

# **Moonachie School District**

# **English Language Arts Curriculum:**

# **Grade 3**

*New Jersey Student Learning Standards for English Language Arts*

**Born On: August 27, 2024**

Re-Adoption: August 26, 2025

The following maps outline the Third Grade New Jersey Student Learning Standards for English Language Arts. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

**Assessments:**

Universal Literacy Screening Tool: STAR Renaissance (September, \*November, January, \*March, June - \*=At-Risk Students)

<b><u>Reading Literature and Informational Text</u></b>	<b><u>Writing and Language</u></b>	<b><u>Foundational Skills</u></b>
End of story tests (multiple choice, open ended) End of Unit/Theme Assessments Running Records STAR Assessments Sequencing activities SAAVAS MyView Benchmark Assessments End of Book Activities Exit slips Blogs/Journal entries Literary Analysis Tasks Research Simulated Tasks	Journal Entries Writing Process Pieces Friendly Letter Persuasive: Writing a letter Narrative: Story Writing Expository: "How-to" Newspaper Article Written activities i.e. graphic organizers Book reports End of Book Activities/Pamphlets Literary Analysis Tasks Research Simulated Tasks	Running records Spelling Tests/Dictations Sorting activities Building words Proofreading Editing Written activities i.e. graphic organizers Writing samples

## **Resources:**

Graphic Organizers  
Chart Paper  
Student Journals  
Center Activities  
Proofreading chart  
SAAVAS MyView materials

Sequencing cards  
Leveled libraries  
Sentence strips  
Word rings  
Retelling props

Writers checklist  
Rubrics  
Audio books  
Stepping up in Reading  
Readers Theater

## **References:**

<http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/>

<http://www.state.nj.us/education/cccs/2016/ela/>

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

NJ Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

ELL Scaffolds: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>

## **Websites:**

[www.brainpop.com](http://www.brainpop.com)

[www.spellingcity.com](http://www.spellingcity.com)

[www.eduplace.com](http://www.eduplace.com)

[www.brainpopjr.com](http://www.brainpopjr.com)

[www.abcya.com](http://www.abcya.com)

[www.thinkcentral.com](http://www.thinkcentral.com)

[www.starfall.com](http://www.starfall.com)

<http://www.storylineonline.net>

[www.mrnussbaum.com](http://www.mrnussbaum.com)

[www.rtcentral.com](http://www.rtcentral.com)

[www.scholastic.com](http://www.scholastic.com)

[www.superteacherworksheets.com](http://www.superteacherworksheets.com)

[www.readworks.org](http://www.readworks.org)

<http://www.ereadingworksheets.com/>

[www.readwritethink.org](http://www.readwritethink.org)

[www.puzzlemaker.com](http://www.puzzlemaker.com)

[www.readingatoz.com](http://www.readingatoz.com)

## English Language Arts Practices

Across All Domains & Standards

**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.

<b>Content Area: ELA Reading</b>	<b>Grade Level: Third</b>
<b>Getting Ready Unit: Reciprocal Teaching (Best Practice)</b>	<b>Length of time: 6 weeks</b>
Unit Theme: In this unit students will get ready to do reciprocal teaching in small groups of four. They will predict, question and clarify a fiction or nonfiction text. They will share their thoughts and do accountable talk in groups.	
Essential Question: How does reciprocal teaching help us understand text?	
<b>Unit Readings Objectives:</b>	
<ul style="list-style-type: none"> <li>- Generate predictions based off of text and illustrations</li> <li>- Modify predictions after reading</li> <li>- Generate questions to show inquiry and comprehension</li> <li>- Share predictions and questions with peers</li> <li>- Evaluate and analyze shared predictions and questions</li> <li>- Modify predictions and questions</li> </ul>	
<b>Unit Readings Standards:</b>	
<ul style="list-style-type: none"> <li>- SL.PE.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) ... building on others' ideas and expressing their own clearly</li> <li>- 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</li> <li>- 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.</li> <li>- 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.</li> <li>- RL.MF.3.6 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story</li> <li>- RI.MF.3.6 Use information gained from text features (e.g., illustrations, maps, photographs) and the words</li> </ul>	

in a text to demonstrate understanding

- L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  - A. Use sentence-level context as a clue to the meaning of a word or phrase.
  - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
  - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
  - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and
- L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
  - B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
  - C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
  - B. Choose words and phrases for effect.
  - C. Recognize and observe differences between the conventions of spoken and written English.

**Unit Writing Objectives:**

- Write about their predictions before and after reading to show how their thinking changes based on text evidence.
- Generate and record questions about the text to guide discussion and deepen comprehension.
- Use evidence from the text or illustrations to support their ideas in writing.

