

Harmony Township Elementary School District



Language Arts and Literacy

3rd Grade

Special Standards Embedded (Labeled) throughout:

Asian, Pacific, Islander Standards

Amistad Commission

Climate Change Standards

Diversity, Equity and Inclusion

UNITS	PACING GUIDE	SUPPLEMENTAL TRADE BOOKS
Unit 1: Classic Tales: The Wind in the Willows	Knowledge: 15 Days	<i>The Hatseller and the Monkeys</i> by Baba Wague Diakite, <i>Ming Lo Moves the Mountain</i> by Arnold Lobel, <i>Martina the Beautiful Cockroach</i> by Carmen Agra Deedy, <i>Rabbit's Snow Dance</i> by James and Joseph Bruchac
Unit 2: Animal Classification	Knowledge: 15 Days	<i>The Vast Wonder of the World: Biologist Ernest Everett</i> by Mélina Mangal, <i>Shark Lady: The True Story of how Eugenie Clark Became the Ocean's Most Fearless Scientist</i> by Jess Keating, <i>Frida Kahlo and Her Animalitos</i> by Monica Brown, <i>Kamik: An Inuit Puppy Story</i> by Donald Uluadluak
Unit 3: The Human Body: Systems and Senses	Knowledge: 15 Days	<i>Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah</i> by Laurie Ann Thompson, <i>Dancing in the Wings</i> by Debbie Allen, <i>The Happiest Tree: A Yoga Story</i> by Uma Krishnaswami, <i>King for a Day</i> by Rukhsana Khan, <i>Just Ask!: Be Different, Be Brave, Be You</i> by Sonia Sotomayor, <i>Knots on a Counting Rope</i> by Bill Martin Jr. and John Archambault, <i>Your Fantastic Elastic Brain: Stretch It, Shape It</i> by JoAnn Deak Ph.D., <i>Power Up</i> by Seth Fishman, <i>Awesomely Emma: A Charley and Emma Story</i> by Amy Webb
Unit 4: The Ancient Roman Civilization	Knowledge: 15 Days	<i>How the Amazon Queen Fought the Prince of Egypt</i> by Tamara Bower, <i>Boxitects</i> by Kim Smith, <i>Mulan: The Legend of Woman Warrior</i> by Faye-Lynn Wu, <i>The Magic Bean Tree: A Legend from Argentina</i> by Nancy Van Laan, <i>Star Boy</i> by Paul Goble
Unit 5: Light and Sound	Knowledge: 20 Days	<i>Trombone Shorty</i> by Troy Andrews, <i>The Sound of Silence</i> by Katrina Goldsaito, <i>Drum Dream Girl</i> by Margarita Engle, <i>The Legend of the Indian Paintbrush</i> by Tomie DePaola, <i>Chandra's Magic Light: A Story in Nepal</i> by Theresa Heine,
Unit 6: The Viking Age	Knowledge: 10 Days	<i>Zomo the Rabbit: A Trickster Tale from West Africa</i> by Gerald McDermott, <i>Uncle Peter's Amazing Chinese Wedding</i> by Lenore Look, <i>Monkey: A Trickster Tale from India</i> by Gerald McDermott, <i>Jabuti the Tortoise: A Trickster Tale from the Amazon</i> by Gerald McDermott, <i>Musicians of the Sun</i> by Gerald McDermott
Unit 7: Astronomy: Our Solar System and Beyond	Knowledge: 20 Days	<i>Hidden Figures: The True Story of Four Black Women and the Space Race</i> by Margot Lee Shetterly, <i>Counting on Katherine: How Katherine Johnson Saved Apollo 13</i> by Helaine Becker, <i>Astronaut Kalpana Chawla: Reaching for the Stars</i> by Ai-Ling Louie, <i>Coyote Places the Stars</i> by Harriet Peck, <i>The Star People: A Lakota Story</i> by S.D. Nelson, <i>The Skies Above My Eyes</i> by Charlotte Guillain, <i>Your Place in the Universe</i> by

		Jason Chin
Unit 8: Native Americans: Regions and Cultures	Knowledge: 15 Days	<i>Only the Mountains Do Not Move: A Maasai Story of Culture and Conversation</i> by Jan Reynolds, <i>Hand over Hand</i> by Alma Fullerton, <i>Anna Carries Water</i> by Olive Senior, <i>Wilma's Way Home: The Life of Wilma Mankiller</i> by Doreen Rappaport
Unit 9: Early Explorations of North America	Knowledge: 15 Days	<i>Nobody Owns the Sky: The Story of "Brave Bessie" Coleman</i> by Reeve Lindbergh, <i>Manjiro: The Boy Who Risked His Life for Two Countries</i> by Emily Arnold McCully, <i>Moctezuma: Aztec Ruler: World Cultures Through Time (Primary Source Readers)</i> by Wendy Conklin, <i>A Coyote Columbus Story</i> by Thomas King
Unit 10: Colonial America	Knowledge: 20 Days	<i>Sweet Clara and the Freedom Quilt</i> by Deborah Hopkinson, <i>Mongolia: Vanishing Cultures</i> by Jan Reynolds, <i>Martí's Song for Freedom</i> by Emma Otheguy, <i>The Very First Americans</i> by Cara Ashrose
Unit 11: Ecology	Knowledge: 15 Days	<i>One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia</i> by Miranda Paul, <i>Turtle Bay</i> by Saviour Pirotta, <i>The Great Kapok Tree: A Tale of the Amazon Forest</i> by Lynne Cherry, <i>The Water Walker</i> by Joanne Robertson, <i>Recycle</i> by Gail Gibbons

Student Learning

Instructional Materials And Accommodations

Core:

- Amplify CKLA
- Knowledge/Skills

Supplemental:

- Amplify CKLA Writing Studio
- Read Works
- iReady Reading
- Learning AZ

Modifications and Accommodations:

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)

- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas

- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
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- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit 1 Overview: Classic Tales: The Wind in the Willows

Unit 1 Summary:

Students are exposed to classic children's stories that use rich language and introduce students to a variety of vocabulary words. Students will learn about descriptive paragraphs and memorable characters as they explore themes and discuss character traits. Student learning will be reinforced by the understanding of the elements of fictional narratives, including dialogue, narration, characters, plot, and setting. Literary tools of personification, perspective, and point-of-view, as well as the themes of friendship, loyalty, hospitality, responsibility, and irresponsibility will be discussed. Classic tales from different parts of the world, including *The Wind in the Willows*, *Alice in Wonderland*, and "Aladdin and the Wonderful Lamp" will be studied.

Unit 1 Anchor Texts:

"Aladdin and the Wonderful Lamp" 560L

Alice's Adventures in Wonderland, Lewis Carroll 640L

The Wind in the Willows, Kenneth Grahame 540L

The Legend of the Bluebonnet from [Caring Makes a Difference: Lessons on Friendship, Respect, Tolerance, -Holocaust](#)

Essential Questions:

- How can I use details/evidence from the text to ask and answer questions before, during, and after reading to show understanding?
- How can I use key details from the text to explain the message, moral, or lesson of a story?
- How do the characters' actions affect the sequence of the story?
- How does identifying characters' traits, feelings, and motives influence my understanding of what happens in the story?
- How does the author show creativity using non-literal (figurative) language?
- How does literal language help me understand the author's purpose?
- How does distinguishing my own point of view from that of the narrator or characters help me to understand the author's purpose?
- How can understanding common prefixes and suffixes increase my knowledge of vocabulary?
- How do I introduce a topic or text I am writing about?
- How can I state my opinion and provide reasons that support my opinion?
- How does a logical organizational structure help a reader?
- Why is it important to introduce a narrator or characters in a narrative?
- Why is it important to establish a situation in a narrative?
- Why is it important to sequence events in a narrative?
- Why is it important to use dialogue, actions, thoughts, and feelings to develop experiences and events?
- Why is it important to show the response of characters to situations?
- How do I know which strategy to use to make meaning of words or phrases I don't recognize or know?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- RL.3.1
- RL.3.2
- RL.3.3
- RL.3.4
- RL.3.6
- RF.3.3
- W.3.1
- W.3.3
- W.3.3b
- L.3.4

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language
- Distinguish their own point of view from that of the narrator or those of the characters
- Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- Write opinion pieces on topics or texts, supporting a point of view with reasons
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Unit 1 Student Learning Objectives

Overall Learning Outcomes

- Review short and long vowel sounds, r-controlled vowels, alternate spellings, and syllables with 'le'
- Analyze characters, perspective, and point of view
- Demonstrate understanding of plot and sequence
- Identify themes
- Demonstrate understanding of key vocabulary
- Write an opinion paragraph
- Beginning-of-the-Year Assessment

Unit 1 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 2 Overview: Animal Classification

Unit 2 Summary:

This unit introduces students to the science of classification. Students learn about five groups of vertebrates, why scientists classify animals into groups, and their characteristics. Classification of the information is an essential skill of organizing, analyzing, and understanding data. Students develop scientific skills as they observe and practice identifying important characteristics of organisms and objects. Students apply their knowledge through text-based discussions, informal writing exercises in which they classify animals according to their characteristics, and formal informational writing assignments in which they use evidence to classify a particular vertebrate. They study concrete and abstract nouns and write compound sentences by adding subjects and predicates to simple sentences.

Unit 2 Anchor Texts:

Rattenborough's Guide to Animals 770L

Essential Questions:

- How can I use details/evidence from the text to ask and answer questions before, during, and after reading to show understanding?

- How does the knowledge of academic words and domain-specific words help me understand what I am expected to know?
- How do text features and search tools help me locate information accurately?
- How can making connections between sentences and paragraphs deepen my understanding of the text?
- How can comparing and contrasting informational text about the same subject increase my understanding of the topic?
- How do I supply information or clearly explain about a topic in my writing?
- Why should I group related information together in a paragraph?
- When are illustrations useful to include in my writing?
- How do you develop a topic using facts, definitions, and details?
- Why is it important to develop a topic using facts, definitions, and details?
- How can using prior knowledge and information from a variety of sources help with your writing?
- What strategies can we use to get information that can be applied to your writing?
- Why do certain pieces of writing take a longer time to write than others?
- How does my writing change when I write for discipline- specific tasks, purposes, and audiences?
- How do I determine what is important when listening to and/or watching a presentation?
- Why is it important for me to know and follow the rules of standard English grammar when I write or speak?
- Why is it important for me to know and follow the rules of standard English mechanics for writing?
- How do I know which strategy to use to make meaning of words or phrases I don't recognize or know?

