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Created By: English Language Arts Curriculum Team

English Language Arts: Curriculum 3rd Grade

Content Area: English Language Arts

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| <p><u>Unit I:</u> Introduction to Reading Literature & Reading Informational Texts! The Buried Bones Mystery, by Sharon Draper Rattenborough's Guide to Animals</p> | <p>September 07, 2025 - November 16, 2025</p> <p>45 days</p> |
| <p><u>Unit II:</u> Investigating Informational Texts! Stories of Ancient Rome What's In Our Universe?</p> | <p>November 17, 2025 - January 31, 2026</p> <p>45 days</p> |
| <p><u>Unit III:</u> Closely Reading Literary Texts! Magic Treehouse: Midnight On the Moon, by Mary Pope Osborne Jazz!</p> | <p>February 01, 2026 - April 18, 2026</p> <p>45 days</p> |
| <p><u>Unit IV:</u> Exploring More Literature and Informational Texts! Stella Diaz Has Something to Say, by Angela Dominguez Ecology</p> | <p>April 19, 2026 - June 22, 2026</p> <p>45 days</p> |

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Contributions, history, and heritage of Asian Americans and Pacific Islanders ([P.L.2021, c.416](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and to act in informed and sustainable ways. [Click here](#) for specific examples (by subject).

TEXTS

The Buried Bones Mystery, by Sharon Draper

Rattenborough's Guide to Animals

Stories of Ancient Rome

What's In Our Universe?

Magic Treehouse: Midnight On the Moon, by Mary Pope Osborne

Jazz!

Stella Diaz Has Something to Say, by Angela Dominguez

Ecology

Introduction / Philosophy

The implementation of a highly successful district-wide English Language Arts program is dependent upon support of the faculty, parents, and school administrators - adults who are active participants in reading and writing who help to foster a learning environment that is supportive of literacy development.

The intent of all curriculum and instructional efforts in the English Language Arts program should be to develop *engaged*, *reflective*, and *strategic* learners who, through real-life situations, utilizing technology, and enjoying learning, can apply their knowledge of the English Language Arts across all content areas.

One major goal of the English Language Arts program is to develop effective writers and speakers. Students who are exposed to superior writing and who listen to informative oral presentations can achieve this goal. To be able to examine writing pieces from a critical stance and to view writing as a craft is a critical perspective for students to acquire. Through guided instruction in the classroom, the teacher facilitates students' abilities to understand and to know how to use written and oral language effectively in order to enhance the communication of their ideas.

Another major goal of our English Language Arts program is for students to learn to read, view, and listen effectively in order to construct meaning. Throughout the program, students are asked to respond not only to questions that ask what they have learned as a result of engaging with learning resources, but also to queries that promote reflection upon what they are thinking as they are interacting with these processes. Through guided instruction, students are asked to "think about their thinking" and construct meaning through various modalities.

The interrelatedness of English Language Arts instruction cannot be over emphasized; reading, writing, speaking, listening, and viewing naturally can reinforce one another. Therefore, successful acquisition of one Language Arts skill supports and enhances other skills. Rich literary experiences, including exposure to fiction and nonfiction, serve as a catalyst for developing listening, speaking, reading, viewing, and writing skills.

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

Phonics and Word Recognition

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

Fluency

- L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Spelling

- L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
 - A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
 - B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
 - C. Identify language of word origin, as noted in dictionaries.
 - D. Spell singular and plural possessives (teacher’s; teachers’)
 - E. Change y to i (cried) in words with suffixes, when required.
 - F. Spell regular two- and three-syllable words that:
 - i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
 - ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
 - G. Spell common words in English, including regular and irregular forms.