- Write short responses to explain or clarify confusing parts of a story or article.
  - Share their writing with a partner or group, giving and receiving feedback respectfully.
  - Revise their writing after peer discussions to make their ideas clearer.
- Express opinions in writing, explaining whether they agree or disagree with a partner's idea and why.
- Use complete sentences and transition words (because, for example, then, next) to organize their writing clearly.

**Unit Writing Standards:**

- W.AW.3.1 (Opinion Writing) — *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.
  - C. Link ideas within sections of information using transition words/phrases.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies and Key Skills**

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- 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.

**Math**

3.DL.A.1 Develop data-based questions and decide what data will answer the question. (e.g. "What size shoe does a 3rd grader wear?", "How many books does a 3rd grader read?")

3.DL.A.2 Collect student-centered data (e.g. collect data on students' favorite ice cream flavor) or use existing data to answer data-based questions.

**Social Studies**

- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together,

including through government, workplaces, voluntary organizations, and families.

- 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.

**Assessments: Benchmark** - STAR Early Lit **Summative** - Literary Text Analysis Benchmark, Informational Text Benchmark, Research & Short Project Benchmark, Narrative Writing Benchmark, Informational Writing Benchmark, **Formative** - Context Clues & Vocabulary Mini-Assessment, Oral Reading Fluency Benchmark, Constructed Response Practice, Grammar & Conventions Check, **Alternate** - Modified Passage Option, Graphic Organizer Support, Oral Presentation Option,

<b>Content Area: ELA Reading</b>	<b>Grade Level: Third</b>
<b>Unit 1: Environments (SAVVAS: My View Literacy)</b>	<b>Length of time: 6 weeks</b>
Unit Theme: In this unit students will determine how the environment affects people. They will know about different types of traditional tales and understand their elements. They will use language to make connections between reading fiction and writing personal narrative. They will use elements of a narrative text to write a personal narrative.	

Essential Question: How does our environment affect us?

**Unit Readings Objectives:**

- Examine traditional tales
- Read a text to learn to analyze plot and setting in a folk tale
- Understand folktales better by reading text and inferring theme in a folk tale
- Explore environments while reading a text that helps analyze characters in realistic fiction
- Learn more about the theme by reading a text to learn to analyze text features in an informational text
- Discover more about traditional tales and read a text that helps analyze plot and setting in a folk tale

**Unit Readings Standards:**

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

in a story (e.g., create mood, emphasize aspects of a character or setting).

**Unit Writing Objectives:**

- Use elements of a narrative text to write a personal narrative
- Immerse in personal narrative texts
- Develop literary elements of personal narrative writing
- Develop the structure of historical fiction writing
- Apply writer's craft and conventions of language to develop and write personal narratives
- Publish, celebrate, and assess personal narrative writing

**Unit Writing Standards:**

- W.3.3: Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
  - A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
  - B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - C. Use temporal words and phrases to signal event order.
  - D. Provide a sense of closure.
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**Unit Phonics Objectives:**

- Syllable Pattern VC/CV
- Inflected endings -s, -es, -ies
- Diphthongs ou, ow, oi, oy
- Vowel Digraphs ee, ea, ai, ay, ow, oa



<b>Content Area: ELA Reading</b>	<b>Grade Level: Third</b>
<b>Unit 2: Interactions (SAVVAS: My View Literacy)</b>	<b>Length of time: 5 weeks</b>
<p>Unit Theme: In this unit students will talk with others about patterns seen in nature. They will know about different types of informational text and understand their features and structures. They will use language to make connections between reading and writing informational text. They will use elements of informational text to write an informational article.</p>	
<p>Essential Question: How do plants and animals live together?</p>	
<b>Unit Reading Objectives:</b>	
<ul style="list-style-type: none"> <li>- Identifying main ideas and details for informational texts</li> <li>- Analyzing text structure of informational texts</li> <li>- Analyze illustrations in realistic fiction and identify themes</li> <li>- Analyzing the text structure of persuasive texts and identify themes</li> <li>- Explain the author's purpose in an informational text</li> </ul>	
<b>Unit Reading Standards:</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- RI.CI.3.2 Recount in oral and written form the key details from a multi-paragraph informational text and</li> </ul>	

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.
- 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.PP.3.5 Distinguish their own point of view from that of the author of a text.

#### **Unit Writing Objectives:**

- View and understand what how to articles are under
- Develop literary elements and how to write article
- Develop the structure of how to article writing
- Apply writers craft and conventions of language to develop and write how to articles
- Publish and celebrate and assess how to article writing

#### **Unit Writing Standards:**

- W.IW.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- W.WP.3.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.WR.3.5 Generate questions about a topic and independently locate related information from at least two reference sources
- W.RW.3.7 Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

#### **Unit Phonics Objectives:**

- Syllable Pattern VC/V and V/CV
- r-Controlled Vowels ar, or, ore, oar
- Syllable Pattern VCe
- Contractions

**Unit Phonics Standards:**

- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
  - C. Decode multisyllable words.
  - D. Read grade-appropriate irregularly spelled words.

