

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

English Language Arts

Reading, Writing, Foundational Skills, Speaking and Listening

Grade: 3

ABSTRACT

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

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Grade 3 English Language Arts

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Literary Fictional Tales/ Informational (Science and History)/ Opinion Writing <i>September-December 12 Weeks</i>	Literary Nonfiction (Biography)/Informational (Science and History) /Narrative Writing (Character)/ Informational Writing (Biography) <i>January-March 12 Weeks</i>	Literary Nonfiction/Informational/Writing Process (Opinion and Narrative) <i>April-June 12 Weeks</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS-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. RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures). RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain	NJSLS-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. RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures). RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the	NJSLS-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. RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text. RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene,

	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. RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters. RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series). RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers. RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.	theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures). RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters. RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series). RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers. RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text	and stanza; describe how each successive part builds on earlier sections. 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.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers. RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea. RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.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
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	RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.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. 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	and explain how they support the main idea. RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.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. 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	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 Domain: W.AW.3.1. Write opinion texts to present an idea with reasons and information. W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements. W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed
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	two texts on the same topic. Writing: W.AW.3.1. Write opinion texts to present an idea with reasons and information. W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements. W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (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:	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. W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements. W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (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.	by planning, revising, and editing. W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (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. 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. 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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	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. 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. Foundational Skills: L.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words. L.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	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. 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. Foundational Skills:	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. Foundational Skills: L.KL.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.VL.3.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.WF.3.2 Demonstrate command of the conventions of encoding and spelling. L.WF.3.3 Demonstrate command and use of the conventions of writing including those listed under grade two foundational skills. L.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words. L.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
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	L.WF.3.2 Demonstrate command of the conventions of encoding and spelling. L.WF.3.3 Demonstrate command and use of the conventions of writing including those listed under grade two foundational skills. L.VL.3.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.VI.3.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.KL.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words. L.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. L.WF.3.3 Demonstrate command and use of the conventions of writing including those listed under grade two foundational skills. L.VL.3.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.VI.3.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.KL.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.VI.3.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	Science: 3-PS2-3 Ask questions that can be investigated based on patterns such as cause and effect relationships. 3-LS3-2 Use evidence (e.g., observations, patterns) to support an explanation. Social Studies:	Science: 3-PS2-3 Ask questions that can be investigated based on patterns such as cause and effect relationships. 3-LS3-2 Use evidence (e.g., observations, patterns) to support an explanation. 3-LS3-1 Similarities and differences in patterns can be used to sort and classify natural phenomena	Science: 3-PS2-3 Ask questions that can be investigated based on patterns such as cause and effect relationships. 3-LS3-2 Use evidence (e.g., observations, patterns) to support an explanation. 3-LS3-1 Similarities and differences in patterns can be used to sort and classify natural phenomena

	6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.	Social Studies: 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country 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).	3-LS3-2 Use evidence (e.g., observations, patterns) to support an Explanation. 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. Social Studies: 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space. 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).
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Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 9.1 Personal Financial Literacy; or • 9.2 Career Awareness, Exploration, Preparation & Training; or • 9.4 Life Literacies & Key Skills)	Life Literacies & Key Skills 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity. 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.	Life Literacies & Key Skills 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences. 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue 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.	Life Literacies & Key Skills 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. 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	Design Thinking 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.	Design Thinking 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.	Design Thinking 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
21st Century Life and Careers:	N/A	N/A	N/A

Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> ● 9.3 Career and Technical Education)			
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● Reading is an active process for deepening understanding. ● Authors and readers shape meaning and ideas based on their own perspectives and point of view. ● Writing is a tool for clear and purposeful communication.	● Text features help readers understand the content, like illustrations in literature and headings in informational text ● Comparing and contrasting multiple texts on related topics helps readers gain deeper understanding and reveals viewpoints. ● Informative writers research, organize, and write clearly (using sources). The writing process involves planning, revising, publishing, and even creating new stories.	● A strong grasp of vocabulary and dictionary skills empowers us to interpret texts accurately, convey ideas effectively, and enhance our overall communication abilities. ● Effective writing involves organizing ideas clearly, using appropriate language techniques, and crafting polished, coherent narratives and opinion pieces. ● A solid foundation in language mechanics and grammar enables clear and effective communication across various forms of writing and speaking.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How do writers shape their own message using evidence? 2. How do readers determine their point of view and the author's point of view when reading a text? 3. How can readers actively construct meaning by using context clues to decipher vocabulary and analyze text	1. How do text features enhance our understanding of informational texts? 2. How do authors use evidence to support their claims and convey their message in informational texts? 3. How do an individual's experiences and choices shape their legacy and influence	1. How can a strong vocabulary, developed through strategies like understanding dictionary skills, using context clues, and recognizing prefixes and suffixes, enhance our ability to interpret texts, communicate effectively, and improve our reading and writing?