Reading Domain

- 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.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.
- RI.PP.3.5. Distinguish their own point of view from that of the author of a text.
- RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Writing Domain

- 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. 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.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.
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Speaking & Listening Domain

- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Supporting & Additional Standards

Language Domain

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
 - B. Capitalize appropriate words in titles.
 - 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.
 - 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.
 - H. Paraphrase a main idea or event in order to vary sentence structure and word use.
 - I. Organize ideas into paragraphs with main ideas and supporting details.
- L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - B. Choose words and phrases for effect.
 - C. Recognize and observe differences between the conventions of spoken and written English.
- L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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).
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Reading Domain

- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
 - RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
 - RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '
 - RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
 - RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).
 - RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
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Writing Domain

- 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.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 introduce a narrator and/or characters; clearly organize an event sequence.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events.
 - E. Provide a conclusion or sense of closure that follows the narrated experiences or events.
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Speaking & Listening Domain

- 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.

Interdisciplinary Standards

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.
- 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.

Economics, Innovation, and Technology: Economic Ways of Thinking

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

Science

- Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-ESS3-1)

Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 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.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.8: Identify risks that individuals and households face.

9.4 Life Literacies & Key Skills

- 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.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**

- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Assessments

Participation/Observations
 Questioning
 Running Records
 Discussion Circles
 Turn and Talks
 Anecdotal Notes
 Reading/Writing Checklist
 Demonstration of Learning (Exit Slips)
 Graphic Organizers/Thinking Maps
 Response Logs
 Reading Response
 Presentations
 Peer/Self Assessment
 Visual Representations
 Individual Whiteboards
 Student/Teacher Conferencing
 Rubrics
 Isation Screening
 Strategy Group

Benchmark Assessments

Reading Unit Assessments
[Beginning of the Year District Benchmark Assessment](#)

Alternate Assessments

Teacher-created project-based assessment
 Alternate Running Records
 Discussion Circles
 Turn and Talks

[Middle of the Year District Benchmark Assessment](#)
[End of the Year District Benchmark Assessment](#)

Summative Assessments

DRA-2
 Isation Screening
 Final Writing Drafts

Knowledge and Skills

Content

Reading (Literature & Informational):

- How do readers construct meaning from text?
- What are the parts of a story?
- What clues in the story tell you about the characters?

Speaking and Listening:

- How does talking with peers help you grow ideas.
- What is my role in communication (as a listener, speaker, thinker)?
- How do sources of information affect the communication process?
- Why do I adapt my communication to different purposes and audiences?

Writing:

- How do audience and purpose affect my writing?
- How do I choose the best sequence of the events in a personal narrative?

Skills

Reading (Literature & Informational):

- Identify elements of the story's structure.
- Describe how characters' actions contribute to a story's sequence of events.
- Explain how aspects of a text's illustrations help create mood.
- Use explicit text details to draw conclusions.
- Explain how an author's choice of words affects the text.
- Describe characters and explain how their actions contribute to the sequence of events.
- Determine the message of a story and explain how the details convey the message.
- Compare and contrast the main characters in a story.
- Describe cause-and-effect relationships in text.
- Determine the main idea and supporting details of a text.
- Identify the point of view from which the story is being told.
- Use signal words to identify cause-and-effect connections.

- How do I turn prewriting into a draft?
- How can I improve a personal narrative?
- How do good writers express their opinions?
- How does the writer's point of view shape the writer's product?
- How do writers develop a well written product?
- Why does a writer choose a particular form of writing?

- Use context to determine whether the literal or nonliteral meaning of a word or phrase is appropriate.

Speaking and Listening:

- actively engage as part of a whole group, small group, and with partners in conversations about grade appropriate topics and texts.
- experience multiple opportunities to take part in a variety of structured conversations.
- share roles of participant, leader, and observer.
- develop active listening and group discussion skills.
- formulate arguments to explore ideas during discussion.

Writing:

- Identify the characteristics of a good descriptive paragraph.
- Use exact words to describe.
- Strengthen writing by revising and editing.
- Identify the characteristics of dialogue.
- Consider audience and purpose when creating dialogue.
- Plan character's feelings and ideas for dialogue.
- Identify the characteristics of a good personal narrative.
- Use thoughts and feelings to express voice.
- Put events in order.
- Include important and interesting details to tell about events.
- Establish a sequence of events while planning a personal narrative.
- Finish drafting and begin to revise a personal narrative.