**Interdisciplinary Connections**

**Social Studies**

- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**Career Readiness, Life Literacies and Key**

- 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.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

**Assessments: Benchmark** - STAR Early Lit **Summative** - Literary Text Analysis Benchmark, Informational Text Benchmark, Research & Short Project Benchmark, Narrative Writing Benchmark, Informational Writing Benchmark, **Formative** - Context Clues & Vocabulary Mini-Assessment, Oral Reading Fluency Benchmark, Constructed Response Practice, Grammar & Conventions Check, **Alternate** - Modified Passage Option, Graphic Organizer Support, Oral Presentation Option,

<b>Content Area: ELA Reading</b>	<b>Grade Level: Third</b>
<b>Unit 3: Heroes (SAVVAS: My View Literacy)</b>	<b>Length of time: 5 weeks</b>
Unit Theme: In this unit, students will collaborate with others to determine what makes a hero. Students will understand historical fiction and its elements. Students will use language and make connections between reading and writing historical fiction. They will use elements of narrative text to write a historical fiction	
Essential Question: What makes a hero?	
<b>Unit Readings Objectives:</b>	
<ul style="list-style-type: none"> <li>- Analyze plot and setting in historical fiction.</li> <li>- Analyze characters in historical fiction</li> <li>- Identify for themes and historical fiction</li> <li>- Analyze text structure in a biography</li> <li>- Identify themes with concerning heroes in a nonfiction</li> <li>- Explain poetic elements in poetry</li> <li>- Generate questions for inquiry</li> <li>- Research evidence that supports a claim and can persuade an audience</li> <li>- Engaging productive collaboration</li> <li>- Incorporate media</li> <li>- Celebrate and reflect</li> </ul>	
<b>Unit Readings Standards:</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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).</li> <li>- RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain</li> </ul>	

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.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.
- RI.PP.3.5. Distinguish their own point of view from that of the author of a text.
- SL.PE.3.1. Engage effectively in a range of collaborative discussions, building on others' ideas, expressing their own clearly.
- SL.UM.3.5. Use multimedia and visual displays when appropriate to emphasize facts or details.

#### **Unit Writing Objectives:**

- Develop literary elements of historical fiction writing
- Develop the structure of historical fiction writing
- Apply writers craft and conventions of language to develop and write historical fiction writing
- Publish, celebrate and assess historical fiction writing

#### **Unit Writing Standards:**

- W.NW.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.WP.3.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- L.WF.3.3 Demonstrate command of the conventions of writing including grammar, usage, mechanics.

#### **Unit Phonic Objectives:**

- Prefixes pre-, dis-, in-, im-, non-

- Abbreviations
- Suffixes -ful, -y, -ness
- Vowel Teams oo, ew, ue, ui, eu
- Irregular Plural Nouns

**Unit Phonic Standards:**

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

**Interdisciplinary Connections**

**Social Studies**

- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
- 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.

**Career Readiness, Life Literacies and Key**

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

**Science**

- 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

**Assessments: Benchmark** - STAR Early Lit **Summative** - Literary Text Analysis Benchmark, Informational Text Benchmark, Research & Short Project Benchmark, Narrative Writing Benchmark, Informational Writing Benchmark, **Formative** - Context Clues & Vocabulary Mini-Assessment, Oral Reading Fluency Benchmark,

Constructed Response Practice, Grammar & Conventions Check, **Alternate** - Modified Passage Option, Graphic Organizer Support, Oral Presentation Option,

<b>Content Area: ELA Reading</b>	<b>Grade Level:</b>
<b>Unit 4: Events (SAVVAS: My View Literacy)</b>	<b>Length of time: 5 weeks</b>
Unit Theme: In this unit, students will collaborate with others to determine how communities change over time. They will learn about biographies and understand its elements. They will use language to make connections between reading and writing a narrative. They will use elements of opinion writing to write an opinion essay.	
Essential Question: How do communities change over time?	
<b>Unit Readings Objectives:</b>	
<ul style="list-style-type: none"><li>- Analyze text structure in a biography</li><li>- Identify the main idea and details in a biography</li><li>- Explain the author's purpose in a biography</li><li>- Distinguished point of view in a nonfiction narrative</li><li>- Identify themes within a biography about concerning events</li><li>- Identify elements in a drama</li><li>- Generate questions for inquiry</li><li>- Research our communities have changed over time</li><li>- Engage and productive collaboration</li><li>- Incorporate media</li><li>- Celebrate and reflect</li></ul>	
<b>Unit Readings Standards:</b>	
<ul style="list-style-type: none"><li>- RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features</li></ul>	

(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.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.
- RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.
- 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.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.