	structure to identify the main topic and supporting details? 4. How do writers craft clear introductions, develop supporting details, and use evidence to effectively communicate ideas in both informational and persuasive writing?	others 4. How does each stage of the writing process contribute to the development of a clear and effective piece of writing?	2. How can writers effectively organize ideas, use specific language techniques, and apply grammar rules to create narratives and persuasive opinion pieces? 3. How does a strong understanding of language mechanics, including grammar rules, sentence structure, and the use of adjectives and homographs, enhance our ability to communicate effectively in both writing and speaking?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. <i>Formative,</i> 2. <i>Summative,</i> 3. <i>Alternative - Performance/Project)</i> 4. <i>Benchmark)</i>	Formative Assessments ● Checklists ● Conferences ● Class Discussions ● Exit Slips ● Interactive Notebooks ● Quizzes ● Reflections ● Review of classwork/homework ● Student participation ● Teacher observation ● Text Dependent questions Summative Assessments	Formative Assessments ● Checklists ● Conferences ● Class Discussions ● Exit Slips ● Interactive Notebooks ● Quizzes ● Reflections ● Review of classwork/homework ● Student participation ● Teacher observation ● Text Dependent questions Summative Assessments	Formative Assessments ● Checklists ● Conferences ● Class Discussions ● Exit Slips ● Interactive Notebooks ● Quizzes ● Reflections ● Review of classwork/homework ● Student participation ● Teacher observation ● Text Dependent questions Summative Assessments

	● Cold reads with comprehension questions (anthology) ● Chapter and unit tests (anthology) ● NJSLA ● Open Ended Responses ● Opinion essay ● Informational paragraphs (RACES) ● Unit Assessments (FUNdations) Alternative Assessments ● Create Something - Have students create/present something that applies what they have already learned ● Checking for Transfer - Checking to make sure students can transfer knowledge from one domain to another - for example identifying the climax of a story/novel in multiple texts ● Extension Projects - dioramas, posters, collages, slide presentations, advertisements, writing a song ● Doodle It - drawing (or creating a comic strip) the beginning, middle, end of a	● Cold reads with comprehension questions (anthology) ● Chapter and unit tests (anthology) ● NJSLA ● Open Ended Responses ● Opinion essay ● Informational paragraphs (RACES) ● Unit Assessments (FUNdations) Alternative Assessments ● Create Something - Have students create/present something that applies what they have already learned ● Checking for Transfer - Checking to make sure students can transfer knowledge from one domain to another - for example identifying the climax of a story/novel in multiple texts ● Extension Projects - dioramas, posters, collages, slide presentations, advertisements, writing a song ● Doodle It - drawing (or creating a comic strip) the beginning, middle, end of a	● Cold reads with comprehension questions (anthology) ● Chapter and unit tests (anthology) ● NJSLA ● Open Ended Responses ● Opinion essay ● Informational paragraphs (RACES) ● Unit Assessments (FUNdations) Alternative Assessments ● Create Something - Have students create/present something that applies what they have already learned ● Checking for Transfer - Checking to make sure students can transfer knowledge from one domain to another - for example identifying the climax of a story/novel in multiple texts ● Extension Projects - dioramas, posters, collages, slide presentations, advertisements, writing a song ● Doodle It - drawing (or creating a comic strip) the beginning, middle, end of a
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	novel, short story, informational text with labels, etc. • Portfolios • Presentations • Letters written from a character’s perspective • Writing “The Next Chapter” of a novel, short story • STEAM projects Benchmark Assessments • MAP testing • DRA • Achieve3000 Levelsets • IXL	novel, short story, informational text with labels, etc. • Portfolios • Presentations • Letters written from a character’s perspective • Writing “The Next Chapter” of a novel, short story • STEAM projects Benchmark Assessments • MAP testing • DRA • Achieve3000 Levelsets • IXL	novel, short story, informational text with labels, etc. • Portfolios • Presentations • Letters written from a character’s perspective • Writing “The Next Chapter” of a novel, short story • STEAM projects Benchmark Assessments • MAP testing • DRA • Achieve3000 Levelsets • IXL
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law</i>	N.J.S.A. 18A:35-4.36a Reading • Analyze characters, perspective, and point of view • Demonstrate understanding of main idea, plot and sequence • Identify themes in fiction stories • Demonstrate understanding of main idea and key vocabulary • Closely read children’s stories from around the world noting character development, theme and narrative perspective • Identify the common elements	N.J.S.A. 18A:35-4.36a Reading • Understand the concept of a biography by identifying the key elements of a biography (e.g., early life, major achievements, impact) • Foster an interest in learning about historical figures and their contributions. • Use text features (e.g., boldface words, glossary, pronunciation guides) to determine important vocabulary in a text	N.J.S.A. 18A:35-4.36a Reading • Determine cause and effect relationships between events in the text • Describe characters and explain how their actions contribute to the sequence of events • Interpret information from the text to assign character traits. • Retell stories in your own words • Determine the main idea of the text, recount key details,

	in fictional narratives such as dialogue, narration, character, plot and setting ● Identify literary tools in fiction including personification, perspective and point of view ● Use quotes or references from a text when explaining what the text says explicitly/or when explaining inferences drawn from the text ● Identify evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. Writing ● Develop sentence structure and parts of speech ● Create sentences with subject-verb agreement ● Develop and order topic, detail, and concluding sentences in a paragraph with a title ● Write an opinion essay ● Write an informational paragraph ● Before writing, determine the audience, purpose, and length of writing ● Include topic-specific	● Develop critical reading skills including understanding the purpose of different text features (e.g., boldface words, glossary, table of contents, pronunciation guides) and how to use text features to comprehend and locate information ● Use quotes or references from a text when explaining what the text says explicitly/or when explaining inferences drawn from the text ● Problem-solve unfamiliar words ● by using what they know about various parts of the words, such as prefixes and suffixes to help them ● Use word clues such as photographs to figure out unfamiliar words ● Construct a Venn diagram when reading a text to compare and contrast structures ● Use KWL charts to identify prior knowledge, setting a purpose for reading and reviewing what is learned ● Determine central message or main idea in a text ● Analyze how the details of the text support and reveal the central idea or message	and explain how they support the main idea ● Answer questions to demonstrate understanding of the text by referring explicitly to the text ● Explain how specific aspects of illustrations contribute to the meaning of the story ● Closely read grade-level text to determine the meaning of words and phrases ● Use quotes or references from a text when explaining what the text says explicitly/or when explaining inferences drawn from the text ● Determine the meaning of general academic and domain-specific words and phrases ● Based on background knowledge and a preview of the text, make predictions about the story and compare actual outcomes to those predictions ● Problem-solve unfamiliar words by using what they know about various parts of the words, such as prefixes and suffixes to help them ● Identify the author's claim, then find facts and explain how they support the
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	language ● Allow for opportunities to self-evaluate, revise, and edit Speaking and Listening ● Speak in complete sentences for clarity and detail. Adapt speech to the task and situation, using 3rd grade-appropriate grammar ● Read fluently and at an appropriate pace ● Ask questions to clarify understanding and elaborate on details as needed ● Participate in a variety of conversations about grade-appropriate topics and texts ● Take on different roles in discussions, including participant, leader, and observer ● Develop skills in active listening and contributing to group discussions ● Foundational short and long vowel sounds, r-controlled vowels, alternate various parts of the words, such as prefixes and suffixes to help them ● Use word clues such as photographs to figure out unfamiliar words ● Construct a Venn diagram	● 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 and biographies are related in a text by analyzing the sequence of events and the cause/effect ● Find similarities and difference about important details when reading two texts with the same topic ● 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 ● Use a variety of sources to access previous information to compare, contrast, and reflect texts ● Closely read informational text on topics including	reasoning. Uses phrases like <i>This fact proves...</i> ● Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures. Writing ● Use writing to compare and contrast, assemble information and reflect on what has been learned. ● Produce a narrative piece using the writing process by planning, drafting, revising, editing, and publishing ● Write text-based opinion piece explaining personal beliefs ● Learn and apply characteristics of narratives to personal stories, including building a plot, developing characters, using dialogue, and creating an ending ● Write journal entries to to summarize learning, apply concepts from reading to examples from personal lives or research ● Before writing, determine the audience, purpose, and length of writing ● Include topic-specific
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	when reading a text to compare and contrast structures • Use KWL charts to identify prior knowledge, setting a purpose for reading and reviewing what is learned • Determine central message or main idea in a text • Analyze how the details of the text support and reveal the central idea or message • 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 and biographies are related in a text by analyzing the sequence of events and the cause/effect • Find similarities and differences about important details when reading two texts with the same topic • Make connections to other texts, and/or make global connections when relevant • Closely read grade-level text to determine the meaning of words and phrases • Determine the meaning of general academic and	Biographies, Ancient Civilization, Science Anchor Text, and stories from diverse cultures, noting key details. Writing • Focus the organization and development of a topic to reflect the task and purpose • Select details that appropriately support the development of topic • Write a conclusion to close the writing • Produce writing that is clear and understandable to the reader • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers to assist with developing a plan for writing • Recognize spelling, grammar and punctuation errors • Gather information from a variety of sources to answer research questions and take notes • Reflect on and revise writing • Self-correct when writing to produce a clearer message • Develop a topic related to the content areas they are writing	language • Allow for opportunities to self-evaluate, revise, and edit Speaking and Listening • Speak in complete sentences for clarity and detail • Adapt speech to the task and situation, using 3rd grade-appropriate grammar • Read fluently and at an appropriate pace • Ask questions to clarify understanding and elaborate on details as needed • Participate in a variety of conversations about grade-appropriate topics and texts • Take on different roles in discussions, including participant, leader, and observer • Develop skills in active listening and contributing to group discussions Foundational • Demonstrate understanding and proper use of suffixes -ish, -ness, -able, -ible • Demonstrate understanding and proper use of prefixes uni-, bi-, tri-, multi-, over-, mid-, under-, pro-, and anti-
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	domain-specific words and phrases ● Based on background knowledge and a preview of the text, make predictions about the story and compare actual outcomes to those predictions ● Problem-solve unfamiliar words by using what they know about various parts of the words, such as prefixes and suffixes to help them Writing ● Use writing to compare and contrast, assemble information and reflect on what has been learned. ● Produce a narrative piece using the writing process by planning, drafting, revising, editing, and publishing ● Write text-based opinion piece explaining personal beliefs ● Learn and apply characteristics of narratives to personal stories, including building a plot, developing characters, using dialogue, and creating an ending ● Write journal entries to to summarize learning, apply spellings, and syllables with	about to reflect task, audience, and purpose. ● Compare and contrast characters from reading, analyze them and imagine new narratives for them. ● Write an informational piece on character description ● Write an informative piece about a famous person. Speaking and Listening ● Speak in complete sentences for clarity and detail. Adapt speech to the task and situation, using 3rd grade-appropriate grammar. ● Read fluently and at an appropriate pace. ● Ask questions to clarify understanding and elaborate on details as needed. ● Participate in a variety of conversations about grade-appropriate topics and texts. ● Take on different roles in discussions, including participant, leader, and observer. ● Develop skills in active listening and contributing to group discussions. Foundational ● Demonstrate understanding of	● Identify and correctly use singular and plural possessive nouns and pronouns ● Determine difference between its and it's ● Identify linking words and regular and irregular comparative and superlative adjectives ● Identify various meanings of key vocabulary words in a dictionary ● Identify entry word, pronunciation, definition, part of speech, and affixed root word in a dictionary and determine correct form. ● Demonstrate understanding of subject and object pronouns and their antecedents 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Diversity, Equity, and Inclusion 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity,socio-economic status, differing ability, immigration status, family configuration).
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	‘le’ • Alphabetization to the 2nd and 3rd letter • Demonstrate ability to pluralize regular and irregular nouns • Identify and use pronouns and prefixes dis- and mis- • Review suffixes and root words • Understand concrete and abstract nouns • Identify and apply prefixes • Demonstrate ability to pluralize regular and irregular nouns • Create sentences with subject-verb agreement • Suffixes -y, -al, -ist, and -ian 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Diversity, Equity, and Inclusion 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). 6.1.5.CivicsPD.3: Explain how and	key vocabulary. • Review previous spellings for /ee/ and /ae/ and learn new spellings for the /ae/ sound • Acquire dictionary skills including guide words • Demonstrate understanding of adverbs and conjunctions • Identify meaning and usage of suffixes -ous and -ly • Review spelling patterns for /k/ and /s/ sound • Identify the conjunction “because” as the signal of and answers to a “why” question • Apply suffixes -ive and -ly to root words 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Diversity, Equity, and Inclusion 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find	6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.
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	why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.	solutions to community, state, national, and global challenges. 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.	
Resources: <i>(Include names of texts and all online resources)</i>	• Novels <i>Donovan's Word Jar</i> • Short stories • HMH Reading Program: Anthology Stories and Articles • Achieve3000 program • ReadWorks • IXL • EdPuzzle • Blooket	• Novels <i>Donovan's Word Jar</i> • Short stories • HMH Reading Program: Anthology Stories and Articles • Achieve3000 program • ReadWorks • IXL • EdPuzzle • Blooket	• Novels <i>Because of Winn Dixie</i> • Short stories • HMH Reading Program: Anthology Stories and Articles • Achieve3000 program • ReadWorks • IXL • EdPuzzle • Blooket

	● Wayground (Quizziz) ● Quizlet ● StoryLine Online ● Various Informational Texts ● Poetry section ● Writing Checklists and Rubrics ● Writing Folder/Binder ● Anchor Charts ● Computers	● Wayground (Quizziz) ● Quizlet ● StoryLine Online ● Various Informational Texts ● Poetry section ● Writing Checklists and Rubrics ● Writing Folder/Binder ● Anchor Charts ● Computers	● Wayground (Quizziz) ● Quizlet ● StoryLine Online ● Various Informational Texts ● Poetry section ● Writing Checklists and Rubrics ● Writing Folder/Binder ● Anchor Charts ● Computers
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education ● Individual Education Plans (IEPs) ● Exemplars of different performance levels ● Guided note taking ● Study Guides ● Modified homework ● Use of the inclusion teacher to re-instruct in flexible small groups to struggling learners. English Language Learners (ELLs) ● Dictionaries ● Mnemonic devices ● Visual aids ● Modeling ● Provide notes to students as needed in native language ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers,	Special Education ● Individual Education Plans (IEPs) ● Exemplars of different performance levels ● Guided note taking ● Study Guides ● Modified homework ● Use of the inclusion teacher to re-instruct in flexible small groups to struggling learners. English Language Learners (ELLs) ● Dictionaries ● Mnemonic devices ● Visual aids ● Modeling ● Provide notes to students as needed in native language ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers,	Special Education ● Individual Education Plans (IEPs) ● Exemplars of different performance levels ● Guided note taking ● Study Guides ● Modified homework ● Use of the inclusion teacher to re-instruct in flexible small groups to struggling learners. English Language Learners (ELLs) ● Dictionaries ● Mnemonic devices ● Visual aids ● Modeling ● Provide notes to students as needed in native language ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers,

	stations) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Interactive maps ● Jigsaw groups ● Graphic organizers, use of technology to assist with organization, vocabulary, sentence starters and transition words ● Opportunities for students to discuss materials verbally and also periods of quiet reflection Gifted and Talented (Advanced) Students: ● Project Based Learning ● Multimedia presentations ● Open-ended and informative writing ● Internet based research ● Open-ended responses ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learner ● Supplemental reading material for independent study ● Flexible grouping	stations) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Interactive maps ● Jigsaw groups ● Graphic organizers, use of technology to assist with organization, vocabulary, sentence starters and transition words ● Opportunities for students to discuss materials verbally and also periods of quiet reflection Gifted and Talented (Advanced) Students: ● Project Based Learning ● Multimedia presentations ● Open-ended and informative writing ● Internet based research ● Open-ended responses ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learner ● Supplemental reading material for independent study ● Flexible grouping	stations) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Interactive maps ● Jigsaw groups ● Graphic organizers, use of technology to assist with organization, vocabulary, sentence starters and transition words ● Opportunities for students to discuss materials verbally and also periods of quiet reflection Gifted and Talented (Advanced) Students: ● Project Based Learning ● Multimedia presentations ● Open-ended and informative writing ● Internet based research ● Open-ended responses ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learner ● Supplemental reading material for independent study ● Flexible grouping
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	● Tiered assignments ● Topic selection by interest 504 Plans ● Preferential seating ● Extended time on test and assignments ● Reduced homework and classwork ● Verbal, visual or technology aids ● Modified textbooks ● Oral Assessments	● Tiered assignments ● Topic selection by interest 504 Plans ● Preferential seating ● Extended time on test and assignments ● Reduced homework and classwork ● Verbal, visual or technology aids ● Modified textbooks ● Oral Assessments	● Tiered assignments ● Topic selection by interest 504 Plans ● Preferential seating ● Extended time on test and assignments ● Reduced homework and classwork ● Verbal, visual or technology aids ● Modified textbooks ● Oral Assessments
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