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| | <ul style="list-style-type: none"> ● Use technology to publish a personal narrative and opinion pieces. identify fact and opinion. ● Write an introduction and conclusion. ● Use linking words (because, therefore, since, for example) to connect their opinion to reasons. ● Construct an opinion piece that clearly states their point of view and provides reasons to support. |
| Instructional Plan | |
| Suggested Activities/Routines | Resources |
| <p><u>Reading:</u></p> <ul style="list-style-type: none"> ● Literary projects ● Literature circles ● Multimedia projects ● Guided reading groups ● Classroom discussions ● Reading Response Journals ● Cooperative Learning Groups ● Teacher conferences ● Turn and Talks ● Pair Shares ● Independent reading <p><u>Writing:</u></p> <ul style="list-style-type: none"> ● Journals/Writer’s Notebook ● Personal Narrative ● Opinion writing piece ● Routine writing <ul style="list-style-type: none"> ○ Reading response | <p><u>Reading:</u></p> <p>Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher</p> <p>www.epicbooks.com www.readinga-z.com www.connected.mcgraw-hill.com</p> <p><u>Writing:</u></p> <p>The Writing Strategies Book, Jennifer Serravallo www.connected.mcgraw-hill.com</p> |

- Constructed prose response
- Journaling

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase

- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program

- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities

- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Teacher Notes:

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - J. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
 - K. Capitalize appropriate words in titles.
 - L. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - M. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
 - N. Use appropriate pronouns with clear referents.
 - O. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
 - P. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
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 - R. Organize ideas into paragraphs with main ideas and supporting details.
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 - F. 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).

- G. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - H. 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.
 - D. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - E. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - F. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
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Reading Domain

- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
 - RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
 - RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '
 - RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.
 - RI.PP.3.5. Distinguish their own point of view from that of the author of a text.
 - 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).
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Writing Domain

- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - F. Introduce a topic clearly.
 - G. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
 - H. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - I. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
 - J. Provide a conclusion related to the information or explanation presented.
 - W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.
 - F. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
 - G. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - H. Use transitional words and phrases to manage the sequence of events.
 - I. Use concrete words and phrases and sensory details to convey experiences and events.
 - J. Provide a conclusion or sense of closure that follows the narrated experiences or events.
 - W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
 - W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
 - W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
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Speaking & Listening Domain

- 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.
 - E. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - F. 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).
- G. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - H. Explain their own ideas and understanding in light of the discussion.

Supporting & Additional Standards

Language Domain

Phonics and Word Recognition

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

Fluency

- L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - D. Read grade-level text with purpose and understanding.
 - E. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - F. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Spelling

- L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
 - H. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
 - I. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
 - J. Identify language of word origin, as noted in dictionaries.
 - K. Spell singular and plural possessives (teacher's; teachers')
 - L. Change y to i (cried) in words with suffixes, when required.
 - M. Spell regular two- and three-syllable words that:
 - i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, Consonant-le.

- ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- N. Spell common words in English, including regular and irregular forms.
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Reading Domain

- 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.
 - RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
 - RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).
 - RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
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Writing Domain

- W.AW.3.1. Write opinion texts to present an idea with reasons and information.
 - E. Introduce an opinion clearly.
 - F. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the

topic.

G. 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.

H. Provide a conclusion related to the opinion presented.

- W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - D. Identify audience, purpose, and intended length of composition before writing.
 - E. Consider writing as a process, including self-evaluation, revision and editing.
 - F. 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.

Speaking & Listening Domain

- 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 Standards

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.
- 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.

Economics, Innovation, and Technology: Economic Ways of Thinking

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

Science

- Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-ESS3-1)

Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 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.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.8: Identify risks that individuals and households face.