#### **Unit Writing Objectives:**

- Develop elements of opinion essay writing
- Develop the structure of opinion essay writing
- Apply writers craft and conventions of language to develop and write opinion essays
- Publish, celebrate and assess opinion essay writing

#### **Unit Writing Standards:**

- W.AW.3.1. Write opinion texts to present an idea with reasons and information. Introduce an opinion clearly.
  - A. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
  - B. 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.
  - C. Provide a conclusion related to the opinion presented.

#### **Unit Phonics Objectives:**

- Syllable Pattern VC/CV

- Inflected Endings -s, -es, ies
- Base Words and Endings -ing, -ed, -er, -est
- Vowel Digraphs ee, ea, ai, ay, ow, oa
- Diphthongs ou, ow, oi, oy
- r-Controlled Vowels ar, or, ore, oar
- Compound Words
- Syllable Pattern VCe
- Contractions
- Prefixes pre-, dis-, in-, im-, non-
- Abbreviations
- Suffixes -ful, -y, -ness
- Vowel Teams oo, ew, ue, ui, eu
- Irregular Plural Nouns

#### **Unit Phonics Standards:**

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

#### **Interdisciplinary Connections**

##### **Social Studies**

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

##### **Career Readiness, Life Literacies and Key**

- 9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

**Assessments: Benchmark** - STAR Early Lit **Summative** - Literary Text Analysis Benchmark, Informational Text Benchmark, Research & Short Project Benchmark, Narrative Writing Benchmark, Informational Writing Benchmark, **Formative** - Context Clues & Vocabulary Mini-Assessment, Oral Reading Fluency Benchmark, Constructed Response Practice, Grammar & Conventions Check, **Alternate** - Modified Passage Option, Graphic Organizer Support, Oral Presentation Option,

<b>Content Area: ELA Reading</b>	<b>Grade Level: Third</b>
<b>Unit 5: Solutions (SAVVAS: My View Literacy)</b>	<b>Length of time: 6 weeks</b>
Unit Theme: In this unit, students will determine how the environment changes us. they will know about different types of informational text in their elements. They will use language to make connections between reading and writing informational text. They will use knowledge of the sound and shape of poetry to write a poem.	
Essential Question: How does the world change us?	
<b>Unit Readings Objectives:</b>	
<ul style="list-style-type: none"> <li>- Analyze text features of informational text</li> <li>- Analyze text structure of informational text</li> <li>- Analyze the structure in procedural text</li> <li>- Analyze point of view in historical fiction</li> <li>- Identify themes of concerning solutions by looking at the point of view in a historical fiction text</li> <li>- Infer themes in traditional Tales</li> </ul>	

- Generate questions for inquiry
- Research evidence that supports a claim and can persuade an audience
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

**Unit Readings Standards:**

- RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '
- RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.
- 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).

**Unit Writing Objectives:**

- Develop literary elements of poetry writing
- Develop the structure of poetry writing
- Apply writers craft and conventions of language to develop and write poetry
- Publish, celebrate, and assess poetry writing

**Unit Writing Standards:**

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

producing written work routinely.

- 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.

**Unit Phonics Objectives:**

- Vowel Patterns au, aw, al, augh, ough
- Vowel Patterns ei, eigh
- Words with Suffix -en
- Schwa
- Final Stable Syllables -le, -ture

**Unit Phonics Standards:**

- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
  - A. Identify and know the meaning of the most common prefixes and derivational suffixes.
  - B. Decode words with common Latin suffixes.
  - C. Decode multisyllable words.
  - D. Read grade-appropriate irregularly spelled words.
  - E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

**Interdisciplinary Connections**

**Social Studies**

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

- 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

**Career Readiness, Life Literacies and Key**

- 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.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.

**Science**

- 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

**Assessments: Benchmark** - STAR Early Lit **Summative** - Literary Text Analysis Benchmark, Informational Text Benchmark, Research & Short Project Benchmark, Narrative Writing Benchmark, Informational Writing Benchmark, **Formative** - Context Clues & Vocabulary Mini-Assessment, Oral Reading Fluency Benchmark, Constructed Response Practice, Grammar & Conventions Check, **Alternate** - Modified Passage Option, Graphic Organizer Support, Oral Presentation Option,

**INTERDISCIPLINARY CONNECTIONS**

**Computer Science and Design Thinking**

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 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.4: Organize and present climate change data visually to highlight relationships or support a claim.

	<ul style="list-style-type: none"> <li>- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</li> <li>- 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.</li> <li>- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.</li> <li>- 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.</li> </ul>
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**Modifications**

<b>Multilingual Learners</b>	<b>Special Education</b>	<b>At-Risk of School Failure</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding Word walls Sentence Stems Paragraph Frames Bilingual Dictionaries Think Alouds Read Alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides	Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast

Modeling Cognates			thinking tasks Self-directed activities	Parent communication Modified assignments Counseling
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