



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 3

Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: ELA, Grade 3

Department: English

Board Approval	Supervisor	Notes
June 2011	Eleanor Hughes	Born Date
September 2012	Eleanor Hughes	Revisions
August 2017	Michelle Shappirio	Revisions
March 2019	Michelle Shappirio	Review
August 2026	Michelle Shappirio	Alignment to standards & Revision

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Township of Ocean Pacing Guide					
Week	Marking Period 1	Week	Marking Period 2	Week	Marking Period 3
1	Unit 1 Week 1: Narrative Nonfiction	14	Unit 2 Week 5: Poetry	28	Unit 4 Week 3: Expository: Informational Text
2	Unit 1 Week 2: Narrative Nonfiction	15	Unit 2 Week 6: Poetry	29	Unit 4 Week 4: Expository: Informational Text
3	Unit 1 Week 3: Narrative Nonfiction	16	Unit 2 Extended Writing Realistic Fiction	30	Unit 4 Week 5: Poetry
4	Unit 1 Week 4: Realistic Fiction	17	Unit 2 Extended Writing Realistic Fiction	31	Unit 4 Week 6: Poetry
5	Unit 1 Week 5: Realistic Fiction	18	Unit 3 Week 1: Expository: Informational Text	32	Unit 3 or Unit 5: Extended Writing Opinion Essay
6	Unit 1 Week 6: Argumentative Text	19	Unit 3 Week 2: Expository: Informational Text	33	Unit 3 or Unit 5: Extended Writing Opinion Essay
7	Unit 1 Week 7: Argumentative Text	20	Unit 3 Week 3: Folktale	34	Unit 5 Week 1: Narrative Nonfiction: Biography
8	Unit 1 Extended Writing Personal Narrative	21	Unit 3 Week 4: Folktale	35	Unit 5 Week 2: Narrative Nonfiction: Biography

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9	Unit 1 Extended Writing Personal Narrative	22	Unit 3 Week 5: Expository: Informational Text	36	Unit 5 Week 3: Fairy Tale
10	Unit 2 Week 1: Expository: Informational Text	23	Unit 3 Week 6: Expository: Informational Text	37	Unit 5 Week 4: Fairy Tale
11	Unit 2 Week 2: Expository: Informational Text	24	Unit 4 Extended Writing Expository Essay	38	Unit 5 Week 5: Argumentative Text
12	Unit 2 Week 3: Historical Fiction	25	Unit 4 Extended Writing Expository Essay	39	Unit 5 Week 5: Argumentative Text
13	Unit 2 Week 4: Historical Fiction	26	Unit 4 Week 1: Realistic Fiction	40	Unit 6 Week 1: Narrative Nonfiction: Biography
		27	Unit 4 Week 2: Realistic Fiction		

NJ Cursive Mandate

- Daily activities and instructional materials to help students become proficient in reading and legibly writing cursive by the end of grade 5
- Weeks 1-10: size and shape, i, t, e, l, o, a, c, d, n, m, connectives, u, w, b, f, h, k, g, q
- Weeks 11-21: r, s, y, z, v, x, size and shape, A, O, C, E, L, D, B, R, T, F, S, G
- Weeks 22-32: Spacing letters and words, N, M, H, K, P, Q, V, U, W, X, Y, Z, transition to two lines, practice with small letters, and practice with tall letters
- Weeks 32-40: Apply/practice reading and writing cursive to become proficient by the end of fifth grade

Climate Change

- Unit 3 Week 3 & 4: What makes different animals unique?
- Unit 4 Week 3 & 4: How do animals adapt to challenges in their habitats?
- Unit 5 Week 5: What are different kinds of energy?

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Diversity, Equity, & Inclusion

- Unit 1 Week 1 & 2: How do people from different cultures contribute to a community?
- Unit 1 Week 3 & 4: What can traditions teach you about culture?
- Unit 2 Week 1 & 2: How do people make government work?
- Unit 2 Week 3 & 4: Why do people immigrate to new places?
- Unit 2 Week 5 & 6: How do people figure things out?
- Unit 3 Week 5 & 6: How is each event in history unique?
- Unit 4 Week 1 & 2: How can you use what you know to help others?
- Unit 4 Week 5 & 6: How can others inspire us?
- Unit 5 Week 1 & 2: How do people from different cultures contribute to a community?
- Unit 5 Week 3 & 4: How do we get what we need?
- Unit 6 Week 1 : Why are goals important?

Core Instructional & Supplemental Materials including various levels of Texts

- *Wonders* Reading/Writing Workshop Book
- *Wonders* Literature Anthology
- *Wonders* Leveled Readers (Approaching, On, English Learner, & Beyond Levels)
- *Wonders* Visual Vocabulary Cards
- *Wonders* Leveled Workstation Activity Cards
- *Wonders* Sound-Spelling Cards
- *Wonders* High-Frequency Word Cards
- *Wonders* Running Records
- *Wonders* Connect Ed online platform
- ReadWorks.org
- *WonderWorks*
- *Orton-Gillingham* Institute for Multi-sensory Education materials (blending boards, sand trays, phoneme grapheme cards)
- IXL online subscription
- Leveled Literacy Intervention (LLI)
- Variety of trade books to extend upon the essential question
- Choice of novels: *Amber Brown Is Not A Crayon*, *The Chocolate Touch*, *Mouse and the Motorcycle*, *Ramona Quimby, Age 8*, *Tale of Despereaux*, *Who Was Neil Armstrong?*, *Who Was Jackie Robinson?*

Time Frame

9 weeks

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Topic

Unit 1

Alignment to Standards

English Language Arts

Foundational Skills: Reading Language

Phonics and Word Recognition- Spelling

- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - C. Decode multisyllable words.
 - D. Read grade-appropriate irregularly spelled words.
 - E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.
- 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.
 - G. Spell common words in English, including regular and irregular forms.

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.

Foundational Skills: Writing Language

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.
 - 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.
 - 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).

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COURSE: ELA Grade 3

- G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- 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.
 - 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 phrases.
- L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Reading:

- 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.
- 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).

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COURSE: ELA Grade 3

- RI.CI.3.2. Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).
- RL.IT.3.3. Describe the development of individual characters' traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.
- RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
- RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

Writing:

- 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.

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- 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 and Listening:

- L.KL.3.1.A Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- RL.CR.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- 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.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.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.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

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COURSE: ELA Grade 3

- ask and answer questions to increase understanding.
- determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats including visually, quantitatively, and orally.
- use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.
- build background knowledge on how different people contribute to a community
- listen for a purpose
- recognize the characteristics of an autobiography.
- describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- use sentence-level context as a clue to the meaning of a word or phrase.
- use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases.
- distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
- describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- identify the chronology of events.
- the base root from the affix.
- identify and define common prefixes and suffixes.
- identify and define common Latin suffixes.
- decode words that have a Latin suffix.
- use strategies to read multi-syllable words.
- read grade-appropriate irregularly spelled words.
- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Foundational Skills: Reading Language

- Phonics/Word Study
 - Short vowels *a, e, i, o, u*
 - Final *e*
 - Long *a* spellings: *ay, ai, a_e, ea, eigh, ei, ey*
 - Long *o*: *o, ow, o_e, oa, oe*

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COURSE: ELA Grade 3

- Words families
- Inflectional endings: drop final e
- Plurals –s and –es
- Compound words
- Fluency
 - Expression
 - Phrasing
 - Rate
 - Accuracy

Foundational Skills: Writing Language

Students will

- decode multisyllable words.
- read grade-level prose and poetry orally with accuracy, appropriate rate, expression, and automaticity on successive readings.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use spatial and temporal relationship words and phrases.
- decipher the meanings of words and phrases by using sentence context.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Foundational Skills: Writing Language

- Conventions
 - Distinguish sentences and sentence fragments
 - Distinguish commands and exclamations
 - Identify subjects, complete subjects, and compound subjects
 - Identify predicates and compound predicates
 - Produce simple, compound, and complex sentences
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Demonstrate understanding of synonyms
 - Use context clues to understand the meaning of a word
 - Demonstrate understanding of compound words
 - Demonstrate understanding of metaphors

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- Demonstrate understanding of multiple-meaning words

Reading Literature Text

Students will

- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.
- determine central messages or main ideas in a text.
- identify patterns in details.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text.
- differentiate between literal and nonliteral language.
- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- answer and ask both factual questions and inferential questions that require reasoning from the reader.
- closely read text to determine the important events, ideas, or concepts.
- identify the main characters in a story.
- describe the characters using literal and inferential story details.
- analyze how the actions of characters influence the story events.

Reading Informational Text

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- determine central messages or main ideas in a text.
- identify details to support the main idea.
- analyze how the details of the text help to support and reveal the central idea or theme.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- make a clear link between sentences and paragraphs when reading informational text.
- explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc).

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- identify words that signify a relationship between ideas.
- use the relationships between ideas to describe how an author supports specific points.
- identify the unique features and organization of informational text (text features, and search tools).
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text.
- explain how the different text features aid understanding.

Reading Literature/Informational Text

- Close Reading of Complex Text
 - Cite relevant evidence from text
 - Describe text structure: character, setting, plot, sequence, cause/effect
 - Visualize
 - Ask and answer questions
 - Summarize text
 - Determine main idea and key details
- Describe characteristics of genre
 - Realistic fiction
 - Narrative nonfiction
 - Argumentative text
 - Biography
 - Expository text

Writing

Students will

- distinguish fact from opinion.
- group supporting details to support the writer's purpose.
- introduce the topic or text clearly.
- state an opinion to be supported with reasons.
- write a thesis statement to focus the writing.
- support the opinion with facts and/or reasons.
- connect opinions with reasons using linking words and phrases.
- write a conclusion.
- organize ideas for a narrative.
- engage the reader with a story hook.
- establish a situation or story background.
- establish a narrator and/or characters for the story.
- present an organized sequence of events.
- use various narrative techniques to develop the characters and the plot.

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- incorporate vivid details to tell the story.
- establish chronology by using appropriate transitional words and phrases.
- bring the story to a close.
- explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflection on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- develop strategies with peers and adults to use digital tools.
- use technology for producing and publishing writing.
- use technology to collaborate with others.

Writing

- Writing Process
 - Personal Narrative
 - Plan: Sequence of Events
 - Draft: Descriptive Details
 - Revise: Sentence Fluency
 - Peer Conferencing
 - Edit and Proofread
 - Publish, present, and evaluate

Speaking and Listening

Students will

- engage in conversations about grade-appropriate topics and text.
- participate in a variety of rich, structured conversations.
- actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations.
- develop skills in active listening and group discussion.
- determine the main idea of a text read aloud.
- determine the supporting details for a text read aloud.
- determine main ideas and supporting details of information presented in multiple formats.
- report on a topic or text, telling a story, or recounting an event in an organized,

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COURSE: ELA Grade 3

logical manner.

- use relevant facts and descriptive details that add to the reporting of a topic or event.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of reading selections
- Present information on weekly themes of storytime, traditions, communities, inventions, famous landmarks
- Peer conference with writing process
- Build background knowledge on stories
 - Introduce and discuss the Essential Question

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets (Writing in Response to Reading)
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Progress Monitoring Assessments
- Spelling Tests

Benchmark:

- DIBELS 8 Subtests
 - Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) & Nonsense Word Fluency-Words Recoded Correctly (WRC)
 - Word Reading Fluency (WRF)
 - Oral Reading Fluency-Words Correct (ORF-WC) & Accuracy (ORF-ACC)
 - MAZE
- IXL Level Up

Alternative:

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- Research and Inquiry Projects

Interdisciplinary Connections

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Social Studies

Unit 1 Week 1 and 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do people from different cultures contribute to a community?
- **Read & Respond to a Variety of Texts**
 - "Faith Ringgold: Telling Stories Through Art"
 - "Room to Grow"
 - *Gary the Dreamer*
 - "Sharing Cultures"
 - Leveled Readers: *A Special Meal, A Row of Lamps, Dragons on the Water*
- **Research and Inquiry Project**
 - We can use the research process to make a community culture map.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit 1: Week 3 and 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What can traditions teach you about cultures?
- **Read & Respond to a Variety of Texts**
 - "Ready for Aloha"
 - "The Dream Catcher"
 - *Yoon and the Jade Bracelet*
 - "Family Traditions"
- **Research and Inquiry Project**
 - We can use the research process to create a culture quilt.
- 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.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit 1: Week 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do landmarks help us understand our country's story?

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COURSE: ELA Grade 3

- **Read & Respond to a Variety of Texts**
 - "America's Landmarks and Memorials"
 - "Preserve and Protect"
 - *Protecting Our Parks*
 - "Preserving a Special Place"
- **Research and Inquiry Project**
 - We can use the research process to create a landmark postcard.
- 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Career Readiness, Life Literacies, and Key Skills

- Students will read and respond to texts about cultural diversity within the community.
- **9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.**
- Students will identify various life roles and civic and work-related activities in the school, home, and community when reading and responding to texts about how people from different cultures contribute to a community.
- **9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements**

Technology Integration

- Students will format a document using a word processing application (Google Docs) to enhance text and include graphics, symbols and/ or pictures.
- **9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.**
- Students will use a graphic organizer to organize information about problem solving and new ideas.
- **9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.**
- Students will illustrate and communicate original ideas and stories using multiple digital tools and resources such as Flipgrid and Google Slides.
- **9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.**

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DEPARTMENT: English

COURSE: ELA, Grade 3

Career Education

- CRP11. Students use technology to enhance productivity when publishing an informative report about a famous landmark.

Time Frame

8 weeks

Topic

Unit 2

Alignment to Standards

English Language Arts

Foundational Skills: Reading Language

Phonics and Word Recognition- Spelling

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

Fluency

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

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

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1c Use abstract nouns (e.g., childhood).
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - o B. Capitalize appropriate words in titles.
 - o C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - o D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
 - o 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).
 - o G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
 - o H. Paraphrase a main idea or event in order to vary sentence structure and word use.
- L.KL.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - o A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - o B. Choose words and phrases for effect.
- L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - o B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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COURSE: ELA Grade 3

- 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)

Reading:

- RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales and myths from diverse cultures).
- RI.CI.3.2. Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).
- RL.IT.3.3. Describe the development of individual characters' traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- 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.
- RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RL.CT.3.8. Compare and contrast the elements (themes, settings, and plots) of

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COURSE: ELA Grade 3

literary texts written by the same author about similar characters.

Writing:

- 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.
 - D. 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.
 - A. Introduce a topic clearly.
 - B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).
 - E. Provide a conclusion related to the information or explanation presented.
- W.NW.3.3. Write narratives to develop real or imagined experience or events with basic story elements.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events.
 - E. Provide a conclusion or sense of closure that follows the narrated experiences or events.
- W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - A. Identify audience, purpose, and intended length of composition before writing.
 - B. Consider writing as a process, including self-evaluation, revision and editing.
- W.WR.3.5. Generate questions about a topic and independently locate related

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COURSE: ELA Grade 3

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 and Listening:

- 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).
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.PE.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- 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.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

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DEPARTMENT: English

COURSE: ELA Grade 3

- ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- 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.
- speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- identify characteristics of nonfiction.
- use text features and search tools to locate information relevant to a given topic efficiently.
- use information gained from illustrations and the words in a text to demonstrate understanding of the text.
- use sentence-level context as a clue to the meaning of a word or phrase.
- identify the author's claim.
- use various strategies to understand text and read with purpose.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.
- identify spelling patterns and generalizations.
- apply spelling patterns when writing words.
- read grade-appropriate irregularly spelled words.
- use strategies to read multi-syllable words.

Foundational Skills: Reading Language

- Phonics/Word Study
 - Long *i* and long *u*
 - Plural words with *y* to *i*
 - Long *e*
 - Inflectional endings
 - Words with silent letters
 - Singular and plural possessives
 - Three-letter blends
 - Closed syllables
 - Digraphs
 - Open syllables
- Fluency
 - Intonation and phrasing

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DEPARTMENT: English

COURSE: ELA Grade 3

- Rate
- Accuracy and phrasing
- Phrasing

Foundational Skills: Writing Language

Students will

- define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences.
- examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences
- identify abstract nouns.
- differentiate between regular and irregular plural nouns.
- identify regular and irregular plural nouns in reading and use them when writing or speaking.
- use abstract nouns when writing or speaking.
- define the terms 'literal' and 'nonliteral'.
- identify literal and nonliteral words and phrases in texts.
- differentiate the literal phrases from nonliteral phrases.
- apply comma rules to addresses in writing.
- determine the purpose and use of reference materials.
- utilize reference materials to check and correct spelling, when needed.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- use apostrophes appropriately to show possession.
- connect words to their purpose or use.

Foundational Skills: Writing Language

- Conventions
 - Explain the function of nouns, subjects, and predicates
 - Form and use regular and irregular plural nouns
 - Identify and use possessive nouns
 - Capitalization and punctuation
 - Spelling patterns
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Demonstrate understanding of figurative language
 - Demonstrate understanding of homographs

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COURSE: ELA Grade 3

- Use prefixes re-, un- as clues to the meaning of a word
- Use suffixes as clues to the meaning of a word

Reading Literature Text

Students will

- determine the main ideas and supporting details of information presented in multiple formats.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.
- determine central messages or themes.
- identify patterns in details.
- differentiate between literal and nonliteral language.
- use grade 3 vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- establish the point of view of a text.
- determine how the reader's point of view is different from the narrator's or the characters.
- compare the reader's point of view with the author's point of view.
- answer and ask both factual questions and inferential questions that require reasoning from the reader.
- use spatial and temporal relationship words and phrases.
- synthesize pictures and written text to better understand a text.
- examine the relation to the illustrations and the text.
- discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters.
- identify the mood of a text.
- interpret what the illustrations tell a reader about the mood.
- determine how the pictures help clarify the description of the mood.
- describe how various parts build on one another not only in stories, but in dramas and poems
- identify the parts of this story (chapters, stanzas, scenes).
- determine how the parts of a story are connected or organized (time order,

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COURSE: ELA Grade 3

topic).

- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.

Reading Informational Text

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- determine central messages or main ideas in a text.
- identify details to support the main idea.
- analyze how the details of the text help to support and reveal the central idea or theme.
- identify the unique features and organization of informational text (text features, and search tools).
- use the unique features to find and manage information specific to the topic.
- demonstrate proficiency in using the tools to locate information.
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text.
- closely read the text to identify the important details of a text.
- find similarities and differences about important details when reading about two texts that share the same topic.
- reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).

Reading Literature/Informational Text

- Close Reading of Complex Text
 - Cite relevant evidence from text
 - Text Evidence; Headings & Bar Graphs

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DEPARTMENT: English

COURSE: ELA Grade 3

- Determine theme
- Determine cause and effect
- Determine author's claim
- Identify author's purpose
- Character Perspective
- Reread
- Make, confirm, and revise predictions
- Figurative language: simile, hyperbole, metaphor
- Alliteration and Rhymed Verse
- Limerick and Free Verse
- Rhyme Scheme
- Describe characteristics of genre:
 - Expository: Informational Text
 - Historical fiction
 - Poetry

Writing

Students will

- distinguish fact from opinion.
- group supporting details to support the writer's purpose.
- introduce the topic or text clearly.
- state an opinion to be supported with reasons.
- write a thesis statement to focus the writing.
- establish a narrator and/or characters for the story.
- present an organized sequence of events.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflection on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- establish chronology by using appropriate transitional words and phrases.
- use various narrative techniques to develop the characters and the plot.
- incorporate vivid details to tell the story.
- organize information to support the topic.
- write a conclusion to close the writing.
- link ideas by using transitional words and phrases.

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DEPARTMENT: English

COURSE: ELA, Grade 3

- write poetry: alliteration, rhymed verse, limerick, free verse
- identify stanzas and lines in a poem
- Identify rhyme scheme

Writing

- Writing Process
 - Realistic Fiction
 - Plan: Sequence of events
 - Draft: Dialogue
 - Revise: Strong Conclusion
 - Peer Conference
 - Edit and Proofread
 - Publish, present, and evaluate

Speaking and Listening

Students will

- listen for a purpose.
- engage in conversations about grade-appropriate topics and texts.
- actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- determine the main idea of a text read aloud.
- determine the supporting details for a text read aloud.
- listen carefully to what a speaker says.
- ask questions to clarify what was heard.
- elaborate and provide details to build upon the speaker's response.
- participate in a variety of rich, structured conversations.
- engage in collaborative conversations.
- speak in complete sentences.
- adapt speech to task and situation.
- use 3rd grade appropriate grammatically correct speech.
- elaborate on a detail when necessary.
- clarify ideas when necessary.
- use multimedia to create engaging audio recordings of stories or poems.
- focus on inflection and volume instead of just reading out loud.
- demonstrate fluid and well-paced reading.
- add visual displays to illuminate chosen facts or details.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.

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DEPARTMENT: English

COURSE: ELA Grade 3

- use relevant facts and descriptive details that add to the reporting of a topic or event.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.
- develop strategies with peers and adults to use digital tools.
- use technology for producing and publishing writing.
- use technology to collaborate with others.
- explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- 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).
- ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- explain their own ideas and understanding in light of the discussion.

Speaking and Listening

- Engage in collaborative discussions about cooperation, immigration, government, and poetry
- Paraphrase portions of reading selections
- Present information on weekly theme- government, immigration, poetry

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets (Writing in Response to Reading)
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Progress Monitoring Assessments
- Spelling Tests

Benchmark:

- N/A

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DEPARTMENT: English

COURSE: ELA Grade 3

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies

Unit 2: Week 1 and 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do people make government work?
- **Read & Respond to a Variety of Texts**
 - "All About Elections"
 - "Every Vote Counts"
 - *Vote!*
 - "A Plan for the People"
 - Leveled Readers: *The Race for the Presidency*
- **Research and Inquiry Project**
 - We can use the research process to write a thank-you note.
- 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

Unit 2: Week 3 and 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: Why do people immigrate to new places?
- **Read & Respond to a Variety of Texts**
 - "Our Story Cloth"
 - "Sailing to America"
 - *The Castle on Hester Street*
 - "Next Stop, America!"
 - Leveled Readers: *Gold in California, Mexican Revolution, A Celebrating Swedish Culture*
- **Research and Inquiry Project**
 - We can use the research process to write a journal entry.

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DEPARTMENT: English

COURSE: ELA Grade 3

- 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

Unit 2: Week 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do people figure things out?
- **Read & Respond to a Variety of Texts**
 - "New Bike, Old Bike"
 - "Empanada Day"
 - "The Inventor Thinks Up Helicopters" and "The Ornithopter"
 - "Mongolfier Brothers' Hot Air Balloon"
 - Leveled Reader: *Problem Solved, The Long Walk, Two up One Down*
- **Research and Inquiry Project**
 - We can use the research process to conduct a mock interview.
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

21st Century Skills

- Students will identify various life roles and civic and work-related activities in the school, home, and community when reading and responding to texts about our government.
- **9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.**
- **9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem**

Technology Integration

- Students will select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems when conducting research about the essential question.
- **9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process**

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DEPARTMENT: English

COURSE: ELA Grade 3

- Students will illustrate and communicate original ideas and stories using multiple digital tools and resources such as Flipgrid and Google Slides.
- **9.4.5.TL.5: Collaborate digitally to produce an artifact.**
- Students will understand the need for and use of copyrights when conducting short research related to the essential question.
- **9.4.5.DC.1: Explain the need for and use of copyrights.**

Career Education

- CRP1. Students will act as a responsible and contributing citizen and employee when reading and responding to texts about cooperating with others.
- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about the week's essential question.

Time Frame	8 weeks
Topic	
Unit 3	
Alignment to Standards	
<u>English Language Arts</u>	
<i>Foundational Skills: Reading Language</i>	
<i>Phonics and Word Recognition- Spelling</i>	
• L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. - o A. Identify and know the meaning of the most common prefixes and derivational suffixes. - o B. Decode words with common Latin suffixes. - o C. Decode multisyllable words. - o D. Read grade-appropriate irregularly spelled words. - o E. Analyze the parts of high-frequency words that are regular and the parts that are irregular. • L.WF.3.2. Demonstrate command of the conventions of encoding and spelling. - o 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.	

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DEPARTMENT: English

COURSE: ELA Grade 3

- o G. Spell common words in English, including regular and irregular forms.

Fluency

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

Foundational Skills: Writing Language:

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.
 - o B. Capitalize appropriate words in titles.
 - o C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - o 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).
 - o H. Paraphrase a main idea or event in order to vary sentence structure and word use.
 - o 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.
 - o A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - o B. Choose words and phrases for effect.
 - o C. Recognize and observe differences between the conventions of spoken and written English.
- L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - o A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - o 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).
 - o C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - o D. Use glossaries or beginning dictionaries, both print and digital, to

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COURSE: ELA Grade 3

determine or clarify the precise meaning of key words and phrases.

- L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Reading:

- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales and myths from diverse cultures).
- RI.CI.3.2. Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).
- RL.IT.3.3. Describe the development of individual characters' traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.
- RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
- RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RI.CT.3.8. Compare and contrast the elements of informational texts regarding

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COURSE: ELA Grade 3

the most important points and key details presented in two texts on the same topic.

Writing:

- W.AW.3.1. Write opinion texts to present an idea with reasons and information.
 - A. Introduce an opinion clearly.
 - 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.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
 - A. Introduce a topic clearly.
 - B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - 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 introducing a narrator and/or characters; clearly organize an event sequence.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use transitional words and phrases to manage the sequence of events.
 - E. Provide a conclusion or sense of closure that follows the narrated experiences or events.
- W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - A. Identify audience, purpose, and intended length of composition before writing.
 - B. Consider writing as a process, including self-evaluation, revision and editing.
- 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

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COURSE: ELA Grade 3

extended periods of time, producing written work routinely.

Speaking and Listening:

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

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- distinguish the base root from the affix.
- identify and define common prefixes and suffixes.
- use strategies to read multi-syllable words.
- read grade-appropriate irregularly spelled words.
- use various strategies to understand text and read with purpose.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Foundational Skills: Reading Language

- Phonics/Word Study
 - r-Controlled vowels

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COURSE: ELA Grade 3

- Contractions
- Prefixes- un-, re-, pre-, dis-, mis, non-
- Suffixes -y, -ly, -able, -ful, -less
- Syllables with final e
- Diphthongs /oi/ and /ou/
- Fluency
 - Expression
 - Phrasing
 - Rate
 - Accuracy

Foundational Skills: Writing Language

Students will

- define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences.
- examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences.
- define and identify comparative and superlative adjectives.
- use comparative and superlative adjectives when writing or speaking.
- select the appropriate form of adjective when writing and speaking.
- define and identify coordinating and subordinating conjunctions.
- use coordinating and subordinating conjunctions when writing or speaking.
- apply comma and quotation mark rules and format when writing dialogue.
- spell high frequency or studied words correctly.
- spell conventional words correctly when adding a suffix to base words.
- identify spelling patterns and generalizations.
- apply spelling patterns when writing words.
- determine the purpose and use of reference materials.
- utilize reference materials to check and correct spelling, when needed.
- decipher the meanings of words and phrases by using sentence context.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- define the terms 'literal' and 'nonliteral'.
- identify literal and nonliteral words and phrases in texts.
- differentiate the literal phrases from nonliteral phrases.
- connect words to their purpose or use.
- determine the slight difference in meaning in synonymous words.

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COURSE: ELA Grade 3

- use 3rd grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use spatial and temporal relationship words and phrases.

Foundational Skills: Writing Language

- Conventions
 - Distinguish verbs in predicates
 - Identify present-tense verbs with singular and plural subjects
 - Form and use the simple verb tenses
 - Identify and use future-tense verbs
 - Ensure subject-verb and pronoun-antecedent agreement
 - Use appropriate capitalization and punctuation
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Demonstrate understanding of synonyms
 - Demonstrate understanding of idioms
 - Use suffixes as clues to the meaning of a word
 - Use root words as clues to the meaning of a word

Reading Literature Text

Students will

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- answer and ask both factual questions and inferential questions that require reasoning from the reader.
- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.
- determine central messages or theme.
- identify patterns in details.
- closely read text to determine the important events, ideas, or concepts.
- identify the main characters in a story.
- describe the characters using literal and inferential story details.
- analyze how the actions of characters influence the story events.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) .

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COURSE: ELA Grade 3

- differentiate between literal and nonliteral language.
- synthesize pictures and written text to better understand a text.
- examine the relation to the illustrations and the text.
- discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters.
- identify the mood of a text.
- interpret what the illustrations tell a reader about the mood.
- determine how the pictures help clarify the description of the mood.
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.

Reading Informational Text

Students will

- determine central messages or main ideas in a text.
- identify details to support the main idea.
- analyze how the details of the text help to support and reveal the central idea or theme.
- closely read text to determine important events, ideas or concepts.
- identify words that signify time order, sequence, and cause/effect.
- explain how historical events, scientific ideas or "how to" procedures are related in a text by analyzing the sequence of events and the cause and effect.
- use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- identify the unique features and organization of informational text (text features, and search tools).
- use the unique features to find and manage information specific to the topic.
- demonstrate proficiency in using the tools to locate information.
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text.
- explain how the different text features aid understanding.
- make a clear link between sentences and paragraphs when reading informational text.

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COURSE: ELA Grade 3

- explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc).
- identify words that signify a relationship between ideas.
- use the relationships between ideas to describe how an author supports specific points.
- closely read text to determine important events, ideas or concepts.
- identify words that signify time order, sequence, and cause/effect.
- explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect.
- use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas.

Reading Literature/Informational Text

- Close Reading of Complex Text
 - Cite relevant evidence from text
 - Describe text structure: character, setting, plot, sequence, cause/effect
 - Identify problem and solution
 - Determine sequence
 - Summarize text
 - Determine main idea and key details
- Describe characteristics of genre
 - Folktale
 - Historic fiction
 - Expository text

Writing

Students will

- distinguish fact from opinion.
- group supporting details to support the writer’s purpose.
- introduce the topic or text clearly.
- state an opinion to be supported with reasons.
- write a thesis statement to focus the writing.
- support the opinion with facts and/or reasons.
- connect opinions with reasons using linking words and phrases.
- write a conclusion.
- organize information to support the topic.
- introduce a topic.
- write a thesis statement to focus writing.
- use text features to support the topic, when appropriate.
- select details that appropriately support the development of the topic.
- link ideas by using transitional words and phrases.
- write a conclusion to close the writing.

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COURSE: ELA Grade 3

- organize ideas for a narrative.
- engage the reader with a story hook.
- establish a situation or story background.
- establish a narrator and/or characters for the story.
- present an organized sequence of events.
- use various narrative techniques to develop the characters and the plot.
- incorporate vivid details to tell the story.
- establish chronology by using appropriate transitional words and phrases.
- bring the story to a close.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- develop strategies with peers and adults to use digital tools.
- use technology for producing and publishing writing.
- use technology to collaborate with others.
- explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- locate information from print and digital sources.
- integrate information from personal experiences.
- take notes and organize information into categories provided by the teacher.
- gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes.
- thoughtfully choose online sources.
- select the information needed from each source.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Writing

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DEPARTMENT: English

COURSE: ELA Grade 3

- Write to Sources
 - Draw evidence from literature
 - Draw evidence from informational text
- Writing Process
 - Expository Essay Writing
 - Analyze the rubric
 - Rubric minilesson: central idea and relevant evidence
 - Analyze the student model
 - Analyze the prompt
 - Plan: Organize ideas
 - Draft: Strong introduction- "hook"
 - Revise: Peer conference
 - Publish, present, and evaluate

Speaking and Listening

Students will

- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations.
- develop skills in active listening and group discussion.
- determine the main idea of a text read aloud.
- determine the supporting details for a text read aloud.
- determine the main ideas and supporting details of information presented in multiple formats.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- use relevant facts and descriptive details that add to the reporting of a topic or event.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of reading selections
- Present information on weekly themes of uniqueness, leadership, discoveries, new ideas, valuing the past
- Build background knowledge on stories
 - Introduce and discuss the Essential Question

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DEPARTMENT: English

COURSE: ELA, Grade 3

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets (Writing in Response to Reading)
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Progress Monitoring Assessments
- Spelling Tests

Benchmark:

- N/A

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Science

Unit 3: Weeks 1 and 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What do we know about Earth and its neighbors?
- **Read & Respond to a Variety of Texts**
 - "Our Home in the Solar System"
 - "Earth and its Neighbors"
 - "Why the Sun is Red"
 - "Why the Stars Twinkle"
 - Leveled Readers: *Destination Saturn*
- **Research & Inquiry Project**
 - We can use the research process to make a project about the solar system.
- 5.3.ESS2.1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

Unit 3: Weeks 3 and 4

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DEPARTMENT: English

COURSE: ELA Grade 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What makes different animals unique?
- **Read & Respond to a Variety of Texts**
 - "Bear, Beaver, and Bee"
 - "Anansi Learns a Lesson"
 - "Martina the Beautiful Cockroach"
 - "Get a Backbone!"
 - Leveled Readers: *The Clever Rabbit, King of the Birds, Sheep and Pig Set Up Housekeeping*
- **Research & Inquiry Project**
 - We can use the research process to draw an animal's life cycle.
- 5.3.LS2.1 Construct an argument that some animals form groups that help members survive.
- 5.3.LS3.1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- 5.3.LS3.2 Use evidence to support the explanation that traits can be influenced by the environment.

Social Studies

Unit 3: Week 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How is each event in history unique?
- **Read & Respond to a Variety of Texts**
 - "The California Gold Rush"
 - "Moving America Forward"
 - "Birth of an Anthem"
 - "Keeping History Alive"
 - Level Readers: *Wheels to Wings*
- **Research & Inquiry Project**
 - We can use the research process to write an article about a historic moment.
- 6.1.5.ECONEM.2 Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5.ECONEM.3 Describe how supply and demand influence price and output of products.

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DEPARTMENT: English

COURSE: ELA Grade 3

- 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

Visual and Performing Arts

- **Reader's Theater**
 - "Weather...whether you like it or not"
- 1.1.5.C.2- Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- Students will format a document using a word processing application (Google Docs) to enhance text and include graphics, symbols and/ or pictures.
- **9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.**
- Students will illustrate and communicate original ideas and stories using multiple digital tools and resources such as Flipgrid and Google Slides.
- **9.4.5.TL.5: Collaborate digitally to produce an artifact**

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about the week's essential question.

Time Frame	6 weeks
Topic	
Unit 4	

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DEPARTMENT: English

COURSE: ELA Grade 3

Alignment to Standards

English Language Arts

Foundational Skills: Reading Language

Phonics and Word Recognition- Spelling

- 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.
- L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
 - C. Identify language of word origin, as noted in dictionaries.
 - 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.
 - H. Paraphrase a main idea or event in order to vary sentence structure and word use.

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.

Foundational Skills: Writing Language:

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.
 - 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.
 - F. Use periods, question marks, exclamation points, commas,

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COURSE: ELA Grade 3

- apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- L.KL.3.1 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.
- 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).
 - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.VI.3.3. 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).

Reading:

- RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales and myths from diverse cultures).
- RI.CI.3.2. Recount in oral and written form key details from a text and explain

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COURSE: ELA Grade 3

how they support the main idea (in multi-paragraph informational 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.
- 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:

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

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COURSE: ELA, Grade 3

- o A. Introduce a topic clearly.
 - o B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - o D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).
 - o E. Provide a conclusion related to the information or explanation presented.
- W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - o A. Identify audience, purpose, and intended length of composition before writing.
 - o B. Consider writing as a process, including self-evaluation, revision and editing.
- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- W.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 and Listening:

- 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.
 - o A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - o B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.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.

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COURSE: ELA Grade 3

- 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.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- identify spelling patterns and generalizations.
- apply spelling patterns when writing words.
- determine the purpose and use of reference materials.
- utilize reference materials to check and correct spelling, when needed.
- use strategies to read multisyllabic words.
- read grade-appropriate irregularly spelled words.

Foundational Skills: Reading Language

- Phonics/Word Study
 - /u/ oo, ew, u_e, ue, u, ui, ou
 - Base words in related words
 - Plural words
 - Vowel team syllables
 - Greek and Latin roots
 - Variant vowels /o/
 - Homophones
 - r-Controlled vowel syllables
 - Soft c and g
 - Words with –er and –est
- Fluency
 - Expression and rate
 - Phrasing
 - Intonation
 - Accuracy
 - Expression

Foundational Skills: Writing Language

Students will

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COURSE: ELA Grade 3

- define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose.
- differentiate between regular and irregular plural nouns.
- identify regular and irregular plural nouns in reading and use them when writing or speaking.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- connect words to their purpose or use.
- define the terms 'literal' and 'nonliteral'.
- identify literal and nonliteral words and phrases in texts.
- differentiate the literal phrases from nonliteral phrases.
- use 3rd grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use spatial and temporal relationship words and phrases.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- decode words that have a Latin suffix.
- determine the slight difference in meaning in synonymous words.
- identify simple verb tenses and use them when writing or speaking.
- apply comma and quotation mark rules and format when writing dialogue.
- decipher the meanings of words and phrases by using sentence context.
- define and identify coordinating and subordinating conjunctions.
- use coordinating and subordinating conjunctions when writing or speaking.
- consistently use the appropriate form of subjects, verbs, pronouns, and antecedents in sentences.
- reread writing to ensure agreement.

Foundational Skills: Writing Language

- Conventions
 - Distinguish linking verbs
 - Use contractions with *not*
 - Form and use regular and irregular verbs
 - Identify simple, compound, and complex sentences
 - Form and use regular and irregular verbs.

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DEPARTMENT: English

COURSE: ELA Grade 3

- Use of capitalization and punctuation
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Use base words as clues to the meaning of a word
 - Use prefixes as clues to the meaning of a word un-, non-, im-, pre-
 - Use sentence clues to understand the meaning of a word
 - Identify Greek and Latin roots- their meanings
 - Demonstrate understanding of metaphor

Reading Literature Text

Students will

- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- establish the point of view of a text.
- determine how the reader's point of view is different from the narrator's or the characters.
- compare the reader's point of view with the author's point of view.
- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.
- determine central messages or themes.
- identify patterns in details.
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- use a variety of sources to access previous information to compare, contrast, and reflect on texts.
- identify similarities and differences in books with the same author and characters.
- determine the central message, theme, lesson, and/or moral of the stories.
- identify similarities and differences in the central message of the texts.

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COURSE: ELA Grade 3

- reflect on how the text details, characters, and central messages are alike and different.
- describe how various parts build on one another not only in stories, but in dramas and poems.
- identify the parts of this story (chapters, stanzas, scenes).
- determine how the parts of a story are connected or organized (time order, topic).

Reading Informational Text

Students will

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- answer and ask both factual questions and inferential questions that require reasoning from the reader.
- make a clear link between sentences and paragraphs when reading informational text.
- explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc).
- identify words that signify a relationship between ideas.
- use the relationships between ideas to describe how an author supports specific points.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text
- explain how the different text features aid understanding.
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for

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COURSE: ELA Grade 3

success in school and life by encountering appropriate texts.

- read texts with scaffolding, as needed minimal clarifications.
- closely read text to determine important events, ideas or concepts.
- identify words that signify time order, sequence, and cause/effect.
- explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect.
- use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas.
- identify the unique features and organization of informational text (text features, and search tools).
- use the unique features to find and manage information specific to the topic.
- demonstrate proficiency in using the tools to locate information.
- closely read the text to identify the important details of a text.
- find similarities and differences about important details when reading about two texts that share the same topic.
- reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).

Reading Literature/Informational Text

- Close Reading of Complex Text
 - Cite relevant evidence from text
 - Ask and answer questions
 - Character perspective
 - Plot: character development
 - Figurative language
 - Describe text structure: compare and contrast
 - Reread
 - Read maps and captions
 - Determine theme
 - Identify repetition, rhyme, and imagery in poetry
 - Identify types of poetry: narrative, free verse, haiku
- Describe characteristics of genre
 - Realistic fiction
 - Expository Text
 - Poetry

Writing

Students will

- distinguish fact from opinion.

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COURSE: ELA Grade 3

- group supporting details to support the writer's purpose.
- introduce the topic or text clearly.
- state an opinion to be supported with reasons.
- locate information from print and digital sources.
- integrate information from personal experiences.
- take notes and organize information into categories provided by the teacher.
- gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes.
- thoughtfully choose online sources.
- select the information needed from each source.
- connect new information learned online with offline sources.
- utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflection on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- organize ideas for a narrative.
- engage the reader with a story hook.
- establish a situation or story background.
- establish a narrator and/or characters for the story.
- explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- organize information to support the topic.
- introduce a topic.
- write a conclusion to close the writing.
- bring the story to a close.

Writing

- Write to Sources

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DEPARTMENT: English

COURSE: ELA, Grade 3

- Draw evidence from literature
- Draw evidence from informational text
- Writing Process
 - Opinion Writing
 - Analyze the rubric
 - Rubric minilesson: opinion and relevant evidence
 - Analyze student model
 - Plan: Organize ideas
 - Draft: Introductions
 - Revise Peer conference
 - Publish, present, and evaluate

Speaking and Listening

Students will

- engage in collaborative conversations.
- develop skills in active listening and group discussion .
- determine the main idea of a text read aloud.
- determine the supporting details for a text read aloud.
- determine the main ideas and supporting details of information presented in multiple formats.
- listen carefully to what a speaker says.
- ask questions to clarify what was heard.
- elaborate and provide details to build upon the speaker's response.
- use multimedia to create engaging audio recordings of stories or poems.
- focus on inflection and volume instead of just reading out loud.
- demonstrate fluid and well-paced reading.
- ad visual displays to illuminate chosen facts or details.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- use relevant facts and descriptive details that add to the reporting of a topic or event.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.

Speaking and Listening

- Engage in collaborative discussions about choices, skills and talents, adaptations, flight, and inspiration

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COURSE: ELA Grade 3

- Paraphrase portions of reading selections
- Present information on weekly themes of choices, skills and talents, adaptations, flight, and inspiration
- Build background knowledge on stories
 - Introduce and discuss the Essential Question

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets (Writing in Response to Reading)
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Progress Monitoring Assessments
- Spelling Tests

Benchmark:

- N/A

Alternative:

- Research and Inquiry Projects

21st Century Skills

- Students will identify various life roles and civic and work-related activities in the school, home, and community when reading and responding to texts about ways people inspire others.
- **9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.**

Interdisciplinary Connections

Science

Unit 4: Week 3 and 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do animals adapt to challenges in their habitat?

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DEPARTMENT: English

COURSE: ELA Grade 3

- **Read & Respond to a Variety of Texts**
 - "African Lions"
 - "Gray Wolf!, Red Fox!"
 - *Amazing Wildlife of the Mojave*
 - "Little Half Chick"
 - Level Readers: *Life in a Tide Pool*
- **Research and Inquiry Project**
 - We can use the research process to create a collage about animal behaviors.
- 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

Visual and Performing Arts

- **Reader's Theater**
 - "The Baker's Neighbor"
- 1.1.5.C.2- Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

Technology Integration

- Students will format a document using a word processing application (Google Docs) to enhance text and include graphics, symbols and/ or pictures.
- **9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.**
- Students will use a graphic organizer to organize information about making good choices.
- **9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.**
- Students will illustrate and communicate original ideas and stories using multiple digital tools and resources such as Flipgrid and Google Slides.
- **9.4.5.TL.5: Collaborate digitally to produce an artifact.**

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about the week's essential question.

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DEPARTMENT: English

COURSE: ELA, Grade 3

Time Frame 6 weeks

Topic

Unit 5

Alignment to Standards

English Language Arts

Foundational Skills: Reading Language:

Phonics and Word Recognition- Spelling

- 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.
 - E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.
- L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
 - 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.

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.

Foundational Skills: Writing Language:

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.
 - B. Capitalize appropriate words in titles.
 - C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - E. Use appropriate pronouns with clear referents.
 - F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and

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COURSE: ELA, Grade 3

- quotation marks in dialogue, and commas in addresses).
- H. Paraphrase a main idea or event in order to vary sentence structure and word use.
- L.KL.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - B. Choose words and phrases for effect.
 - C. Recognize and observe differences between the conventions of spoken and written English.
- L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - C. Use a known root word
 - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - 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).

Reading:

- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales and myths from diverse cultures).
- RI.CI.3.2. Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).
- 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.

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COURSE: ELA Grade 3

- 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.
- 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.
- 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:

- 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.
- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
 - A. Introduce a topic clearly.
 - B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).
 - E. Provide a conclusion related to the information or explanation presented.

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COURSE: ELA Grade 3

- 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.

Speaking and Listening:

- 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.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

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COURSE: ELA Grade 3

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.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- identify spelling patterns and generalizations.
- apply spelling patterns when writing words.
- determine the purpose and use of reference materials.
- utilize reference materials to check and correct spelling, when needed.
- use strategies to read multisyllabic words.
- read grade-appropriate irregularly spelled words.

Foundational Skills: Reading Language

- Phonics/Word Study
 - Compound words
 - Consonant + /e syllables
 - Ending *-ed, -ing, -s*
 - Suffixes *-ful, -less, -able*
 - Closed syllables
 - Inflectional endings: y to i
 - Open syllables
 - Prefixes and suffixes
- Fluency
 - Phrasing and rate
 - Intonation
 - Accuracy and Rate

Foundational Skills: Writing Language

Students will

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COURSE: ELA Grade 3

- define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose.
- differentiate between regular and irregular plural nouns.
- identify regular and irregular plural nouns in reading and use them when writing or speaking.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- connect words to their purpose or use.
- define the terms 'literal' and 'nonliteral'.
- identify literal and nonliteral words and phrases in texts.
- differentiate the literal phrases from nonliteral phrases.
- use 3rd grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use spatial and temporal relationship words and phrases.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- decode words that have a Latin suffix.
- determine the slight difference in meaning in synonymous words.
- identify simple verb tenses and use them when writing or speaking.
- apply comma and quotation mark rules and format when writing dialogue.
- decipher the meanings of words and phrases by using sentence context.
- define and identify coordinating and subordinating conjunctions.
- use coordinating and subordinating conjunctions when writing or speaking.
- consistently use the appropriate form of subjects, verbs, pronouns, and antecedents in sentences.

Foundational Skills: Writing Language

- Conventions
 - Distinguish between singular, plural, personal, and indefinite pronouns
 - Identify subject and object pronouns
 - Ensure subject-verb and pronoun-antecedent agreement
 - Form and use possessive pronouns
 - Identify when to use pronoun-verb contractions
- Vocabulary Acquisition

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- Acquire and use academic vocabulary
- Use base words as clues to the meaning of a word
- Demonstrate understanding of homographs and homophones
- Use sentence clues to understand the meaning of a word
- Use prefixes and suffixes as clues to the meaning of a word

Reading Literature Text

Students will

- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- establish the point of view of a text.
- determine how the reader's point of view is different from the narrator's or the characters.
- compare the reader's point of view with the author's point of view.
- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.
- determine central messages or theme.
- identify patterns in details.
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- use a variety of sources to access previous information to compare, contrast, and reflect on texts.
- identify similarities and differences in books with the same author and characters.
- determine the central message, theme, lesson, and/or moral of the stories.
- identify similarities and differences in the central message of the texts.
- reflect on how the text details, characters, and central messages are alike and different.
- describe how various parts build on one another not only in stories, but in

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COURSE: ELA Grade 3

dramas and poems.

- determine how the parts of a story are connected or organized (time order, topic).

Reading Informational Text

Students will

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- answer and ask both factual questions and inferential questions that require reasoning from the reader.
- make a clear link between sentences and paragraphs when reading informational text.
- explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc).
- identify words that signify a relationship between ideas.
- use the relationships between ideas to describe how an author supports specific points.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text.
- explain how the different text features aid understanding.
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.
- closely read text to determine important events, ideas or concepts.
- identify words that signify time order, sequence, and cause/effect.

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- explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect.
- use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas.
- identify the unique features and organization of informational text (text features, and search tools).
- use the unique features to find and manage information specific to the topic.
- demonstrate proficiency in using the tools to locate information.
- closely read the text to identify the important details of a text.
- find similarities and differences about important details when reading about two texts that share the same topic.

Reading Literature/Informational Text

- Close Reading of Complex Text
 - Ask and answer questions
 - Identify captions and timelines
 - Identify the author’s claim
 - Identify the author’s purpose
 - Cite relevant evidence from text
 - Summarize
 - Identify cause and effect
- Describe characteristics of genre:
 - Biography
 - Fairy Tale
 - Argumentative Text

Writing

Students will

- distinguish fact from opinion.
- group supporting details to support the writer’s purpose.
- introduce the topic or text clearly.
- state an opinion to be supported with reasons.
- locate information from print and digital sources.
- integrate information from personal experiences.
- take notes and organize information into categories provided by the teacher.
- gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes.

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COURSE: ELA Grade 3

- thoughtfully choose online sources.
- select the information needed from each source.
- connect new information learned online with offline sources.
- utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflection on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- organize ideas for a narrative.
- engage the reader with a story hook.
- establish a situation or story background.
- establish a narrator and/or characters for the story.
- explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- organize information to support the topic.
- introduce a topic.
- write a conclusion to close the writing.
- bring the story to a close.

Writing

- Write to Sources
 - Draw evidence from literature
 - Draw evidence from informational text
 - Write narrative texts
 - Write informative texts
 - Write opinion texts
 - Conduct short research on how people get and use resources
 - Conduct short research on different ways to be a good citizen
 - Conduct short research on alternative energy sources
- Writing Process
 - Opinion Writing

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COURSE: ELA Grade 3

- Analyze the Rubric
- Rubric minilesson: logical progression of ideas and transitional strats
- Analyze the student model
- Plan: Organize ideas
- Draft: Elaborate techniques
- Reise: Peer conference

Speaking and Listening

Students will

- engage in collaborative conversations.
- develop skills in active listening and group discussion.
- determine the main idea of a text read aloud.
- determine the supporting details for a text read aloud.
- determine the main ideas and supporting details of information presented in multiple formats.
- listen carefully to what a speaker says.
- ask questions to clarify what was heard.
- elaborate and provide details to build upon the speaker's response.
- use multimedia to create engaging audio recordings of stories or poems.
- focus on inflection and volume instead of just reading out loud.
- demonstrate fluid and well-paced reading.
- ad visual displays to illuminate chosen facts or details.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- use relevant facts and descriptive details that add to the reporting of a topic or event.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.

Speaking and Listening

- Engage in collaborative discussions about trading, reusing and recycling, teaming up, good citizens, energy
- Paraphrase portions of reading selections
- Present information on weekly themes of trading, reusing and recycling, teaming up, good citizens, energy
- Build background knowledge on stories
 - Introduce and discuss the Essential Question

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COURSE: ELA, Grade 3

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets (Writing in Response to Reading)
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Progress Monitoring Assessments
- Spelling Tests

Benchmark:

- DIBELS 8 Subtests
 - Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) & Nonsense Word Fluency-Words Recoded Correctly (WRC)
 - Word Reading Fluency (WRF)
 - Oral Reading Fluency-Words Correct (ORF-WC) & Accuracy (ORF-ACC)
 - MAZE
- IXL Level Up Benchmark

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies

Unit 5: Week 1 and 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What do good citizens do?
- **Read & Respond to a Variety of Texts**
 - "Jimmy Carter: A Good Citizen"
 - "Dolores Huerta: Growing Up Strong"
 - Elizabeth Stanton Leads the Way: Elizabeth Cady Stanton and the Right to Vote
 - "Susan B. Anthony Takes Action!"
 - Level Reader: *Eunice Kennedy Shriver*

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COURSE: ELA Grade 3

- **Research and Inquiry Project**
 - We can use the research process to create a poster about volunteers in our community.
- 6.1.5.CIVICPD.1 Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- 6.1.5.CIVICPD.2 Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

Unit 5: Week 3 and 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do we get what we need?
- **Read & Respond to a Variety of Texts**
 - "Wei and the Golden Goose"
 - "Juanita and the Beanstalk"
 - *Clever Jack Takes the Cake*
 - "When Corn Was Cash"
 - Level Reader: *The Chickpea Boy, The Golden Goose, A Gift for Mario*
- **Research and Inquiry Project**
 - We can use the research process to create a business plan.
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

Science

Unit 5: Week 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What are different kinds of energy?
- **Read & Respond to a Variety of Texts**
 - "Using Power"
 - "Here Comes Solar Power"
 - "It's All in the Wind"
 - "Power for All"
 - Level Reader: *The Fuel of the Future*
- **Research and Inquiry Project**
 - We can use the research process to create an energy comparison chart.

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COURSE: ELA Grade 3

- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Visual and Performing Arts

- **Reader's Theater**
 - "The Memory Quilt"
- 1.1.5.C.1 – Students will evaluate the characteristics of a well-made play in a variety of scripts and performances.

21st Century Skills

- Students will read and respond to texts about being a good citizen.
- **9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.**

Technology Integration

- Students will examine systems used for recycling and recommend simplification of the systems and share with product developers when reading and responding to text about reusing materials.
- **9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.**
- Students will research technologies that have changed due to society's changing needs and wants when reading and responding to texts about how we get the things we need.
- **9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).**

Career Education

- CRP1. Students will act as a responsible and contributing citizen and employee when reading and responding to texts about what good citizens do.
- CRP5. Students will consider the environmental, social and economic impacts of decisions when reading and responding to texts about reusing materials.
- CRP4. Students will communicate clearly and effectively and with reason when

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COURSE: ELA, Grade 3

engaging in collaborative conversations about the week's essential question.

Time Frame	1 week
Topic	
Unit 6	
Alignment to Standards	
English Language Arts Foundational Skills: Reading Language: Phonics and Word Recognition- Spelling • 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. ○ E. Analyze the parts of high-frequency words that are regular and the parts that are irregular. • L.WF.3.2. Demonstrate command of the conventions of encoding and spelling. ○ 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.	
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.	
Foundational Skills: Writing Language: 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. ○ B. Capitalize appropriate words in titles. ○ C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.	

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COURSE: ELA Grade 3

- 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).
- H. Paraphrase a main idea or event in order to vary sentence structure and word use.
- L.KL.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - B. Choose words and phrases for effect.
 - C. Recognize and observe differences between the conventions of spoken and written English.
- L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - C. Use a known root word
 - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - 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).

Reading:

- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales and myths from diverse cultures).
- RI.CI.3.2. Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).

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COURSE: ELA Grade 3

- 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.
- 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.
- 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:

- 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.
- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
 - A. Introduce a topic clearly.
 - B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - D. Link ideas within sections of information using transition words and

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COURSE: ELA, Grade 3

phrases (e.g., then, because, also, therefore).

- o E. Provide a conclusion related to the information or explanation presented.
- W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - o A. Identify audience, purpose, and intended length of composition before writing.
 - o B. Consider writing as a process, including self-evaluation, revision and editing.
 - o 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.

Speaking and Listening:

- 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.
 - o A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - o 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).
 - o C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - o D. Explain their own ideas and understanding in light of the discussion.
- SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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COURSE: ELA Grade 3

- 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.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- identify spelling patterns and generalizations.
- apply spelling patterns when writing words.
- determine the purpose and use of reference materials.
- utilize reference materials to check and correct spelling, when needed.
- use strategies to read multisyllabic words.
- read grade-appropriate irregularly spelled words.

Foundational Skills: Reading Language

- Phonics/Word Study
 - Prefixes
 - Structural Analysis: Greek and Latin Roots
- Fluency
 - Expression and Rate

Foundational Skills: Writing Language

Students will

- define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose.
- differentiate between regular and irregular plural nouns.
- identify regular and irregular plural nouns in reading and use them when writing or speaking.
- identify root words in unknown words.

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COURSE: ELA Grade 3

- use known root words to aid in defining unknown words.
- connect words to their purpose or use.
- define the terms 'literal' and 'nonliteral'.
- identify literal and nonliteral words and phrases in texts.
- differentiate the literal phrases from nonliteral phrases.
- use 3rd grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use spatial and temporal relationship words and phrases.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- decode words that have a Latin suffix.
- determine the slight difference in meaning in synonymous words.
- identify simple verb tenses and use them when writing or speaking.
- apply comma and quotation mark rules and format when writing dialogue.
- decipher the meanings of words and phrases by using sentence context.
- define and identify coordinating and subordinating conjunctions.
- use coordinating and subordinating conjunctions when writing or speaking.
- consistently use the appropriate form of subjects, verbs, pronouns, and antecedents in sentences.

Foundational Skills: Writing Language

- Conventions
 - Adjectives and Articles; Commas in a Series, in Dates, with Coordinating Adjectives, and Appositives
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Use base words as clues to the meaning of a word
 - Demonstrate understanding of homographs and homophones
 - Use sentence clues to understand the meaning of a word
 - Use prefixes and suffixes as clues to the meaning of a word

Reading Literature Text

Students will

- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions

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COURSE: ELA Grade 3

of a factual nature.

- establish the point of view of a text.
- determine how the reader's point of view is different from the narrator's or the characters.
- compare the reader's point of view with the author's point of view.
- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.
- determine central messages or theme.
- identify patterns in details.
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- use a variety of sources to access previous information to compare, contrast, and reflect on texts.
- identify similarities and differences in books with the same author and characters.
- determine the central message, theme, lesson, and/or moral of the stories.
- identify similarities and differences in the central message of the texts.
- reflect on how the text details, characters, and central messages are alike and different.
- describe how various parts build on one another not only in stories, but in dramas and poems.
- determine how the parts of a story are connected or organized (time order, topic).

Reading Informational Text

Students will

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.

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DEPARTMENT: English

COURSE: ELA, Grade 3

- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- answer and ask both factual questions and inferential questions that require reasoning from the reader.
- make a clear link between sentences and paragraphs when reading informational text.
- explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc).
- identify words that signify a relationship between ideas.
- use the relationships between ideas to describe how an author supports specific points.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text.
- explain how the different text features aid understanding.
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.
- closely read text to determine important events, ideas or concepts.
- identify words that signify time order, sequence, and cause/effect.
- explain how historical events, scientific ideas or "how to" procedures are related in a text by analyzing the sequence of events and the cause and effect.
- use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas.
- identify the unique features and organization of informational text (text features, and search tools).
- use the unique features to find and manage information specific to the topic.
- demonstrate proficiency in using the tools to locate information.

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- closely read the text to identify the important details of a text.
- find similarities and differences about important details when reading about two texts that share the same topic.

Reading Literature/Informational Text

- Close Reading of Complex Text
 - Reread
 - Key Words and Photographs
 - Central Idea and Relevant Details
 - Imagery
- Describe characteristics of genre:
 - Biography

Writing

Students will

- distinguish fact from opinion.
- group supporting details to support the writer's purpose.
- introduce the topic or text clearly.
- state an opinion to be supported with reasons.
- locate information from print and digital sources.
- integrate information from personal experiences.
- take notes and organize information into categories provided by the teacher.
- gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes.
- thoughtfully choose online sources.
- select the information needed from each source.
- connect new information learned online with offline sources.
- utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflection on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- organize ideas for a narrative.

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- engage the reader with a story hook.
- establish a situation or story background.
- establish a narrator and/or characters for the story.
- explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- organize information to support the topic.
- introduce a topic.
- write a conclusion to close the writing.
- bring the story to a close.

Writing

- Write to Sources
 - Draw evidence from literature
 - Draw evidence from informational text

Speaking and Listening

Students will

- engage in collaborative conversations.
- develop skills in active listening and group discussion.
- determine the main idea of a text read aloud.
- determine the supporting details for a text read aloud.
- determine the main ideas and supporting details of information presented in multiple formats.
- listen carefully to what a speaker says.
- ask questions to clarify what was heard.
- elaborate and provide details to build upon the speaker's response.
- use multimedia to create engaging audio recordings of stories or poems.
- focus on inflection and volume instead of just reading out loud.
- demonstrate fluid and well-paced reading.
- add visual displays to illuminate chosen facts or details.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- use relevant facts and descriptive details that add to the reporting of a topic or event.
- present information orally and in coherent, spoken sentences.

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COURSE: ELA Grade 3

- use an appropriate pace when presenting.
- present and logically support personal opinions.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.

Speaking and Listening

- Engage in collaborative discussions about trading, reusing and recycling, teaming up, good citizens, energy
- Paraphrase portions of reading selections
- Present information on weekly themes of trading, reusing and recycling, teaming up, good citizens, energy
- Build background knowledge on stories
 - Introduce and discuss the Essential Question

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets (Writing in Response to Reading)
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Progress Monitoring Assessments
- Spelling Tests

Benchmark:

- DIBELS 8 Subtests
 - Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) & Nonsense Word Fluency-Words Recoded Correctly (WRC)
 - Word Reading Fluency (WRF)
 - Oral Reading Fluency-Words Correct (ORF-WC) & Accuracy (ORF-ACC)
 - MAZE
- IXL Level Up Benchmark

Alternative:

- Research and Inquiry Projects

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COURSE: ELA Grade 3

Interdisciplinary Connections

Social Studies

Unit 6: Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: Why are goals important?
- **Read & Respond to a Variety of Texts**
 - "Mae Jamison, Astronaut"
 - "Rocketing into Space"
 - Looking Up to Ellen Ochoa
 - A Flight to Lunar City"
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

21st Century Skills

Technology Integration

Career Education

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments

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DEPARTMENT: English

COURSE: ELA Grade 3

- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- 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 enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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