9.4 Life Literacies & Key Skills

- 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.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Evidence of Student Learning

Formative Assessments

Participation/Observations
 Questioning
 Running Records
 Discussion Circles
 Turn and Talks
 Anecdotal Notes
 Reading/Writing Checklist
 Demonstration of Learning (Exit Slips)
 Graphic Organizers/Thinking Maps
 Response Logs
 Reading Response
 Presentations
 Peer/Self Assessment
 Visual Representations
 Individual Whiteboards
 Student/Teacher Conferencing
 Rubrics
 Isation Screening
 Strategy Group

Benchmark Assessments

Reading Unit Assessments
 Beginning of the Year District Benchmark Assessment

Alternate Assessments

Teacher-created project-based assessment
 Alternate Running Records
 Discussion Circles
 Turn and Talks

| | |
|--|--|
| <p>Middle of the Year District Benchmark Assessment End of the Year District Benchmark Assessment</p> <p><u>Summative Assessments</u> DRA-2 Isation Screening Final Writing Drafts</p> | |
| Knowledge and Skills | |
| Content | Skills |
| <p>Essential Questions</p> <p>Reading (Informational):</p> <ul style="list-style-type: none"> ● How does understanding a text’s structure help me better understand the meaning? ● How does my speed, accuracy, and expression help me understand what I have read? ● What do readers do when they do not understand everything in a text? ● How do I recognize the main idea of a text? ● How do I find evidence to support the main idea? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● How does talking with peers help you grow ideas? ● What is my role in communication (as a listener, speaker, thinker)? ● How do sources of information affect the communication | <p>Objectives</p> <p>Reading (Informational):</p> <ul style="list-style-type: none"> ● Identify Nonfiction selections and their text structure ● Read factual material more slowly and carefully than fiction ● Determine the meaning of academic and domain-specific vocabulary ● Summarize the most important details from a nonfiction text ● Distinguish Main Idea and supporting details in Expository text ● Make inferences about texts, using text ideas, prior knowledge, and experience ● Identify Author’s Purpose <p>Speaking and Listening:</p> |

| | |
|--|--|
| <p>process?</p> <ul style="list-style-type: none"> ● Why do I adapt my communication to different purposes and audiences? <p>Writing:</p> <ul style="list-style-type: none"> ● How do writers select the genre of writing for a specific purpose and audience? ● How do essential components of the writing process guide writers in the communication of ideas? ● How does the selection of resources impact the quality and validity of the research process and product? ● How do regular, varied writing opportunities make you a stronger writer? | <ul style="list-style-type: none"> ● actively engage as part of a whole group, small group, and with partners in conversations about grade appropriate topics and texts. ● experience multiple opportunities to take part in a variety of structured conversations. ● share roles of participant, leader, and observer. ● develop active listening and group discussion skills. ● formulate arguments to explore ideas during discussion. <p>Writing:</p> <ul style="list-style-type: none"> ● Write an informative piece with a clear introduction and conclusion. ● Group related information together. ● Use linking words (also, another, and, more, but) to connect ideas within categories. ● Decide if illustrations would aid comprehension. ● Develop a way to present their ideas using facts, definitions and details. |
| Instructional Plan | |
| Suggested Activities/Routines | Resources |
| <p>Reading:</p> <ul style="list-style-type: none"> ● Literary projects ● Literature circles ● Multimedia projects ● Guided reading groups ● Classroom discussions ● Reading Response Journals | <p>Reading:</p> <p>Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher www.epicbooks.com</p> |

- Cooperative Learning Groups
- Teacher conferences
- Turn and Talks
- Pair Shares
- Independent reading

Writing:

- Journals/Writer’s Notebook
- Explanatory writing
- Research writing
- Routine writing
 - Reading response
 - Constructed prose response
 - Journaling

www.readinga-z.com
www.connected.mcgraw-hill.com

Writing:

The Writing Strategies Book, Jennifer Serravallo
www.connected.mcgraw-hill.com

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling

- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system

- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities

- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests

- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit III: Closely Reading Literary Texts!