New Jersey Student Learning Standards

- **RI.3.1**
- **RI.3.2**
- **RI.3.4**
- **RI.3.5**
- **RI.3.8**
- **RI.3.9**
- **W.3.2**
- **W.3.2b**
- **W.3.8**
- **W.3.10**
- **SL.3.2**
- **L.3.1a**
- **L.3.1c**
- **L.3.1i**
- **L.3.2e**
- **L.3.4b**

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science

- 3-LS2-1 Construct an argument that some animals form groups that help members survive.
- 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
- 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.
- Climate Change*
- 3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- 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.
- 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. -*Climate Change*

Social Studies

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- Compare and contrast the most important points and key details presented in two texts on the same topic.

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Develop the topic with facts, definitions, and details.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 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.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Use abstract nouns (e.g., *childhood*).
- Produce simple, compound, and complex sentences.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- 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*).

Unit 2 Student Learning Objectives

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- Compare and contrast the most important points and key details presented in two texts on the same topic.
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- 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*).

Unit 2 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReady Diagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 3 Overview: The Human Body: Systems and Senses

Unit 3 Summary:

This unit immerses students in the study of the human body, building their scientific understanding of its skeletal, muscular, and nervous systems. Students learn about the role of various body parts and organs associated with each system. Students also take an in-depth look at the senses of sight and hearing and the various body parts that enable these senses to function properly, and they learn about difficulties that may occur when vision and/or hearing are impaired and how people cope with these challenges. Students write paragraphs, focusing on sentence cohesion and sequence, identifying irrelevant sentences, and composing titles. This unit introduces students to pronouns and asks them to determine subject-verb agreement in sentences, recognizing the pattern of adding –s or –es to third person singular verbs. In this unit, students study the common prefixes dis– and mis– and review the prefixes un–, non–, re–, pre–, dis–, and mis–.

Unit 3 Anchor Texts:

How Does Your Body Work? 620L

Lesson 13 Overcoming Disabilities **-Disabled Persons**

Essential Questions:

- How can I use details/evidence from the text to ask and answer questions before, during, and after reading to show understanding?
- How does the knowledge of academic words and domain-specific words help me understand what I am expected to know?
- How do text features and search tools help me locate information accurately?
- How can making connections between sentences and paragraphs deepen my understanding of the text?
- How can comparing and contrasting informational text about the same subject increase my understanding of the topic?
- How do I supply information or clearly explain about a topic in my writing?
- Why should I group related information together in a paragraph?
- When are illustrations useful to include in my writing?
- How do you develop a topic using facts, definitions, and details?
- Why is it important to develop a topic using facts, definitions, and details?
- How can using prior knowledge and information from a variety of sources help with your writing?
- What strategies can we use to get information that can be applied to your writing?
- Why do certain pieces of writing take a longer time to write than others?
- How does my writing change when I write for discipline- specific tasks, purposes, and audiences?
- How do I determine what is important when listening to and/or watching a presentation?
- Why is it important for me to know and follow the rules of standard English grammar when I write or speak?
- Why is it important for me to know and follow the rules of standard English mechanics for writing?

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- **L.3.1a**
- **L.3.1c**
- **L.3.1i**
- **L.3.2e**
- **L.3.4b**

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science

- 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.

Social Studies

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Health/P.E.

- 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent

injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).

Performance Expectations

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- Compare and contrast the most important points and key details presented in two texts on the same topic.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Develop the topic with facts, definitions, and details.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 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.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Use abstract nouns (e.g., *childhood*).
- Produce simple, compound, and complex sentences.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- 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*).

Unit 3 Student Learning Objectives

Overall Learning Outcomes

- Use a K-W-L chart to organize information
- Demonstrate understanding of key vocabulary
- Demonstrate ability to pluralize regular and irregular nouns
- Create sentences with subject-verb agreement
- Develop and order topic, detail, and concluding sentences in a paragraph with a title
- Identify and use pronouns and prefixes dis- and mis-
- Unit Assessment

Unit 3 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 4 Overview: The Ancient Roman Civilization

Unit 4 Summary: Students will be introduced to the culture of ancient Rome, including religion, food, education, legends, social class structure, and entertainment. They will learn about Roman geography and history, government, major leaders, monumental battles, and the rise and decline of the Roman Empire. Students will also learn about ancient Rome's influence and contributions to our society today. Students will learn of the legend of Romulus and Remus about Rome's founding and several myths about Roman gods and goddesses. They also study the historical rise and fall of the Roman republic and empire, as well as key historical figures such as Hannibal, Julius Caesar, and Augustus. Students develop their opinion writing skills in this unit, working on a range of opinion pieces that culminate in an opinion essay about Rome's most significant cultural contribution.

Unit 4 Anchor Texts:

Stories of Ancient Rome 640L

Essential Questions:

- How can I use details/evidence from the text to ask and answer questions before, during, and after reading to show understanding?
- How do the characters' actions affect the sequence of the story?
- How does identifying characters' traits, feelings, and motives influence my understanding of what happens in the story?
- How can comparing and contrasting two texts by the same author help me to understand the settings, plots, themes, and characters of stories?
- How can I use details/evidence from the text to ask and answer questions before, during, and after reading to show understanding?
- How can I use key details/evidence from the text to ask and answer questions before, during, and after reading to show understanding?
- How can using language that shows time, sequence, and cause/effect help me to compare the relationships between events, ideas, and procedures?
- How does the knowledge of academic words and domain-specific words help me understand what I am expected to know?
- How do text features increase my understanding and ability to make informed choices?
- How can comparing and contrasting informational text about the same subject increase my understanding of the topic?
- How can reading various informational texts increase my understanding of different subject areas?
- How do I introduce a topic or text I am writing about?
- How can I state my opinion and provide reasons that support my opinion?
- How does a logical organizational structure help a reader?
- How can I use editing strategies to develop and strengthen my writing?
- How does planning help me to develop a writing piece?
- How can using prior knowledge and information from a variety of sources help with your writing?
- What strategies can we use to get information that can be applied to your writing?
- How do I determine what is important when listening to and/or watching a presentation?
- Why is it important for me to know and follow the rules of standard English grammar when I write or speak?
- Why is it important for me to know and follow the rules of standard English mechanics for writing?
- How do I know which strategy to use to make meaning of words or phrases I don't recognize or

know?



New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- RL.3.1
- RL.3.3
- RL.3.9
- RI.3.1
- RI.3.2
- RI.3.3
- RI.3.4
- RI.3.7
- RI.3.9
- RI.3.10
- W.3.1
- W.3.5
- W.3.8
- SL.3.2
- L.3.1d
- L.3.1e
- L.3.1f
- L.3.2f
- L.3.2g
- L.3.4.b

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.A.1. Explain how present events are connected to the past.
- 6.1.A.2. Apply terms related to time including years, decades, centuries, and generations.
- 6.1.A.4. Organize events in a timeline.
- 6.1.A.6. Distinguish fact from fiction.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 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.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- Compare and contrast the most important points and key details presented in two texts on the same topic
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 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.
- Form and use regular and irregular verbs.
- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- Ensure subject-verb and pronoun-antecedent agreement.
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- 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).

Unit 4 Student Learning Objectives

Overall Learning Outcomes

- Identify the point of view of a text
- Demonstrate understanding of main idea and key vocabulary
- Review r-controlled vowels and learn spelling patterns for the /ee/ sound
- Continue developing subject-verb agreement and correct verb tense usage
- Suffixes -y, -al, -ist, and -ian
- Write an opinion essay

Unit 4 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 5 Overview: Light and Sound

Unit 5 Summary:

In this unit students learn the science behind light and sound, reading about light sources, shadows, mirrors, reflection, refraction, lenses, and color and studying the characteristics of sound and the human voice. They also read biographies of Alexander Graham Bell and Thomas Edison, famous inventors who worked with light and sound. Students spell words that include /ee/ and /ae/, and they learn to use guide words in dictionary searches. They review adverbs ending with -ly, study adverbs that tell when and where, and learn the meanings and usages of the conjunctions and and but. Students review the suffixes -er, -or, -ist, -ian, -y, and -al. In addition, students will learn the suffixes -ous and -ly. Students write newspaper articles in this unit, conducting research on their article topics and taking their writing through the steps of the writing process.

Unit 5 Anchor Texts:

Adventures in Light and Sound 860L

Essential Questions:

- How can I use details/evidence from the text to ask and answer questions before, during, and after reading to show understanding?
- How does the knowledge of academic words and domain-specific words help me understand what I am expected to know?
- How can making connections between sentences and paragraphs deepen my understanding of the text?
- How can comparing and contrasting informational text about the same subject increase my understanding of the topic?
- How do I introduce a topic or text I am writing about?
- How can I state my opinion and provide reasons that support my opinion?
- How does a logical organizational structure help a reader?
- Why is it important to provide reasons or details to support your opinion?
- How do I supply information or clearly explain about a topic in my writing?
- Why should I group related information together in a paragraph?
- When are illustrations useful to include in my writing?
- How do you develop a topic using facts, definitions, and details?
- Why is it important to develop a topic using facts, definitions, and details?
- Why is it important to use linking words or phrases to connect your ideas?
- How do you write a conclusion statement or section?
- Why is writing a conclusion statement or section important when writing an informative/explanatory text?
- Why is it important to introduce a narrator or characters in a narrative?
- Why is it important to establish a situation in a narrative?
- Why is it important to sequence events in a narrative?
- How can I use editing strategies to develop and strengthen my writing?
- How does planning help me to develop a writing piece?
- How does building knowledge about a research topic give me a better understanding of the topic?
- How can using prior knowledge and information from a variety of sources help with your writing?

- What strategies can we use to get information that can be applied to your writing?
- Why do certain pieces of writing take a longer time to write than others?
- How does my writing change when I write for discipline- specific tasks, purposes, and audiences?
- How are my conversation skills dependent on the makeup of the group?
- What contributions can I make to the conversation when I'm prepared and engaged?
- How do I determine what is important when listening to and/or watching a presentation?
- What kinds of questions should I ask during a presentation to increase my understanding?
- How can I give a good presentation?
- Why do I need to speak well?
- Why do I need to think about the audience and purpose each time I speak?
- Why are conventions important when writing?
- How does using appropriate capitalization, punctuation, and spelling help my writing?
- How does language impact speaking, listening, reading, and writing?
- What strategies can help me determine the meaning of unknown words?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- RI.3.1
- RI.3.2
- RI.3.4
- RI.3.8
- RI.3.9
- W.3.1
- W.3.1b
- W.3.2
- W.3.2a
- W.3.2b
- W.3.2c
- W.3.2d
- W.3.3
- W.3.5
- W.3.7
- W.3.8
- W.3.10
- SL.3.1
- SL.3.1b
- SL.3.1c
- SL.3.1d
- SL.3.2
- SL.3.3
- SL.3.4
- SL.3.6
- L.3.1
- L.3.1a
- L.3.1i
- L.3.2f

- **L.3.3**
- **L.3.3a**
- **L.3.4b**
- **L.3.4d**
- **L.3.5b**

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science

- 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- PS4: Waves and Their Applications in Technologies for Information Transfer
 - PS4.A: Wave Properties
 - PS4.B: Electromagnetic Radiation
 - PS4.C: Information Technologies and Instrumentation

Social Studies

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- Compare and contrast the most important points and key details presented in two texts on the same topic.
- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Provide reasons that support the opinion.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group related information together; include illustrations when useful to aid comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- Conduct short research projects that build knowledge about a topic.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 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.
- Follow agreed-upon rules 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.
- 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.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 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.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Produce simple, compound, and complex sentences.
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases for effect.

- 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).
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

Unit 5 Student Learning Objectives

Overall Learning Outcomes

- Identify characteristics of biography genre, that biographies are nonfiction accounts of peoples' lives
- Demonstrate understanding of key vocabulary
- Review previous spellings for /ee/ and /ae/ and learn new spellings for the /ae/ sound
- Acquire dictionary skills, particularly guide words
- Demonstrate understanding of adverbs indicating when and where and conjunctions
- Review previously learned suffixes and identify meaning and usage of -ous and -ly
- Unit Assessment

Unit 5 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 6 Overview: The Viking Age

Unit 6 Summary:

Students will be introduced to the people of the Viking Age: the men, women, and children who spoke the Old Norse language and lived in an area of northern Europe called Scandinavia, the countries we now call Norway, Sweden, and Denmark. Students will learn about the culture, region, and everyday life of the Norse people, who made a living through farming, fishing, and trading. Students will also learn about the Viking explorers who traveled across the ocean to settle in new lands, including Greenland, Iceland, and Newfoundland. Students spell words with /k/ and /s/, learn the conjunction because, and work with the suffixes -ly and -ive. Student writing focuses on the characters about which they are reading; students compare and contrast characters, analyze them, and imagine new narratives for them. Students also complete a Mid-Year assessment in this unit, allowing teachers to measure their progress toward mastering grade-level standards.

Unit 6 Anchor Texts:

Gods, Giants, and Dwarves 760L

Essential Questions:

- How can I use details/evidence from the text to ask and answer questions before, during, and after reading to show understanding?
- How can I use key details from the text to explain the message, moral, or lesson of a story?
- How do the characters' actions affect the sequence of the story?
- How does identifying characters' traits, feelings, and motives influence my understanding of what happens in the story?
- How do I supply information or clearly explain about a topic in my writing?
- Why should I group related information together in a paragraph?
- When are illustrations useful to include in my writing?
- Why is it important to be organized while writing?
- Why is it important to have a purpose and an audience for my writing?
- How can I use editing strategies to develop and strengthen my writing?
- How does planning help me to develop a writing piece?
- How can I give a good presentation?
- Why is it important for me to know and follow the rules of standard English grammar when I write or speak?
- Why is it important for me to know and follow the rules of standard English mechanics for writing?
- How can I convey my ideas effectively through word choice and punctuation?
- How does my language change based on the situation and audience?
- How do I know which strategy to use to make meaning of words or phrases I don't recognize or know?
- Explain the reasons that we must have rules and laws to help us live and work together in peace and harmony.

Anchor Standards and Progress Indicators

- RL.3.1
- RL.3.2
- RL.3.3
- W.3.2
- W.3.4
- W.3.5
- SL.3.4
- L.3.1h
- L.3.1i
- L.3.2
- L.3.2f
- L.3.3
- L.3.4b

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
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- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.A.1. Explain how present events are connected to the past.
- 6.1.A.2. Apply terms related to time including years, decades, centuries, and generations.
- 6.1.A.4. Organize events in a timeline.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might

express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives to recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.
- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate & expression on successive readings.
- Use context to confirm or self-correct word recognition & understanding, rereading as necessary.
- Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening

Unit 6 Student Learning Objectives

Overall Learning Outcomes

- Make predictions about a text
- Describe, compare and assign actions to characters
- Write informational piece on character description
- Review spelling patterns for /k/ and /s/
- Identify conjunction “because” as the signal of an answer to a “why” question
- Demonstrate understanding of key vocabulary
- Apply suffixes -ive and -ly to root words

Unit 6 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 7 Overview: Astronomy: Our Solar System and Beyond

Unit 7 Summary:

In this unit students will learn more about our solar system, our galaxy, other galaxies, and the universe. Students will be introduced to the concept of gravity and its effects on Earth and in other places in space. Students will learn about the difference between a hypothesis and a theory, and dive into the Big Bang theory of how the universe may have originated. Students will also hear about key people and events involved in the study and exploration of outer space. Students will be introduced to this content through an informational text that takes the students on a journey through the universe, beginning with our own planet, Earth the sun, inner and outer planets, our galaxy and other galaxies. Then the students will find out why the planets stay in orbit and why we don't go flying off the earth into space. Important figures in the history of space exploration, including Nicolaus Copernicus and Mae Jemison will be discussed as well. They review words with spelling patterns /j/, /n/, /ae/, /k/, and /s/ and learn the conjunctions so and or as part of their continuing study of conjunctions. They also review the use of quotation marks in dialogue and learn about singular and plural possessive nouns and the correct punctuation needed for presenting items in a series. The formal writing piece for the Astronomy unit is a multi-day informative writing project that describes a day in the life of an astronaut on the International Space Station.

Unit 7 Anchor Texts:

What's in Our Universe? 730L

Essential Questions:

- How can I use details/evidence from the text to ask and answer questions before, during, and after reading to show understanding?
- How can using language that shows time, sequence, and cause/effect help me to compare the relationships between events, ideas, and procedures?
- How does the knowledge of academic words and domain-specific words help me understand what I am expected to know?
- How can making connections between sentences and paragraphs deepen my understanding of the text?
- How can comparing and contrasting informational text about the same subject increase my understanding of the topic?
- How do I introduce a topic or text I am writing about?
- How can I state my opinion and provide reasons that support my opinion?
- How does a logical organizational structure help a reader?
- How do I supply information or clearly explain about a topic in my writing?
- Why should I group related information together in a paragraph?
- When are illustrations useful to include in my writing?
- How do you develop a topic using facts, definitions, and details? Why is it important to develop a topic using facts, definitions, and details?
- Why is it important to use linking words or phrases to connect your ideas?
- How do you write a conclusion statement or section?
- Why is writing a conclusion statement or section important when writing an informative/explanatory text?

- How can I use editing strategies to develop and strengthen my writing?
- How does planning help me to develop a writing piece?
- How can using prior knowledge and information from a variety of sources help with your writing?
- What strategies can we use to get information that can be applied to your writing?
- Why do certain pieces of writing take a longer time to write than others?
- How does my writing change when I write for discipline- specific tasks, purposes, and audiences?
- How do I determine what is important when listening to and/or watching a presentation?
- Why is it important for me to know and follow the rules of standard English grammar when I write or speak?
- Why is it important for me to know and follow the rules of standard English mechanics for writing?
- How do I know which strategy to use to make meaning of words or phrases I don't recognize or know?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- **RL.3.1**
- **RI.3.1**
- **RI.3.2**
- **RI.3.3**
- **RI.3.4**
- **RI.3.8**
- **RI.3.9**
- **RF.3.3a**
- **W.3.1**
- **W.3.2**
- **W.3.2a**
- **W.3.2b**
- **W.3.2c**
- **W.3.2d**
- **W.3.5**
- **W.3.8**
- **W.3.10**
- **SL.3.2**
- **L.3.1h**
- **L.3.2f**
- **L.3.4b**

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science

- ESS1: Earth's Place in the Universe
 - ESS1.A: The Universe and Its Stars
 - ESS1.B: Earth and the Solar System
 - ESS1.C: The History of Planet Earth

Performance Expectations

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 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.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- Compare and contrast the most important points and key details presented in two texts on the same topic.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 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.
- Use coordinating and subordinating conjunctions.
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- 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).

Unit 7 Student Learning Objectives

Overall Learning Outcomes

Knowledge

- Compare and contrast two people, things or ideas
- Write an informative piece about the life of an astronaut
- Identify cause and effect in a text
- Demonstrate proficiency in dictionary skills using guide words
- Demonstrate understanding of singular and plural possessive nouns
- Apply knowledge of suffixes to unfamiliar words in text and content
- Demonstrate understanding of key vocabulary
- Unit Assessment

Unit 7 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 8 Overview: Native Americans: Regions and Cultures***-Diversity, Equity, and Inclusion*****Unit 8 Summary:**

Students will learn in-depth information about how some Native Americans first migrated from Asia to North America, how many scientists think they spread throughout the continents of North America and South America, and how their ways of obtaining food changed over the years. Students will learn details about how people adapted to the environment of the region in which they settled and how that adaptation shaped their cultural identity. They learn about Native Americans who settled in the Greater Mississippi River areas as well as in the Southwest, Northeast, Southeast, and Arctic/Subarctic. Students review words with /ə/ and /sh/ + /ə/ + /n/ spelled ‘tion.’ They study possessive nouns and pronouns, plural possessive nouns not ending in ‘s’ or ‘es,’ and singular and plural possessive nouns. They also learn the difference between the possessive pronoun its and the contraction it’s. Students learn the suffixes –ish, –ness, –able, and –ible. Students use writing to compare and contrast, assemble information, and reflect on what they have learned.

Unit 8 Anchor Text:

Native Americans Stories 860L

Essential Questions:

- How can I use details/evidence from the text to ask and answer questions before, during, and after reading to show understanding?
- How do the characters’ actions affect the sequence of the story?
- How does identifying characters’ traits, feelings, and motives influence my understanding of what happens in the story?
- How do the illustrations of a story contribute to the feelings of the characters, the mood of the story, and details of the setting?
- How can reading different genres help me to become a better reader?
- How can I use details/evidence from the text to ask and answer questions before, during, and after reading to show understanding?
- 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.
- How do text features increase my understanding and ability to make informed choices?
- How can comparing and contrasting informational text about the same subject increase my understanding of the topic?
- How can using prior knowledge and information from a variety of sources help with your writing?
- What strategies can we use to get information that can be applied to your writing?
- Why is it important for me to know and follow the rules of standard English mechanics for writing?
- How do I know which strategy to use to make meaning of words or phrases I don’t recognize or know?

- Explain the reasons that we must have rules and laws to help us live and work together in peace and harmony.

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- RL.3.1
- RL.3.3
- RL.3.7
- RL.3.10
- RI.3.1
- RI.3.2
- RI.3.3
- RI.3.7
- RI.3.9
- W.3.8
- L.3.2d
- L.3.2f
- L.3.4b

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.4.A.1. Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.
- 6.4.A.2. Compare family life in a community of the past to life in a community of the present.

- 6.4.A.3. Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.
- 6.4.A.4. Discuss the history of their community, including the origins of its name, groups and individuals who lived there, and access to important places and buildings in the community.
- 6.4.A.5. Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.
- 6.4.A.6. Describe situations in which people from diverse backgrounds work together to solve common problems.
- 6.4.A.6. Describe situations in which people from diverse backgrounds work together to solve common problems.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- 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).
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- How can using language that shows time, sequence, and cause/effect help me to compare the relationships between events, ideas, and procedures?
- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- Compare and contrast the most important points and key details presented in two texts on the same topic.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Form and use possessives.
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- 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).

Unit 8 Student Learning Objectives

Overall Learning Outcomes

Unit 8 Knowledge:

- Demonstrate understanding of key vocabulary
- Review various spelling patterns for mastery
- Identify possessive nouns and pronouns

- Understanding of suffixes -ish, -ness, -able, and -ible
- Strengthen dictionary skills by determining key words, the function of entry words, and the meaning of different homographs
- Unit Assessment

Unit 8 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 9 Overview: Early Explorations of North America

Unit 9 Summary:

Students in this unit explore reasons for European exploration, what exploration was like, and who went exploring. Students will learn more in-depth information about the motivations behind European exploration, how those motivations changed over time, and how the European explorers and settlers interacted with the Native Americans already inhabiting the continent. Students will learn details about the voyages of Christopher Columbus; the conquistadors Juan Ponce de León, Hernando de Soto, and Francisco Vasquez de Coronado; and the explorers John Cabot, Henry Hudson, and Samuel de Champlain. They read about aspects of navigation, life on a ship, the journeys of and locations reached by specific explorers, explorers' interactions with native people, and lasting contributions as a result of European exploration.

Unit 9 Summary:

The Age of Exploration 680L

Essential Questions:

- How can I use details/evidence from the text to ask and answer questions before, during, and after reading to show understanding?
- How can using language that shows time, sequence, and cause/effect help me to compare the relationships between events, ideas, and procedures?
- How do text features increase my understanding and ability to make informed choices?
- How can comparing and contrasting informational text about the same subject increase my understanding of the topic?
- How can reading various informational texts increase my understanding of different subject areas?
- How do I introduce a topic or text I am writing about?
- How can I state my opinion and provide reasons that support my opinion?
- How does a logical organizational structure help a reader?
- Why is it important to provide reasons or details to support your opinion?
- Why is it important to use linking words and phrases to connect your opinion and reasons for supporting a point of view?
- Why should I use a concluding statement or section when giving my opinion?
- Why is it important to use linking words or phrases to connect your ideas?
- How can using prior knowledge and information from a variety of sources help with your writing?
- What strategies can we use to get information that can be applied to your writing?
- How can I give a good presentation?
- Why is it important for me to know and follow the rules of standard English grammar when I write or speak?
- Why is it important for me to know and follow the rules of standard English mechanics for writing?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- RI.3.1
- RI.3.2
- RI.3.3
- RI.3.7
- RI.3.9
- RI.3.10
- W.3.1
- W.3.1a
- W.3.1b
- W.3.1c
- W.3.1d
- W.3.2c
- W.3.8
- SL.3.4
- L.3.1g
- L.3.2e
- L.3.2f

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Mathematics

- 3.MD A. Solve problems involving measurement and estimation of intervals of time, liquid volumes,

and masses of objects.

Social Studies

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.4.A.3. Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.
- 6.4.A.5. Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.
- 6.4.B.8. Discuss the value of the American national heritage.
- 6.6.A.1. Use physical and political maps to identify locations and spatial relationships of places within local and nearby communities.

Health/P.E

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 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.
- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- Compare and contrast the most important points and key details presented in two texts on the same topic.
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 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.
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Unit 9 Student Learning Objectives

Overall Learning Outcomes

Knowledge

- Demonstrate understanding of key vocabulary
- Determine the meaning of a word in context
- Identify linking words and regular and irregular comparative and superlative adjectives
- Further proficiency with dictionary skills including pronunciation, part of speech, and various meanings
- Understand and use prefixes pro- and anti-
- Write an opinion piece
- Unit Assessment

Unit 9 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 10 Overview: Colonial America

Unit 10 Summary:

Students will learn more about the way in which the English colonies were established and how each developed a unique culture. Students will learn details about the way in which the climate, geography, and motivations of the settlers influenced life in each of the thirteen colonies. Students will learn a brief overview of the events leading to the signing of the Declaration of Independence, the Revolutionary War, and the establishment of the United States as its own nation. During the unit, students practice formal and informal narrative writing. They learn about and apply characteristics of narratives to their own stories, including building a plot, developing characters, using dialogue, and creating an ending. They write a narrative using the writing process by planning, drafting, revising, editing, and publishing.

Unit 10 Anchor Texts:

Living in Colonial America 860L

Essential Questions:

- How can I use details/evidence from the text to ask and answer questions before, during, and after reading to show understanding?
- How can I use key details from the text to explain the message, moral, or lesson of a story?
- How can using language that shows time, sequence, and cause/effect help me to compare the relationships between events, ideas, and procedures?
- How can comparing and contrasting informational text about the same subject increase my understanding of the topic?
- How can understanding common prefixes and suffixes increase my knowledge of vocabulary?
- Why is it important to provide a sense of closure in a narrative?
- How do you provide a sense of closure in a narrative?
- How can using prior knowledge and information from a variety of sources help with your writing?
- What strategies can we use to get information that can be applied to your writing?
- Why do certain pieces of writing take a longer time to write than others?
- How does my writing change when I write for discipline- specific tasks, purposes, and audiences?
- How are my conversation skills dependent on the makeup of the group?
- What contributions can I make to the conversation when I'm prepared and engaged?
- How do I determine what is important when listening to and/or watching a presentation?
- What kinds of questions should I ask during a presentation to increase my understanding?
- Why is it important for me to know and follow the rules of standard English grammar when I write or speak?
- Why is it important for me to know and follow the rules of standard English mechanics for writing?
- How do I know which strategy to use to make meaning of words or phrases I don't recognize or know?
- Explain the reasons that we must have rules and laws to help us live and work together in peace and harmony.

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- **RL.3.1**

- **RL.3.2**
- **RI.3.1**
- **RI.3.2**
- **RI.3.3**
- **RI.3.9**
- **RF.3.3a**
- **W.3.3**
- **W.3.3d**
- **W.3.8**
- **W.3.10**
- **SL.3.1a**
- **SL.3.2**
- **SL.3.3**
- **L.3.1f**
- **L.3.1g**
- **L.3.2f**
- **L.3.4a**
- **L.3.4b**

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Mathematics

- 3.MD A. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Social Studies

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of

others, and sharing opinions.

- 6.4.A.1. Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.
- 6.4.A.2. Compare family life in a community of the past to life in a community of the present.
- 6.4.A.3. Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.
- 6.4.A.4. Discuss the history of their community, including the origins of its name, groups and individuals who lived there, and access to important places and buildings in the community.
- 6.4.A.5. Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.
- 6.4.A.6. Describe situations in which people from diverse backgrounds work together to solve common problems.
- 6.6.A.1. Use physical and political maps to identify locations and spatial relationships of places within local and nearby communities.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Determine the main idea of a text; recount the key details and explain how they support the main idea. I Can Statements Essential Questions Vocabulary.
- 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.
- Compare and contrast the most important points and key details presented in two texts on the same topic.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Provide a sense of closure.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Come to discussions prepared having read or studied required material. Explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 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.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- Ensure subject-verb and pronoun-antecedent agreement.
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Use sentence-level context as a clue to the meaning of a word or phrase.

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

Unit 10 Student Learning Objectives

Overall Learning Outcomes

Knowledge

- Produce a polished, narrative piece
- Identify the similarities and differences between the thirteen colonies
- Identify the entry word, definition, part of speech and affixed root word in a dictionary and determine the correct form
- Demonstrate understanding of key vocabulary
- Demonstrate understanding of subject and object pronouns and their antecedents
- Unit Assessment

Unit 10 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 11 Overview: Ecology

Unit 11 Summary:

Students will learn about food chains, the balance of nature, changes to the environment, and protecting the environment. Students will also read a biography of John Muir. Students write Ecologist's Journals in which they summarize what they have learned, apply concepts from the reading to examples from their lives or research, and extend the knowledge in creative ways. Students also complete an End-of-Year assessment to measure their progress throughout the academic year.

Unit 11 Anchor Texts:

Introduction to Ecology 740L

Essential Questions:

- How can I use details/evidence from the text to ask and answer questions before, during, and after reading to show understanding?
- How does the knowledge of academic words and domain-specific words help me understand what I am expected to know?
- How can understanding common prefixes and suffixes increase my knowledge of vocabulary?
- Why is it important for me to know and follow the rules of standard English grammar when I write or speak?
- Why is it important for me to know and follow the rules of standard English mechanics for writing?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

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- RI.3.4
- RF.3.3a
- L.3.1a
- L.3.1g
- L.3.2a
- L.3.2b
- L.3.2e
- L.3.2f
- L.3.2g

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- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
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- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
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- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

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- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science

- 3-LS2-1 Construct an argument that some animals form groups that help members survive.
- 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.
- 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.
- 3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- 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.
- 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. **-Climate Change**
- 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard. **-Climate Change**

Social Studies

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinion

Performance Expectations

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Unit 11 Student Learning Objectives

Overall Learning Outcomes

Knowledge

- Demonstrate understanding of key vocabulary
- Review and apply dictionary skills
- Identify subject and object pronouns and comparative and superlative adjectives and adverbs
- Review and apply prefix and suffix skills
- Annotate an Ecologist Journal to summarize and apply unit learning
- End-of-the-Year Assessment

Unit 11 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

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