Wall Township Public Schools	Board Approval Date: 8/20/24
Course Title: Grade 3 - English Language Arts	
Course Description: In this course, students will read and analyze engaging and complex texts that support students in building knowledge to become informed readers, capable of recognizing other's perspectives while enriching their own. They will annotate, cite text evidence to support claims, build vocabulary and write short analytical responses based on scaffolded texts. In addition, students will implement the writing process while building knowledge through research to write informational, opinion and narrative essays demonstrating command of the conventions of writing (spelling, grammar, syntax and punctuation).	

New Jersey Student Learning Standards

Vision for English Language Arts Education in New Jersey

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

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

Practices of English Language Arts

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the ability to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.

- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically, and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to, and respect other perspectives and cultures.

Course Sequence & Pacing

Unit Title	Estimated Number of Instructional Periods
Reading to Solve Problems and Writing to Inform	30
Ocean Survival and Writing in Response to Literature	30
Making a Difference and Writing an Opinion Essay	30
Changes in the West and Writing a Narrative Folktale	30
Wild Weather and Writing to Inform Article	30
Artful Ideas and Writing an Opinion Letter	30

Unit 1

Desired Results

Unit 1 Title: Reading to Solve Problems and Writing to Inform

Unit Summary: Students will explore creative problem-solving methods including the quality of empathy through literature experiences with fables, folktales and realistic fiction. They will describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. Students will use the steps for writing to inform, which includes the research path of finding text evidence and organizing evidence to support their understanding of a topic.

Learning Standards

NJSLS ELA Grade 3 - 2023

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly.
B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
E. Provide a conclusion related to the information or explanation presented.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

A. Identify audience, purpose, and intended length of composition before writing.
B. Consider writing as a process, including self-evaluation, revision and editing.
C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely
SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS - 9.1 -5.5…)*:
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Computer Science & Design Thinking *(**CS & DT 8.1.5…****)*:**
8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim
Interdisciplinary Connections
6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
9.1.5 CT 1: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
How do story characters use their wits to solve problems?	Solving problems requires clever thinking.
How can others help us learn and grow?	Learning from others helps us solve problems.
How can people help each other solve problems?	Sometimes the simple solution is the best one.
What happens when characters make mistakes?	Everyone makes mistakes.
	Informational writing gives readers information about a topic or idea

Vocabulary: ***(Contextual)*** clever, wise, wits, accomplish, beat, embarrassed, realized, understood, approached, counselors, defeated, simple, suppose, confused, desperately, honest, humble, worried, mission, smirk, smug, spruced, figure, pleaded, signal, smarts, succeed
(Academic) recount, key detail, character, setting, event, problem, lesson, central message, inference, identify, evidence, trait, motivation, action, sequence of events, informational writing, create, describe, evaluate, example, passage

Students will be able to:

- Recount a story
- Determine the central message
- Ask and answer questions to demonstrate understanding of a text
- Describe characters' traits, motivations, feelings
- Determine word meaning
- Learn the purpose of informational writing
- Learn the features of informational writing
- Build knowledge through a source text
- Analyze a mentor text

- Draft the body and conclusion of a report
- Revise and edit a report
- Use technology to publish and produce

Learning Activities: *Diversity & Inclusion [DEI]*

- Scaffold reading (Notice and Wonder, Read, Discuss)
- Practice the Focus Standard (Reread/Think, Talk, Write)
- Buddy & Independent Reading
- Write to respond to prompts
- Word study to build knowledge with vocabulary
- Tools to scaffold comprehension - small group differentiated activities
- Grammar and spelling activities
- *Stress tolerance and acceptance for all races and cultures when discussing why we make mistakes and how we deal with them.*

Assessment Evidence
Formative Assessments: daily writing activities, lesson independent practice, lesson focus question written response, vocabulary activities
Summative Assessments: Connect - It Activities, Informational Essay - Published Product
Common Benchmark Assessments: Unit 1 Assessment, iReady BOY, Fall Writing Assessment
Alternative Assessments: • Presentation on historic problem solvers • Profile of a problem solver you know, super problem solver "superhero" poster.

Core Instructional & Supplemental Materials
Magnetic Reading Gr. 3 Textbook
Ready Writing Gr. 3 Textbook
iReady My Path
Supplemental Reading - *Coyote Tales, What do you Do with a Problem?, Stuck, Pushing Up the Sky: Seven Native American Plays for Children, Go Show the World: A Celebration of Indigenous Heroes, The Book of Mistakes, The Thing Lou Couldn't Do, My Happy Life*

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups, sentence frames

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Supplemental Reading - engaging projects

Unit 2

Desired Results

Unit 2 Title: Ocean Survival and Writing in Response to Literature

Unit Summary: Students will explore the survival skills of animals in varied ocean habitats while reading informational texts. Students will read scientific articles about inhabitants of the deep sea and coral reefs, and recount details and identify main ideas. They will use text features and text evidence to learn about sea animals with unusual survival techniques. Students will ask and answer questions to demonstrate an understanding of informational texts while reading informational texts about sea animals' varied cooperative strategies and marine conservation efforts. While reading informational articles, they will describe relationships between scientific concepts using language related to cause and effect. Students will describe an author's point of view, and compare it to their own after reading a text. Students will describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. Students will use the steps for writing, which includes the research path of finding text evidence and organizing evidence to support their understanding of literature.

Learning Standards

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
L.WF.3.2.F Spell regular two- and three-syllable words that include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
L.WF.3.3 Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
E. Use appropriate pronouns with clear referents.

L.VI.3.3.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

RI.CR.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
RI.CI.3.2 Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
RI.IT.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
RI.PP.3.5 Distinguish their own point of view from that of the author of a text.
RI.CT.3.8 Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly.
B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
E. Provide a conclusion related to the information or explanation presented.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS - 9.1 -5.5…)*: •
9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1)
9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).

Computer Science & Design Thinking (*CS & DT 8.1.5…***):**

8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.

8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.

Interdisciplinary Connections (*SS/Sci -6.1.5…, Sci* **):**

3-LS2-1 Construct an argument that some animals form groups that help members survive.

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.

3-ESS2-2 Obtain and combine information to describe climates in different regions of the world

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
How do sea animals survive in their habitats?	Sea animals can survive in diverse ocean habitats.
How do an animal's special features help it to survive?	Sea animals possess traits that allow them to survive in the deep sea.
How do animals work together to survive?	Sea animals living in coral reefs have interconnected relationships.
How do people help sea animals survive?	Specific ocean animals have unique features and strategies that help them catch food and evade predators.
How can humans affect ocean animals and habitats?	Some sea animals work as a team to communicate, evade predators, and hunt.
	Scientists and conservation centers use different methods to track and support at-risk ocean animals.
	People can use creative fishing devices to protect animals from harm and prevent pollution.
	Humans have a lasting impact on ocean habitats.

Vocabulary:
(Contextual) habitats, predators, prey, survive, adapted, attract, invisible, features, species, consume, gobble, gulp, devours, nibbled, munch, collide, sense, variety, device, avoid, endangered, device, equipment, pollution, researchers, transported, disturb, dump, risk, struggled

(Academic) recount, key detail, character, setting, event, problem, lesson, central message, inference, identify, evidence, trait, motivation, action, sequence of events, cause/effect, create, describe, evaluate, example, passage, point of view, main idea, steps in a process sequence, clue, cover, realize, record, specific

Students will be able to:

- Recount a story
- Determine the central message
- Ask and answer questions to demonstrate understanding of a text
- Describe characters' traits, motivations, feelings, actions
- Determine word meaning
- Build knowledge through a source text
- Analyze a mentor text
- Learn the purpose and features of a response to literature
- Organize ideas and details for an essay
- Revise and edit a response to literature
- Use technology to publish and produce
- Recount key details in an informational text
- Determine a main idea
- Identify key details and explain how they support the main idea
- Identify the author's point of view
- Explain how one's own point of view is the same or different from the author's
- Describe steps in a process using signal words
- Describe a cause-effect relationship in a scientific text
- Learn the purpose of a response to literature
- Learn the features of a response to literature
- Analyze a writing assignment to identify task, purpose and audience
- Identify story details that reveal a character's feelings
- Locate and mark details to use when writing
- Write an introduction to a response essay
- Draft the body and a conclusion of a response essay
- Identity, edit and evaluate subject verb agreement
- Use organization and elaboration to revise a response essay
- Publish response essays about literature

Learning Activities & Differentiation: *(Climate Change)*

- Scaffold reading (Notice and Wonder, Read, Discuss)
- Practice the Focus Standard (Reread/Think, Talk, Write)

- Buddy & Independent Reading
- Write to respond to prompts
- Word study to build knowledge with vocabulary
- Tools to scaffold comprehension - small group differentiated activities
- Grammar and spelling activities
- *Stress that ocean animals and habitats are impacted negatively by pollution.*
- *Explore how humans can help protect and rehabilitate ocean animals and environments by taking specific actions.*

Assessment Evidence

Formative Assessments: daily writing activities, lesson independent practice, lesson focus question written response

Summative Assessments: Connect - It Activities, Published Literature Analysis Essay

Common Benchmark Assessments: Unit 2 Assessment, DIBELS BOY

Alternative Assessments: Extended Response - Making Connections, Under-the-Sea Riddle Cards, Multimedia Presentation on Ocean Habitats, Two-Minute Talk About Ocean Pollution, Additional Reading About Ocean Survival

Core Instructional & Supplemental Materials

Magnetic Reading Gr. 3 Textbook

Ready Writing Gr. 3 Textbook

iReady My Path

Supplemental Reading: *The Brilliant Deep: Rebuilding the World's Coral Reefs; Sea Otter Heroes: The Predators That Saved an Ecosystem; The Vast Wonder of the World: Biologist Ernest Everett Just; Secrets of the Sea; Freaky, Funky Fish: Odd Facts about Fascinating Fish; Alba the Hundred Year Old Fish; If Sharks Disappeared; Down Down Down: A Journey to the Bottom of the Sea*

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Desired Results

Unit 3 Title: Making a Difference and Writing an Opinion Essay

Unit Summary: Students will explore ways young people positively impact their communities through volunteer work and leadership. Students will read informational texts about young people who make a big difference in their communities. Students will determine the meaning of general academic and domain specific words in the texts they read. In addition, students will implement the writing process while building knowledge through developing an opinion essay while demonstrating command of the conventions of writing (spelling, grammar, syntax and punctuation). Students will use reasons and examples to support their opinion on whether or not two characters are examples of what a good friend should be.

Learning Standards

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
L.WF.3.2 Demonstrate command of the conventions of encoding and spelling.

B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.

D. Spell singular and plural possessives (teacher's; teachers')

F. Spell regular two- and three-syllable words that include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.

L.WF.3.3.

A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.

D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.

F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).

L.VL.3.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.VL.3.2.A Use sentence-level context as a clue to the meaning of a word or phrase.

L.VL.3.2.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

L.VL.3.2.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

L.VL.3.2.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.VI.3.3.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

L.VI.3.3.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.VI.3.3.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty

(e.g., knew, believed, suspected, heard, wondered).

RI.PP.3.5. Distinguish their own point of view from that of the author of a text.
RI.CR.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
RL.CR.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.

RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

RL.IT.3.3 Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RL.MF.3.6 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

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

A. Introduce an opinion clearly.
B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
D. Provide a conclusion related to the opinion presented.

W.WP.3.4.A Identify audience, purpose, and intended length of composition before writing.

W.WP.3.4.B Consider writing as a process, including self-evaluation, revision and editing.

W.WP.3.4.C With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word

W.SE.3.6 Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

W.RW.3.7 Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

SL.PE.3.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.3.1.B Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.PE.3.1.B Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.PE.3.1.D Explain their own ideas and understanding in light of the discussion.

SL.II.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.ES.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.PI.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.UM.3.5 Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.AS.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS - 9.1 -5.5…)***:**

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

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

Computer Science & Design Thinking (*CS & DT 8.1.5…***):**

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Interdisciplinary Connections (*SS/Sci -6.1.5…, Sci* **):**

6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.

6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials)

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.CivicsCM.5: Investigate the lives of [New Jersey] individuals with diverse experiences who have contributed to the improvement of society.

6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

Learning Targets

Unit Essential Questions:

How do young people make a difference in their communities?

How can people use books to make a community stronger?

What does it take to become a young leader?

Unit Enduring Understandings:

Young people can make a big difference in their community.

Young mentors and students can learn from each other.

Book sharing can bring communities together.

Books can help people understand themselves and others.

Young people can become leaders and make an impact on their community.

Opinion writing states an opinion, what he or she thinks, feels, or believes, and provides reasons and evidence to support the opinion.

Vocabulary: ***(Contextual)*** community, impact, volunteering, benefits, relocated, residents, respect, solutions, assigned, discovered, encouraging, familiar, capturing, delegate, former, settle, affects, design
(Academic) context clue, prefix, suffix, text evidence, literal, nonliteral, opinion, reason, example, brief, decide, form, interest, similar, support

Students will be able to:

- Use context clues to determine the meaning of unfamiliar words
- Analyze prefixes and suffixes in unfamiliar words to determine meanings
- Understand how young people work toward making their communities better
- Ask and answer questions about a text to demonstrate understanding
- Understand that books provide ways to bring the community together
- Identify nonliteral phrases in a text

- Use context clues and mental images to determine the meanings of nonliteral phrases
- Understand how young people can become leaders in their communities
- Introduce the topic, state an opinion, and list reasons
- Provide reasons that support the opinion
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect ideas
- Provide a concluding statement
- Learn the purpose and goals of opinion writing
- Learn and identify the features of opinion writing
- Analyze a mentor text and writing assignment, thinking about task, purpose, and audience
- Gather evidence, organize evidence, and build knowledge from source texts
- Identify and organize reasons for an opinion
- Draft and revise an introduction, body, and conclusion for an opinion essay

Learning Activities: *Diversity & Inclusion [DEI]*, *Climate Change*

- Scaffold reading (Notice and Wonder, Read, Discuss)
- Practice the Focus Standard (Reread/Think, Talk, Write)
- Buddy & Independent Reading
- Write to respond to prompts
- Word study to build knowledge with vocabulary
- Tools to scaffold comprehension - small group differentiated activities
- Grammar and spelling activities
- *Young people can make a difference in their community by working together, learning from each other and helping the environment.*

Assessment Evidence

Formative Assessments: daily writing activities, lesson independent practice, lesson focus question written response, vocabulary activities

Summative Assessments: Connect - It Activities, Published Opinion Essay

Common Benchmark Assessments: Unit 3 Assessment, iReady MOY, DIBELS MOY

Alternative Assessments:

- Extended written response to prompt
- Research on Free Little Libraries
- Multimedia presentation on young leaders, two minute talk on volunteering.

Core Instructional & Supplemental Materials

Magnetic Reading Gr. 3 Textbook; Ready Writing Gr. 3 Textbook; iReady My Path

Supplemental Reading: *The Beach Clean Up*, *Book Uncle and Me*, *The One Day House*, *Marley Dias Gets it Done: And So Can You!*, *Be the Difference*, *The Boy Who Grew a Forest: The True Story of Jadav Payeng*, *Harlem Grown: How One Big Idea Formed a Neighborhood*

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4

Desired Results

Unit 4 Title: Changes in the West and Writing a Narrative Folktale

Unit Summary: Students will read and analyze engaging and complex historical fiction texts that explore how life in the American West changed before, during, and after the construction of the transcontinental railroad. Students will compare stories, describe connections in texts, and connect words and pictures. They will annotate, cite text evidence to support claims, build vocabulary and write short analytical responses based on scaffolded texts. In addition, students will implement the writing process while building knowledge through a narrative folktale demonstrating command of the conventions of writing (spelling, grammar, syntax, and punctuation).

Learning Standards

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
L.WF.3.3 Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.

L.KL.3.1.A Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases.

L.VL.3.2.A Use sentence-level context as a clue to the meaning of a word or phrase.

RL.IT.3.3 Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RL.MF.3.6 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RL.CT.3.8 Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

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

RI.CI.3.2 Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

RI.AA.3.7 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

W.NW.3.3 Write narratives to develop real or imagined experiences or events with basic story elements.

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; clearly organize an event sequence.
B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
C. Use transitional words and phrases to manage the sequence of events.
D. Use concrete words and phrases and sensory details to convey experiences and events.
E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

W.WP.3.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

A. Identify audience, purpose, and intended length of composition before writing.
B. Consider writing as a process, including self-evaluation, revision and editing.
C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

W.WR.3.5 Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

W.RW.3.7 Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
D. Explain their own ideas and understanding in light of the discussion.

SL.II.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.PI.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS - 9.1 -5.5…)*:

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

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

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Computer Science & Design Thinking (*CS & DT 8.1.5…***):** •

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Interdisciplinary Connections (*SS/Sci -6.1.5…, Sci* **):**

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

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.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

Learning Targets

Unit Essential Questions:

What was travel like for early americans?

How did changes in travel in the 1800s affect people's lives in America?

What is it like to journey to a new place and meet new people?

Unit Enduring Understandings:

Traveling by wagon and by boat to the American West in the mid-1800s was vastly different than it is today.

Life and travel were very different for Native Americans before and after the arrival of the White settlers.

Immigrant workers played a significant role in the construction of the first transcontinental railroad and this had a significant impact on the lives of them and their families.

There were both positive and negative impacts of the first transcontinental railroad.

Chinese immigrants settling the western territories of the United States around 1880 continued to change the face of our nation.

Vocabulary: ***(Contextual)*** courage, horizon, relief, scampered, scout, squirming, bilingual, destruction, immigrant, opportunities, treatment, conversation, departed, destination, gestures, region, argue, expect, freedom, nudged
(Academic) story elements, characters, setting, plot, theme, details, story map, include, compare, contrast, similar, different, text, response, cause, effect, signal words, paragraph, identify, sequence, problem, main idea, affect, examples, reread, responses, illustrations, chart, supports, mood, appeal, develop, focus, problem, solve

Students will be able to:

- Identify the characters, setting, plot, and theme in a story
- Compare and contrast story elements in two texts by an author
- Understand the different ways people traveled in America in the mid-1800s
- Identify cause-effect connections in a text
- Identify sequential connections in a text
- Understand the effects of the railroad era on people, places and animals
- Identify text and illustration details that develop characters, setting, and mood
- Explain how illustrations work with the words of a story to build understanding
- Understand what it was like to travel in the West long ago and meet new people
- Determine the details in a text and illustrations that develop the characters, setting, an mood of a story
- Compare and contrast two stories written by the same author about similar topics
- Understand what traveling through the Rocky Mountains was like in the early 1800s
- Learn the purpose of narrative writing
- Learn the features of narrative writing
- Understand the goals of a folktale

- Analyze a writing assignment to identify task, purpose, and audience
- Identify and discuss features of folktales
- Read and understand a source text
- Organize story details of a folktale
- Identify the main parts of a folktale
- Draft and write an an introduction, middle and ending of a folktale
- Revise and edit a folktale

Learning Activities: *(Amistad, Diversity & Inclusion [DEI],)*

- Scaffold reading (Notice and Wonder, Read, Discuss)
- Practice the Focus Standard (Reread/Think, Talk, Write)
- Buddy & Independent Reading
- Write to respond to prompts
- Word study to build knowledge with vocabulary
- Tools to scaffold comprehension - small group differentiated activities
- Grammar and spelling activities
- *Stress tolerance and acceptance for all races and cultures when discussing why we make mistakes and how we deal with them.*
- *Discuss the notion of slavery and abolition, and the enduring impact on freed enslaved individuals*

Assessment Evidence

Formative Assessments: daily writing activities, lesson independent practice, lesson focus question written response, vocabulary activities

Summative Assessments: Connect - It Activities, Published Narrative Folktale

Common Benchmark Assessments: Unit 4 Assessment, iReady diagnostic

Alternative Assessments:

- Make Connections - students complete an extended written response to the prompt on page 281
- Research report on travel in the 1800s
- Multimedia presentation on building the railroad
- Book talk on Prairie Lotus
- Conduct additional research on life in the 1800s using alternative texts

Core Instructional & Supplemental Materials

Magnetic Reading Gr. 3 Textbook

Ready Writing Gr. 3 Textbook

iReady My Path

Supplemental Reading - *Apples to Oregon*, *Locomotive*, *Buffalo Bird Girl: A Hidatsa Story*, *Voices of the Western Frontier*, *Bad News for Outlaws: The Remarkable Life of Bass Reeves, Deputy US Marshal*, *The People Shall Continue*, *Minnow and Rose: An Oregon Trail Story*

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 5

Desired Results

Unit 5 Title: Wild Weather and Writing to Inform Article

Unit Summary: Students will explore extreme weather, building an understanding of its causes and effects. They will read informational texts about unpredictable extreme weather, and the people who endure hazardous conditions to learn more about severe weather. Students will also read poetry about experiencing extreme weather. Students will use images and text features, and make connections to text evidence. They will ask and answer questions about informational texts. Students will also learn about informational writing, providing facts, definitions, and details to inform or explain a topic or idea. Students will read articles, collect text evidence and will draft, revise, and publish an informational article.

Learning Standards

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

F. Spell regular two- and three-syllable words that: Include common, transparent, prefixes and suffixes

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

A. Capitalize appropriate words in titles.
G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

RI.CR.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.**RI.IT.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
RI.TS.3.4 Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
RI.MF.3.6 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly.
B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
E. Provide a conclusion related to the information or explanation presented.

W.WP.3.4.A Identify audience, purpose, and intended length of composition before writing.

W.WP.3.4.B Consider writing as a process, including self-evaluation, revision and editing.
W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
W.WP.3.4.C With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word
W.SE.3.6 Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
W.RW.3.7 Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS - 9.1 -5.5…)***:**
9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

Computer Science & Design Thinking ***(****CS & DT 8.1.5…****)*****:**
8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data

Interdisciplinary Connections (*SS/Sci -6.1.5…, Sci* **):**
3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.
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
6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
What makes some types of weather extreme? Why do people study extreme weather? What is it like to experience severe weather?	There are different types of extreme weather to be aware of, including thunderstorms, blizzards, tornadoes, hurricanes, and hailstorms. People should be prepared for extreme and unpredictable weather that occurs in the Rocky Mountains. There are predictable phenomena that can explain why hail, lightning, and tornadoes occur. People study extreme weather in difficult conditions to help keep the public safe. People can prepare for and stay safe during extreme weather. The sensory experiences that occur during extreme weather are powerful.

Vocabulary: ***(Contextual)*** extreme, forecast, observe, condenses, layers, severe, unpredictable, pressure, data, distant, focused, meteorologists, patterns, dimmer, flickering, glimmer, whirling, ejecting, exploded, hurtling, ordeal
(Academic) image, map, diagram, photo, label, caption, text feature, title, heading, sidebar, key word, visual, illustration, photo, caption, stanza, line, speaker, rhyme, rhythm, text feature, heading, sidebar, illustration, photo, image, map, diagram, affect, categories, discover, improve, logical

Students will be able to:

- Demonstrate understanding of information gained from images
- Combine information from images and words to better understand a text
- Understand the causes of different types of extreme weather
- Understand how text features help readers locate information and learn more about a topic
- Understand why people study severe weather
- Explain what happens in each stanza of a poem, using text details
- Analyze how a poem's stanzas build on one another to tell a story
- Understand how severe weather affects people's actions and feelings
- Use text features to locate additional relevant information in a text
- Combine information gained from images and words to better understand a text
- Understand what it feels like to be caught in the middle of a thunderstorm
- Learn the purpose of informational writing
- Learn the features of informational writing
- Identify key features of an article
- Analyze a mentor text
- Understand the goals of an informational article
- Analyze a writing assignment to identify task, purpose and audience
- Learn how to find and mark text evidence that supports important ideas about a topic

- Make inferences about text details
- Read and understand two source texts
- Locate and mark details to use when writing
- Organize facts and details for an article
- Publish informational articles
- Produce clear writing appropriate to the task, purpose and audience

Learning Activities: *(Climate Change)*

- Scaffold reading (Notice and Wonder, Read, Discuss)
- Practice the Focus Standard (Reread/Think, Talk, Write)
- Buddy & Independent Reading
- Write to respond to prompts
- Word study to build knowledge with vocabulary
- Tools to scaffold comprehension - small group differentiated activities
- Grammar and spelling activities
- *Stress that changes in weather patterns are influenced by global climate changes*

Assessment Evidence

Formative Assessments: daily writing activities, lesson independent practice, lesson focus question written response, vocabulary activities

Summative Assessments: Connect - It Activities, Published Informational Article

Common Benchmark Assessments: Unit 5 Assessment, NJSLA

Alternative Assessments:

- Extended response to the Make Connections prompt on page 341
- Diagram of the formation of a storm
- Research report on weather jobs
- Two-minute weather forecast

Core Instructional & Supplemental Materials

Magnetic Reading Gr. 3 Textbook

Ready Writing Gr. 3 Textbook

iReady My Path

Supplemental Reading - *I am the Storm, Wild is the Wind, Science Comics: Wild Weather: Storms, Meteorology, and Climate, Gust, Gust, Gust!, When the Storm Comes, Extreme Weather: Surviving Tornadoes, Sandstorms, Hailstorms, Blizzards, Hurricanes, and More!, A Storm Named Katrina*

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

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Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 6

Desired Results

Unit 6 Title: Artful Ideas and Writing an Opinion Letter

Unit Summary: Students will explore different types of art and the many ways art can unify a community. Students will read informational texts about different forms of art and how people can use art to share a message. Students will compare and contrast the most important key details presented in two texts on the same topic. In addition, students will implement the writing process while building knowledge through developing an opinion letter while demonstrating command of the conventions of writing (spelling, grammar, syntax and punctuation). Students will use reasons and examples to support their opinion on whether or not print books should be replaced with e-books.

Learning Standards

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

F. Spell regular two- and three-syllable words that include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.

L.WF.3.3 Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
E. Use appropriate pronouns with clear referents.

L.VL.3.2.

A. 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).
B. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
C. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.VI.3.3.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '

RL.TS.3.4 Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories,

dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RI.CT.3.8 Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

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

RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

RI.AA.3.7 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
W.AW.3.1. Write opinion texts to present an idea with reasons and information.

A. Introduce an opinion clearly.
B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
D. Provide a conclusion related to the opinion presented.

W.WP.3.4.A Identify audience, purpose, and intended length of composition before writing.

W.WP.3.4.B Consider writing as a process, including self-evaluation, revision and editing.

W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

W.WP.3.4.C With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word

W.SE.3.6 Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

W.RW.3.7 Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

SL.PE.3.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.3.1.B Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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SL.PE.3.1.D Explain their own ideas and understanding in light of the discussion.

SL.II.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.ES.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.PI.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.UM.3.5 Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.AS.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS - 9.1 -5.5…)***:**

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

Computer Science & Design Thinking (*CS & DT 8.1.5…***):**

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Interdisciplinary Connections (*SS/Sci -6.1.5…, Sci* **):**

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

Learning Targets

Unit Essential Questions:

How does nature give people ideas to make art?

Why do people make art?

How can people use art to show what they care about?

Unit Enduring Understandings:

Outdoor sculpture exhibits encourage people to appreciate the nature around them.

Art projects with recycled materials can help reduce pollution in the oceans.

Mural art can bring a community together.

People who are homesick look for and find comfort in their new surroundings.

Art allows people to express shared feelings in different ways.

People in a community can work together toward a common goal.

Nature inspires people to create art and that in turn inspires people to take care of and enjoy nature.

There are parallels between mending broken friendships and mending broken objects.

Vocabulary: (***Contextual***): display, materials, photographs, recycled, reuse, sculpture, transforming, attention, murals, professional, supplies, talented, decorations, delicate, graceful, studio, burrow, demonstrate, pottery, ruined
(***Academic***): important point, key detail, topic, compare, contrast, drama, play, scene, narrator, point of view, summary, stage direction, detail, compare, drama, play, event, scene, cast of characters, setting, point of view, address, convince, general, remind, structure

Students will be able to:

- Identify key details that support the important points of a text
- Compare and contrast the important points and key details of two texts on the same topic
- Understand different ways in which nature can inspire art
- Identify and describe scenes in a drama
- Explain how events and actions in each scene build on the scene before it
- Understand how mural art can solve a problem and help a community
- Identify text details that help to renewal a character's point of view
- Distinguish one's personal point of view from those of the narrator and other characters
- Understand how art can be used to communicate feelings and values
- Describe scenes in a play and how each scene builds on previous ones
- Distinguish one's own point of view from the characters' points of view
- Understand how disagreements in friendships are like cracks in a precious bowl: both can benefit from fixing.
- Identify key features and goals of an opinion letter.
- Analyze a mentor text and writing assignment to identify the task, purpose, and audience.
- Build knowledge through source texts.
- Locate and mark evidence that supports or opposes an opinion within two source texts.
- Organize reasons and details that support an opinion.
- Draft and revise an introduction, body, and conclusion of an opinion letter.
- Use reasons and text details to support an opinion.

Learning Activities: *Diversity & Inclusion [DEI]*, *Climate Change*

- Scaffold reading (Notice and Wonder, Read, Discuss)
- Practice the Focus Standard (Reread/Think, Talk, Write)
- Buddy & Independent Reading
- Write to respond to prompts
- Word study to build knowledge with vocabulary
- Tools to scaffold comprehension - small group differentiated activities
- Grammar and spelling activities
- *Discuss how nature can inspire art and how art can solve problems and help diverse communities.*
- *Opinion Letter - Environmental Cause*

Assessment Evidence

Formative Assessments: daily writing activities, lesson independent practice, lesson focus question written response, vocabulary activities

Summative Assessments: Connect - It Activities, Published Opinion Letter

Common Benchmark Assessments: DIBELS EOY, Spring Writing Assessment, Unit 6 Assessment,

Alternative Assessments:

- Have students complete an extended written response to the prompt on page 403
- Art Project about Friendship
- Poster of an Art Form
- Photo Essay of Community Art

Core Instructional & Supplemental Materials

Magnetic Reading Gr. 3 Textbook

Ready Writing Gr. 3 Textbook

iReady My Path

Supplemental Reading - *The Secret Kingdom: Nek Chand, a Changing India, and a Hidden World of Art*, *Aaron Slater, Illustrator*, *Hey, Wall: A Story of Art and Community*, *Magic Trash: A Story of Tyree Guyton and His Art*, *Doodleville*, *Maybe Something Beautiful: How Art Transformed a Neighborhood*, *Anywhere Artist*, *The Shape of the World: A Portrait of Frank Lloyd Wright*

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