Duration: 45 Days

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

Phonics and Word Recognition

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

Fluency

- L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - G. Read grade-level text with purpose and understanding.
 - H. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - I. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Spelling

- L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
 - O. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
 - P. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
 - Q. Identify language of word origin, as noted in dictionaries.
 - R. Spell singular and plural possessives (teacher's; teachers')
 - S. Change y to i (cried) in words with suffixes, when required.
 - T. Spell regular two- and three-syllable words that:
 - i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, Consonant-le.
 - ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
 - U. Spell common words in English, including regular and irregular forms.

Sentence Composition (Grammar, Syntax, and Punctuation)

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

nouns.

- T. Capitalize appropriate words in titles.
 - U. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - V. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
 - W. Use appropriate pronouns with clear referents.
 - X. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
 - Y. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
 - Z. Paraphrase a main idea or event in order to vary sentence structure and word use.
 - AA. Organize ideas into paragraphs with main ideas and supporting details.
 - L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - G. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - H. Choose words and phrases for effect.
 - I. Recognize and observe differences between the conventions of spoken and written English.
 - L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - I. Use sentence-level context as a clue to the meaning of a word or phrase.
 - J. 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).
 - K. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - L. 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.
 - G. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - H. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - I. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
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Reading Domain

- 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.
- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '
- RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.
- RI.PP.3.5. Distinguish their own point of view from that of the author of a text.
- RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).
- RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

Writing Domain

- W.AW.3.1. Write opinion texts to present an idea with reasons and information.
 - I. Introduce an opinion clearly.
 - J. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
 - K. 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.
 - L. Provide a conclusion related to the opinion presented.
- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - K. Introduce a topic clearly.
 - L. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
 - M. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - N. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
 - O. Provide a conclusion related to the information or explanation presented.
- W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.
 - K. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
 - L. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - M. Use transitional words and phrases to manage the sequence of events.
 - N. Use concrete words and phrases and sensory details to convey experiences and events.
 - O. 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.
 - G. Identify audience, purpose, and intended length of composition before writing.
 - H. Consider writing as a process, including self-evaluation, revision and editing.
 - I. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and

correct errors and improve word choice.

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

Speaking & Listening Domain

- 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.
 - I. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - J. 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).
 - K. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - L. 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.

Supporting & Additional Standards

Language Domain

Reading Domain

Writing Domain

Speaking & Listening Domain

Interdisciplinary Standards

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.
- 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.

Economics, Innovation, and Technology: Economic Ways of Thinking

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

Science

- Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-ESS3-1)

Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 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.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.8: Identify risks that individuals and households face.

9.4 Life Literacies & Key Skills

- 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.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Evidence of Student Learning

Formative Assessments

Participation/Observations

Alternate Assessments

Teacher-created project-based assessment

| | |
|---|--|
| <p>Questioning Running Records Discussion Circles Turn and Talks Anecdotal Notes Reading/Writing Checklist Demonstration of Learning (Exit Slips) Graphic Organizers/Thinking Maps Response Logs Reading Response Presentations Peer/Self Assessment Visual Representations Individual Whiteboards Student/Teacher Conferencing Rubrics Isation Screening Strategy Group</p> <p><u>Benchmark Assessments</u> Reading Unit Assessments Beginning of the Year District Benchmark Assessment Middle of the Year District Benchmark Assessment End of the Year District Benchmark Assessment</p> <p><u>Summative Assessments</u> DRA-2 Isation Screening Final Writing Drafts</p> | <p>Alternate Running Records Discussion Circles Turn and Talks</p> |
| Knowledge and Skills | |

| Content | Skills |
|--|---|
| <p>Essential Questions</p> <p>Reading (Literature):</p> <ul style="list-style-type: none"> ● How do characters affect the plot of a story? ● How might people change after facing a challenge? ● How do readers walk in other character’s shoes? ● How do readers build theories about characters? ● How do readers grow and learn lessons alongside the characters in the books they read? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● How does talking with peers help you grow ideas. ● What is my role in communication (as a listener, speaker, thinker)? ● How do sources of information affect the communication process? ● Why do I adapt my communication to different purposes and audiences? <p>Writing:</p> <ul style="list-style-type: none"> ● How does the structure of a narrative text differs from other forms of writing? ● Why are of events presented important? ● How are dialogue and actions used to develop a character? ● Why is closure an important component to narrative writing? | <p>Objectives</p> <p>Reading (Literature & Informational):</p> <ul style="list-style-type: none"> ● compare characters and the lessons they learn within and across stories. ● describe and grow theories about the characters in books. ● describe how characters solve their problems and the lessons they learn. ● envision and make predictions about the characters and the story. ● explain the importance of the details in a story. ● talk and write about what they are reading to show understanding. ● track the changes characters go through. ● use strategies and skills to tackle complex texts and hard words. <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● actively engage as part of a whole group, small group, and with partners in conversations about grade appropriate topics and texts. ● experience multiple opportunities to take part in a variety of structured conversations. ● share roles of participant, leader, and observer. ● develop active listening and group discussion skills. ● formulate arguments to explore ideas during discussion. |

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| | <p>Writing:</p> <ul style="list-style-type: none"> ● introduce characters and/or narrator and engage them in actions and conversation through the use of dialogue. ● show characters’ responses to situations through description of actions and dialogue. ● organize events in a natural sequence. ● use temporal (time order) words and phrases to signal event order (first, next, then, later). ● create a satisfying conclusion that pulls events in the story together. ● write realistic and imaginary stories. |
| Instructional Plan | |
| Suggested Activities/Routines | Resources |
| <p>Reading:</p> <ul style="list-style-type: none"> ● Literary projects ● Literature circles ● Multimedia projects ● Guided reading groups ● Classroom discussions ● Reading Response Journals ● Cooperative Learning Groups ● Teacher conferences ● Turn and Talks ● Pair Shares ● Independent reading <p>Writing:</p> <ul style="list-style-type: none"> ● Journals/Writer’s Notebook | <p>Reading:</p> <p>Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher</p> <p>www.epicbooks.com www.readinga-z.com www.connected.mcgraw-hill.com</p> <p>Writing:</p> <p>The Writing Strategies Book, Jennifer Serravallo www.connected.mcgraw-hill.com</p> |

- Literary Essay
- Routine writing
 - Reading response
 - Constructed prose response
 - Journaling

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words

- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Teacher Notes:

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

Phonics and Word Recognition

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

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - BB. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
 - CC. Capitalize appropriate words in titles.
 - DD. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - EE. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
 - FF. Use appropriate pronouns with clear referents.
 - GG. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
 - HH. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
 - II. Paraphrase a main idea or event in order to vary sentence structure and word use.
 - JJ. Organize ideas into paragraphs with main ideas and supporting details.
- L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and

phrases.

- K. Choose words and phrases for effect.
 - L. Recognize and observe differences between the conventions of spoken and written English.
 - L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - M. Use sentence-level context as a clue to the meaning of a word or phrase.
 - N. 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).
 - O. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - P. 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.
 - J. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - K. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - L. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
-

Reading Domain

- 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.

Writing Domain

- W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.
 - P. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
 - Q. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - R. Use transitional words and phrases to manage the sequence of events.
 - S. Use concrete words and phrases and sensory details to convey experiences and events.
 - T. 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.
 - J. Identify audience, purpose, and intended length of composition before writing.
 - K. Consider writing as a process, including self-evaluation, revision and editing.
 - L. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking & Listening Domain

- 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.
 - M. Explicitly draw on previously read text or material and other information known about the topic to explore ideas

under discussion.

- N. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- O. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- P. Explain their own ideas and understanding in light of the discussion.
- SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Supporting & Additional Standards

Language Domain

Fluency

- L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - J. Read grade-level text with purpose and understanding.
 - K. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - L. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Spelling

- L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
 - V. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
 - W. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
 - X. Identify language of word origin, as noted in dictionaries.
 - Y. Spell singular and plural possessives (teacher's; teachers')
 - Z. Change y to i (cried) in words with suffixes, when required.
 - AA. Spell regular two- and three-syllable words that:
 - i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, Consonant-le.
 - ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
 - BB. Spell common words in English, including regular and irregular forms.

Reading Domain

- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '
- RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.
- RI.PP.3.5. Distinguish their own point of view from that of the author of a text.
- 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).
- RIAA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).
- RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

Writing Domain

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

- N. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
 - O. 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.
 - P. Provide a conclusion related to the opinion presented.
 - W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - P. Introduce a topic clearly.
 - Q. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
 - R. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - S. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
 - T. Provide a conclusion related to the information or explanation presented.
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Speaking & Listening Domain

- 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.

Interdisciplinary Standards

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.
- 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.

Economics, Innovation, and Technology: Economic Ways of Thinking

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

Science

- Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-ESS3-1)

Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
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- 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).
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 Rubrics
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 Strategy Group

Benchmark Assessments

Reading Unit Assessments
 Beginning of the Year District Benchmark Assessment

Alternate Assessments

Teacher-created project-based assessment
 Alternate Running Records
 Discussion Circles
 Turn and Talks

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| <p>Middle of the Year District Benchmark Assessment End of the Year District Benchmark Assessment</p> <p><u>Summative Assessments</u> DRA-2 Isation Screening Final Writing Drafts</p> | |
| Knowledge and Skills | |
| Content | Skills |
| <p>Essential Questions</p> <p>Reading (Literature & Informational):</p> <ul style="list-style-type: none"> ● How do readers construct meaning from text? ● What are the parts of a story? ● What clues in the story tell you about the characters? ● How does my speed, accuracy and expression help me understand what I read? ● How do I recognize the main idea of a text? ● How do I find evidence to support the main idea. <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● How does talking with peers help you grow ideas. ● What is my role in communication (as a listener, speaker, thinker)? ● How do sources of information affect the communication process? ● Why do I adapt my communication to different purposes | <p>Objectives</p> <p>Reading (Literature & Informational):</p> <ul style="list-style-type: none"> ● Identify elements of the story's structure. ● Describe how characters' actions contribute to a story's sequence of events. ● Explain how aspects of a text's illustrations help create mood. ● Use explicit text details to draw conclusions. ● Explain how an author's choice of words affects the text. ● Describe characters and explain how their actions contribute to the sequence of events. ● Determine the message of a story and explain how the details convey the message. ● Compare and contrast the main characters in a story. ● Describe cause-and-effect relationships in text. ● Determine the main idea and supporting details of a text. ● Identify the point of view from which the story is being |

and audiences?

Writing:

- How do writers select the genre of writing for a specific purpose and audience?
- How do essential components of the writing process guide writers in the communication of ideas?
- How does the selection of resources impact the quality and validity of the research process and product?
- How do regular, varied writing opportunities make you a stronger writer?

told.

- Use signal words to identify cause-and-effect connections.
- Use context to determine whether the literal or nonliteral meaning of a word or phrase is appropriate.

Speaking and Listening:

- actively engage as part of a whole group, small group, and with partners in conversations about grade appropriate topics and texts.
- experience multiple opportunities to take part in a variety of structured conversations.
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- use temporal (time order) words and phrases to signal event order (first, next, then, later).
- create a satisfying conclusion that pulls events in the story together.
- write realistic and imaginary stories.
- write an informative piece with a clear introduction and conclusion.
- group related information together.

| | |
|---|---|
| | <ul style="list-style-type: none"> ● use linking words (also, another, and, more, but) to connect ideas within categories. ● decide if illustrations would aid comprehension. ● develop a way to present their ideas using facts, definitions and details |
| Instructional Plan | |
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- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Teacher Notes: