summary:

Essential Questions:

Reading:

- How do readers read closely?
- Why are topics examined in informative/explanatory text? (Character Claims, Theme, Author's Message)
- How do we discriminate between main idea and supporting details?
- Why do people read non-fiction texts?
- How do nonfiction readers tackle tricky words in their books?
- How do nonfiction readers read more than one source to identify the text structure?
- How do readers use the unique features to find and manage information specific to the topic?

Writing:

- How is information organized to support a topic?
- How can topics be examined in informative/explanatory text? (Character Claims, Theme, Author's Message)
- Where can writers locate information to support a topic?
- What transitional phrases do writers use when writing essays?
- How do writers elaborate and explain evidence?

Enduring Understandings:

Reading:

- Readers explore expository and narrative non-fiction texts.
- Readers identify the main ideas and details.
- Readers activate their schema before reading nonfiction texts to gain a deeper understanding of the concepts.
- Readers will be able to identify the author's purpose and use the purpose to inform how they read nonfiction texts.

Writing:

- Writers revise and edit their writing to improve readability
- Writers write a thesis statement to focus their writing
- Writers use text features to support their ideas
- Students will use transitional phrases to connect paragraphs
- Students will use prompts to unpack and extend their thinking to elaborate evidence

New Jersey Student Learning Standards	Student Learning Objectives	Practices
L.RF.3.4. Read with sufficient accuracy and fluency to	**Reading:**	

support comprehension. 1. Read grade-level text with purpose and understanding. 2. Read grade-level text orally with accuracy, appropriate rate, and expression. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. L.WF.3.2. Demonstrate command of the conventions of encoding and spelling. 1. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families). 2. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words. 3. Identify language of word origin, as noted in dictionaries. 4. Spell singular and plural possessives (teacher's; teachers'). 5. Change y to i (cried) in words with suffixes, when required. 6. Spell regular two- and three-syllable words that: i. Combine all basic syllable types: closed, VCe, open,	• Understand the importance of locating main ideas and supporting details. • Activate schema and synthesize it with new learned knowledge. • Learn concrete ways to notice where in the context of the word the definition is likely to appear and actively adopt the technical lingo of whatever subject they are reading. • Identify the author's point of view • Read books across a topic • Accumulate information using different strategies **Writing:** • Engage in the writing process to create, refine, and share our ideas • Construct procedural writings that are explicit, clear, and sequential • Revise writing to improve clarity for the audience • Reference multiple sources about one topic so that they can become experts on that topic. • Incorporate text features to help make complex ideas easier for their readers to understand. • Introduce information, cite evidence, and provide a sense of closure. • Ask and answer questions. • Self-assess and set goals for their writing.	

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. 7. Spell common words in English, including regular and irregular forms. L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills. 1. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns. 2. Capitalize appropriate words in titles. 3. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense. 4. Use common regular and irregular plural forms, writing nouns and verbs that agree in number. 5. Use appropriate pronouns with clear referents. 6. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).		

7. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so. 8. Paraphrase a main idea or event in order to vary sentence structure and word use. 9. 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). 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). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 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.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.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.

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).

Provide a conclusion related to the opinion 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. 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.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		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

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 (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2,

3rd Grade ELA

1.5.5.CR1a).
9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

Unit 3: Core Unit Content	
Vocabulary	***Key Concepts***
❑	❑

Unit 3: Instructional Materials & Resources	
Core Instructional Materials ● Fountas and Pinnell Continuum of Behaviors and Understandings ● Orton Gillingham	**Supplemental Instructional Materials** ●

Unit 3: Assessments
Formative assessments: ● Running Records ● iReady ● Journal Response ● Teacher observation of response to and interaction with peers
Summative Assessments:
Alternative Assessments:

3rd Grade ELA

Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu