

Grade 3 ELA

Unit Title: Unit 1: Timeless Tales: Classic Stories

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

RL.CR.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.CI.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (critical for the rich vocabulary in *Wind in the Willows*).

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Language Domain

L.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.3.3c Decode multisyllable words.

L.RF.3.3e Analyze the parts of high-frequency words that are regular and the parts that are irregular.

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

L.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary

L.WF.3.2 Demonstrate command of the conventions of encoding and spelling.

L.WF.3.2b Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.

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

L.WF.3.3b Capitalize appropriate words in titles

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings (distinguishing real-life connections between words).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words.

L.WF.3. Cursive Lessons

Writing Domain

W.AW.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames.

Speaking & Listening Domain

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

SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care).

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.

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.2	Identify how you might like to earn an income	

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9.2.5.CAP.8	Identify risks that individuals and households face	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
8.1.5.CS.1	Model how computing devices connect to other components to form a system.	Computing devices may be connected to other devices to form a system as a way to extend their capabilities.
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.	Distinguishing between public and private information is important for safe and secure online interactions. Information can be protected using various security measures (i.e., physical and digital)
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.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.
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.	
8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.	Engineering design requirements include desired features and limitations that need to be considered.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.	Societal needs and wants determine which new tools are developed to address real-world problems.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.
Central Idea/Enduring Understanding: Classic stories from around the world share common literary elements and universal themes. By analyzing characters, plot, setting, perspective, and point of view, readers can understand the deeper messages and lessons that stories communicate.		Essential/Guiding Question: What is the theme of the text? How do characters, perspective, and point of view shape the reader's understanding of the text?
Content: Explore classic tales from different parts of the world Study character development Study themes Study narrative perspective Write text-based opinion paragraphs Review short and long vowel sounds, /r/ controlled vowels, /er/ and its spelling, and syllables with 'le'		Skills(Objectives): Review short and long vowel sounds, /r/-controlled vowels, alternate spellings, and syllables with 'le' Identify and use concrete and abstract nouns, regular and irregular verbs, and adjectives Analyze characters, perspective, and point of view Demonstrate understanding of plot and sequence Identify themes in a text Demonstrate understanding of key vocabulary

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Learn about adjectives, concrete and abstract nouns, and regular and irregular verbs Cursive handwriting	Draft, write, edit, and revise an opinion paragraph Practice cursive handwriting
Interdisciplinary Connections: Visual and Performing Arts 1.4.5.Cr1c Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work. Science 3-LS4-3 (Biological Evolution: Unity and Diversity) Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. 3-LS3-2 (Heredity: Inheritance and Variation of Traits) Use evidence to support the explanation that traits can be influenced by the environment. Social Studies 6.1.5.GeoSV.1 (Spatial Views of the World) Utilize geographic data to represent and explain spatial patterns and regional behaviors as they relate to historical evolution and conditions. 6.1.5.GeoSV.2 Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. Comprehensive Health and Physical Education 2.1.5.EH.1 (Emotional Health) Discuss the impact of one's feelings and thoughts on physical and mental health, and explain how to control impulses. 2.1.5.EH.3 (Emotional Health) Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).	
Stage 2: Assessment Evidence	
Performance Task(s): Formative Assessments - Check for Understanding - Exit Pass Summative Assessments - CKLA Unit Assessments - CKLA Student Performance Assessments Benchmark Assessments - DIBELS	Other Evidence: - Student Data Notebooks - Orally administered assessments - Visual representations - Graphic organizers - NWEA MAP
Stage 3: Learning Plan	
Learning Opportunities/Strategies: Think-Pair-Share Character Perspective & Dynamic Tracker Literary Device Spotting (Personification & Dialogue) Story Elements & Retelling Maps Character Choice Opinion Paragraphs Linking Word Work Context Clues & Word Webs Concrete vs. Abstract Nouns Sort Irregular Verb Hunts Vowel Pattern & Syllable Word Sorts Fluency Partner Reads Readers' Theater Turn and Talk Exit Tickets Graphic Organizers Character Hot Seat	Resources: ELA: - CKLA LGBTQ and Disabilities Resources: LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: Learning for Justice Respect Ability: Fighting Stigmas, Advancing Opportunities NJDOE Diversity, Equity & Inclusion Educational Resources NJ Amistad Commission Interactive Curriculum https://www.nj.gov/education/holocaust/centers *Be sure to only include applicable resources.

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Theme Detectives			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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 Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Work toward longer passages as skills in English increase Use visuals Introduce key vocabulary before lesson Teacher reads aloud daily (model) Provide peer tutoring Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Unit Title: Unit 2: Fur, Fins, and Feathers: Animal Classification
Stage 1: Desired Results
Standards & Indicators: Language Domain L.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words. L.RF.3.4a Read grade-level text with purpose and understanding. L.WF.3.2b Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words. L.WF.3.2c Identify language of word origin, as noted in dictionaries. L.WF.3.2f Spell regular two- and three-syllable words L.WF.3.2g Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le. L.WF.3.2h Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion. L.WF.3.3a Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns. L.WF.3.3b Capitalize appropriate words in titles.

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L.WF.3.3c Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.

L.WF.3.3g Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.

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

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

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

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

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

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

L.WF.3.Cursive Lessons

Reading Domain

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

W.IW.3.2b Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.

W.IW.3.2d Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).

W.IW.3.2e Provide a conclusion related to the information or explanation presented

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

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

W.WP.3.4c 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.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 Domain

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

SL.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.

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Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking		
Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.2	Identify how you might like to earn an income	
9.2.5.CAP.8	Identify risks that individuals and households face	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
8.1.5.CS.1	Model how computing devices connect to other components to form a system.	Computing devices may be connected to other devices to form a system as a way to extend their capabilities.
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.	Distinguishing between public and private information is important for safe and secure online interactions. Information can be protected using various security measures (i.e., physical and digital)
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.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.
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.	
8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.	Engineering design requirements include desired features and limitations that need to be considered.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.	Societal needs and wants determine which new tools are developed to address real-world problems.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.
Central Idea/Enduring Understanding: Living things can be understood and classified by observing their characteristics and organizing information about them. Scientists use evidence and structured inquiry to identify similarities and differences among animals and classify them into groups.		Essential/Guiding Question: How do scientists classify animals based on their characteristics? How can we use observations and evidence to understand and describe living things?

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<u>Content:</u> Study and classify animals Text-based discussions Informal writing exercises Formal informational writing assignments Practice alphabetizing words to second and third letters Spell words with suffixes -ed, -ing, and -es Review nouns, verbs, adjectives, subjects, predicates, fragments, subject/object pronouns and their antecedents, run-on sentences, and compound sentences Study prefixes un-, non-, re-, and pre- Discuss how adding prefixes changes the meaning of a root word Plan, draft, edit, revise, publish, and present an informative paragraph Combine and expand sentences through the use of appositives and conjunctions Cursive Handwriting	<u>Skills(Objectives):</u> Classify animals as vertebrates or invertebrates and warm-blooded or cold-blooded Review suffixes and root words Alphabetize words to the second and third letter Develop understanding of sentence structure and parts of speech Determine subject pronouns, their antecedents, and object pronouns Identify and apply prefixes Demonstrate understanding of key vocabulary Write an informative paragraph Practice cursive handwriting
<u>Interdisciplinary Connections:</u> Visual Performing Arts 1.4.5.Cr1c Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work. Science 3-LS2-1 Construct an argument that some animals form groups that help members survive. 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 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. 3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. 3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. Comprehensive Health and Physical Education 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).	
Stage 2: Assessment Evidence	
<u>Performance Task(s):</u> Formative Assessments • Check for Understanding • Exit Pass Summative Assessments • CKLA Unit Assessments • CKLA Student Performance Assessments Benchmark Assessments • DIBELS	<u>Other Evidence:</u> • Student Data Notebooks • Orally administered assessments • Visual representations • Graphic organizers • NWEA MAP
Stage 3: Learning Plan	
<u>Learning Opportunities/Strategies:</u> Graphic Organizer	<u>Resources:</u>

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Turn and Talk Stand and Solve Notice and Wonder Think-Pair-Share Sort and Classify animal groups Evidence hunt about animal characteristics, habitat or classification Text Evidence and Frames Jigsaw Reading Frayer Model Concept Map Compare and Contrast Classification Detectives Which one doesn't belong? Claim-Evidence Vocabulary In Context Collaborative Writing Gallery Walk Peer Review Checklist Exit Ticket Quick Write Four Corners	ELA: - CKLA LGBTQ and Disabilities Resources: LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: Learning for Justice Respect Ability: Fighting Stigmas, Advancing Opportunities NJDOE Diversity, Equity & Inclusion Educational Resources NJ Amistad Commission Interactive Curriculum https://www.nj.gov/education/holocaust/centers *Be sure to only include applicable resources.
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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 Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Work toward longer passages as skills in English increase Use visuals Introduce key vocabulary before lesson Teacher reads aloud daily (model) Provide peer tutoring

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		Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
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Unit Title: Unit 3: Rhythm and Rhyme: Poetry

Stage 1: Desired Results

Standards & Indicators:

Language Domain

- L.RF.3.4b** Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.WF.3.2** Demonstrate command of the conventions of encoding and spelling.
- L.WF.3.2e** Change y to i (cried) in words with suffixes, when required.
- L.WF.3.3** Demonstrate command of the conventions of writing, including those listed under grade two foundational skills.
- L.WF.3.3c** Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- L.WF.3.3g** Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- L.WF.3.3h** Paraphrase a main idea or event in order to vary sentence structure and word use.
- L.WF.3.3i** 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.
- L.KL.3.1b** 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.
- L.VI.3.3** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.VI.3.3a** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- L.WF.3.** Cursive Lessons

Reading Domain

- RL.CR.3.1** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- 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.

Writing Domain

- W.AW.3.1** Write opinion texts to present an idea with reasons and information.
- W.AW.3.1b** Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
- W.AW.3.1c** 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.AW.3.1d** Provide a conclusion related to the opinion presented
- W.IW.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.WP.3.4** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.WP.3.4a** Identify audience, purpose, and intended length of composition before writing.
- W.WP.3.4b** Consider writing as a process, including self-evaluation, revision and editing.
- W.WP.3.4c** 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.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 Domain

- SL.PE.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.PE.3.1b** Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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SL.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.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.		
Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking		
Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.2	Identify how you might like to earn an income.	
9.2.5.CAP.8	Identify risks that individuals and households face.	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
8.1.5.CS.1	Model how computing devices connect to other components to form a system.	Computing devices may be connected to other devices to form a system as a way to extend their capabilities.
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.	Distinguishing between public and private information is important for safe and secure online interactions. Information can be protected using various security measures (i.e., physical and digital)
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.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.
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.	
8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.	Engineering design requirements include desired features and limitations that need to be considered.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.	Societal needs and wants determine which new tools are developed to address real-world problems.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.
Central Idea/Enduring Understanding: Poetry uses topics, imagery, and poetic devices—such as metaphorical language, tone, and structure—to create meaning and express		Essential/Guiding Question: How do poets use words, imagery, and poetic devices to express ideas, feelings, and messages?

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messages, opinions, relationships, or inspiration. Nature, animals, and people can inspire poets and their writing.	How can we use poetry elements and structure to communicate our own ideas and experiences?
Content: Explore how poets find inspiration in nature and relationships Apply knowledge of poetic devices and structures through text-based discussions, informal writing exercises, and formal writing assignments Review nouns, verbs, adjectives, and adverbs Study reciprocal pronouns and possessive reciprocal pronouns Plan, draft, revise, edit, publish, and present an original poem on the topic of seasons, places, people, or nature Generate, combine, and expand sentences using conjunctions Cursive Handwriting	Skills(Objectives): Demonstrate understanding of key vocabulary Define and identify poetry elements Practice and apply poetry elements Use textual evidence to analyze poetry Identify and use reciprocal pronouns Write an opinion paragraph Write an original poem Practice cursive handwriting
Interdisciplinary Connections: Visual Performing Arts 1.5.3.Cr1a Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. 1.5.3.Cr2a Create personally satisfying artwork using a variety of artistic processes and materials. 1.5.3.Re7a Speculate about processes an artist uses to create a work of art. Social Studies 6.1.5.GeoPP.1 Compare options for: describing locations, computing distance, determining direction, and calculating time zones. 6.1.5.HistoryUP.6 Evaluate the impact of different values, beliefs, and perspectives on the development of local, regional, and national identity. 6.1.5.HistoryCC.1 Analyze the political, economic, and social origins of historical developments. Comprehensive Health and Physical Education 2.2.3.MSC.1 Perform a combination of sequences of locomotor and non-locomotor skills in a movement pattern (e.g., rhythm, cadence). 2.2.3.MSC.2 Demonstrate control of movement concepts (direction, pathways, speed, force) while moving in personal and general space. 2.1.3.EH.1 Perform self-assessment and describe how characteristics, feelings, and thoughts make a person unique.	
Stage 2: Assessment Evidence	
Performance Task(s): Formative Assessments - Check for Understanding - Exit Pass Summative Assessments - CKLA Unit Assessments - CKLA Student Performance Assessments Benchmark Assessments - DIBELS	Other Evidence: - Student Data Notebooks - Orally administered assessments - Visual representations - Graphic organizers - NWEA MAP
Stage 3: Learning Plan	
Learning Opportunities/Strategies: Turn and Talk Stand and Solve Poetry Annotation	Resources: ELA: CKLA

Grade 3 ELA

Think-Pair-Share Evidence Hunt Poetry Sort Four Corners Graphic Organizer Color Coding Poetry Gallery Walk Notice and Wonder Read Aloud/Performance Sketch the Poem Poets Toolbox Pass the Poem Sensory Word Splash	LGBTQ and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: • Learning for Justice • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • NJ Amistad Commission Interactive Curriculum • https://www.nj.gov/education/holocaust/centers *Be sure to only include applicable resources.		
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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 Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Work toward longer passages as skills in English increase Use visuals Introduce key vocabulary before lesson Teacher reads aloud daily (model) Provide peer tutoring Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Grade 3 ELA

Unit Title: Unit 4: Rise and Fall: Ancient Rome

Stage 1: Desired Results

Standards & Indicators:

Language Domain

- L.RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- L.RF.3.3a** Identify and know the meaning of the most common prefixes and derivational suffixes.
- L.RF.3.3b** Decode words with common Latin suffixes.
- L.RF.3.3d** Read grade-appropriate irregularly spelled words.
- L.RF.3.3e** Analyze the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.3.4** Read with sufficient accuracy and fluency to support comprehension.
- L.WF.3.2b** Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- L.WF.3.2g** Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
- L.WF.3.2h** Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- L.WF.3.2i** Spell common words in English, including regular and irregular forms.
- L.WF.3.3a** Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- L.WF.3.3b** Capitalize appropriate words in titles.
- L.WF.3.3c** Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- L.WF.3.3h** Paraphrase a main idea or event in order to vary sentence structure and word use.
- L.KL.3.1a** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- L.VL.3.2** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.VL.3.2b** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- L.VL.3.2c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- L.VL.3.2d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.VI.3.3a** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- L.VI.3.3b** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- L.WF.3.**Cursive Lessons

Reading Domain

- RL.CR.3.1** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- RI.CR.3.1** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RL.CI.3.2** Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- RI.CI.3.2** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
- RL.IT.3.3** Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- RI.IT.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RL.TS.3.4** Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.PP.3.5** Distinguish their own point of view from that of the narrator or those of the characters.

Grade 3 ELA

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

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

Writing Domain

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

W.AW.3.1a Introduce an opinion clearly.

W.AW.3.1c 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.AW.3.1d Provide a conclusion related to the opinion presented

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

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

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

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

Speaking and Listening Domain

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

SL.PE.3.1d 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.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.

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
8.1.5.CS.1	Model how computing devices connect to other components to form a system.	Computing devices may be connected to other devices to form a system as a way to extend their capabilities.
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.	Distinguishing between public and private information is important for safe and secure online interactions. Information can be protected using various security measures (i.e., physical and digital)

Grade 3 ELA

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.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.
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.	
8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.	Engineering design requirements include desired features and limitations that need to be considered.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.
Central Idea/Enduring Understanding: The actions and decisions of leaders can shape the rise and fall of civilizations, and the cultural contributions of ancient civilizations can continue to influence society today.		Essential/Guiding Question: How did the actions and decisions of Roman leaders contribute to the rise and fall of the Roman Empire? How do contributions from ancient Roman culture continue to influence our lives today?
Content: Explore culture and historical events of ancient Rome Read the legend of Romulus and Remus Study the historical rise and fall of the Roman Empire Learn about key historical figures, Hannibal, Julius Caesar, Augustus Review the spelling patterns of /r/-controlled vowels, irregularly-spelled words, and spellings of the sound /ee/ Go over verb tenses, subject-verb agreement, and the verbs to be and to have Study the common suffixes -er, -or, -ist, -ian, -y, and -al and how they change the meaning of root words Plan, draft, revise, edit, publish, and present an opinion piece about Rome's most significant cultural contribution Generate sentences using information and vocabulary from Read-Alouds Combine and expand sentences using appositives and conjunctions Cursive handwriting		Skills(Objectives): Identify the point of view of a text Discuss the main idea, key details, and moral or lesson of a story Review /r/-controlled vowels and learn spelling patterns for the /ee/ sound Develop understanding of subject-verb agreement and correct verb tense usage Identify and apply suffixes -er, -or, -y, -al, -ist, and -ian Demonstrate understanding of key vocabulary Write an opinion essay Practice cursive handwriting
Interdisciplinary Connections: Visual Performing Arts 1.4.5.Cr1c Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work. Social Studies 6.1.5.HistoryCC.1 Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States. 6.1.5.HistoryCC.2 Use a variety of sources to illustrate how the American identity has evolved over time. 6.1.5.HistoryCC.10 Analyze the power struggle among European countries and determine its impact on people living		

Grade 3 ELA

in Europe and the Americas.

6.1.5.EconGE.1 Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

Comprehensive Health and Physical Education

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).

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA Unit Assessments
- CKLA Student Performance Assessments

Benchmark Assessments

- DIBELS

Other Evidence:

- Student Data Notebooks
- Orally administered assessments
- Visual representations
- Graphic organizers
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Graphic Organizer
Roman History Timeline
Turn and Talk
Stand Solve
Think Pair Share
Evidence Hunt
Main Idea and Key Details Web
Compare and Contrast Chart
Cause and Effect Chain
Vocab Frayer Model
Word Part Detective
Myth vs. History Sort
Roman Senate Debate
Jigsaw Reading
Four Corners
Gallery Walk
Stop and Jot
Roman Artifact Investigation
Historical Hot Seat

Resources:

ELA:

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers>

*Be sure to only include applicable resources.

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing

Grade 3 ELA

small group learning activities Provide whole group enrichment explorations Teach cognitive and methodological skills Use center, stations, or contracts Organize integrated problem-solving simulations Debrief students Propose interest-based extension activities	hands-on activities to reinforce concepts.	Small-Group instruction Leveled Texts Student Mentors	ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Work toward longer passages as skills in English increase Use visuals Introduce key vocabulary before lesson Teacher reads aloud daily (model) Provide peer tutoring Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
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Unit Title: Unit 5: Our Solar System and Beyond: Astronomy

Stage 1: Desired Results

Standards & Indicators:

Language Domain

- L.RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- L.RF.3.3a** Identify and know the meaning of the most common prefixes and derivational suffixes.
- L.RF.3.4** Read with sufficient accuracy and fluency to support comprehension.
- L.RF.3.4a** Read grade-level text with purpose and understanding.
- L.RF.3.4b** Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.RF.3.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.3.2** Demonstrate command of the conventions of encoding and spelling.
- L.WF.3.2b** Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- L.WF.3.2d** Spell singular and plural possessives (teacher’s; teachers’).
- L.WF.3.2f** Spell regular two- and three-syllable words.
- L.WF.3.2g** Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
- L.WF.3.2h** Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- L.WF.3.2i** Spell common words in English, including regular and irregular forms.
- L.WF.3.3** Demonstrate command of the conventions of writing, including those listed under grade two foundational skills.
- L.WF.3.3a** Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- L.WF.3.3b** Capitalize appropriate words in titles.
- L.WF.3.3f** Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- L.WF.3.3g** Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- L.WF.3.3h** Paraphrase a main idea or event in order to vary sentence structure and word use.
- L.WF.3.3i** Organize ideas into paragraphs with main ideas and supporting details.
- L.KL.3.1a** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

Grade 3 ELA

L.KL.3.1b 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.

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

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

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

L.WF.3. Cursive Lessons

Reading Domain

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

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

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

RI.IT.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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

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

Writing Domain

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

W.IW.3.2a Introduce a topic clearly.

W.IW.3.2b Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.

W.IW.3.2d Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).

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

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

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

W.WP.3.4c 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.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 Domain

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

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

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

SL.PE.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.PE.3.1d 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.

Grade 3 ELA

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking		
Standard	Performance Expectations	Core Ideas
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certifications and examples of these requirements.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources that can aid in solving the problem.	
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.	Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.	Personal information (like address, full name, or passwords) must be guarded both in the physical world and online.
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.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.
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.	
8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.	Engineering design requirements include desired features and limitations that need to be considered.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.	Societal needs and wants determine which new tools are developed to address real-world problems.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.
Central Idea/Enduring Understanding: Earth is uniquely suited for life, and our understanding of the universe continues to grow through scientific discoveries and space exploration built on the work of scientists throughout history.		Essential/Guiding Question: How does studying space help us understand Earth and our place in the universe? How do scientists use evidence and discoveries to learn about the universe?
Content: Explore astronomy and the universe Read about the sun, planets, our moon, asteroids, comets, meteors, galaxies, and stars Introduced to the concept of gravity, matter, light-years, and black holes Learn about important figures in the history of space exploration, Nicolaus Copernicus and Mae Jemison Student performance assessment		Skills(Objectives): Compare and contrast two things or ideas Write informative paragraphs about the life of an astronaut Identify cause and effect in a text Demonstrate proficiency in dictionary skills by using guide words Demonstrate understanding of singular and plural possessive nouns Use quotation marks when writing dialogue

Grade 3 ELA

Informative writing project in which they describe a day in the life of an astronaut in space Gather information, take notes, and organize them Plan, draft, revise, edit, and publish their work Generate and combine sentences by using conjunctions and incorporating dependent clauses Cursive Handwriting	Review words with spelling patterns /j/, /n/, /ae/, /k/, and /s/ Apply knowledge of suffixes to unfamiliar words in texts and other content Demonstrate understanding of key vocabulary Practice cursive handwriting
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Interdisciplinary Connections:

Visual Performing Arts

1.4.5.Cr1c Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

Science

ESS1 Earth's Place in the Universe

ESS1.A The Universe and Its Stars- Stellar properties, galaxy scales, universe origins

ESS1.B Earth and the Solar System- Planetary motion, seasons, moon phases, eclipses

ESS1.C The History of Planet Earth- Geologic time scale, fossils, rock strata formation

Comprehensive Health and Physical Education

2.2.5.MSC.1 Demonstrate body management skills and spatial awareness while moving in various pathways, directions, levels, and speeds in combination with movement concepts.

2.2.5.PF.1 Target a specific component of fitness and describe how regular physical activity leads to physical efficiency and overall wellness.

2.1.5.CHSS.1 Identify personal health strategies that promote wellness and prevent disease (e.g., proper hand hygiene, sun safety, dental care, sleep).

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA Unit Assessments
- CKLA Student Performance Assessments

Benchmark Assessments

- DIBELS

Other Evidence:

- Student Data Notebooks
- Orally administered assessments
- Visual representations
- Graphic organizers
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Graphic Organizer

Turn and Talk

Stand and Solve

Think Pair Share

Frayer Model

Vocab Concept Map

Cause and Effect Chain

Jigsaw Reading

Text Evidence Hunt

Main Idea and Key Details Web

Interactive Anchor Charts

Four Corners

Sketch to Stretch

Gallery Walk

Compare and Contrast Planets

Human Solar System

Resources:

ELA:

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers>

Grade 3 ELA

Space Vocabulary Sort Mystery Space Objects with clues		*Be sure to only include applicable resources.	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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 Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Work toward longer passages as skills in English increase Use visuals Introduce key vocabulary before lesson Teacher reads aloud daily (model) Provide peer tutoring Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Unit Title: Unit 6: Regions and Cultures: Native Americans
Stage 1: Desired Results
Standards & Indicators: Language Domain L.RF.3.3b Decode words with common Latin suffixes. L.WF.3.2b Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words. L.WF.3.2c Identify language of word origin, as noted in dictionaries. L.WF.3.2d Spell singular and plural possessives (teacher's; teachers'). L.WF.3.2f Spell regular two- and three-syllable words. L.WF.3.2g Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le. L.WF.3.2h Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion. L.WF.3.2i Spell common words in English, including regular and irregular forms. L.WF.3.3e Use appropriate pronouns with clear referents.

Grade 3 ELA

L.WF.3.3h Paraphrase a main idea or event in order to vary sentence structure and word use.

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

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

L.VL.3.2d 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.

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

L.WF.3. Cursive Lessons

Reading Domain

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

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

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

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

RI.IT.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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

W.IW.3.2b Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.

W.IW.3.2d Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).

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

Speaking and Listening Domain

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

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to	Knowing what you like and do well helps you explore jobs you might

Grade 3 ELA

	personal likes.	enjoy in the future.
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.	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.	
8.1.5.CS.1	Model how computing devices connect to other components to form a system.	A computing device relies on connected parts (like a keyboard, screen, mouse, and internal chips) working together as a team.
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.	Personal information (like address, full name, or passwords) must be guarded both in the physical world and online.
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.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.
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.	
8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.	Engineering design requirements include desired features and limitations that need to be considered.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.	Societal needs and wants determine which new tools are developed to address real-world problems.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.
<u>Central Idea/Enduring Understanding:</u> People adapt to the environments where they live, and this adaptation shapes the development of distinct cultures, traditions, and ways of life.		<u>Essential/Guiding Question:</u> How do people adapt to the environments where they live? How do geography and environment shape the cultures and ways of life of different Native American groups?
<u>Content:</u> Read two theories about how people first arrived on the continent of North America Discover how people lived when the first arrived, how they adjusted to different environments, and how they began to form tribes Learn about groups of Native Americans who settled in the Greater Mississippi River areas as well as the Southwest, Northeast, Southeast, and Arctic/Subarctic regions Review words with /sh/ + /ə/ + /n/, spelled 'tion'		<u>Skills(Objectives):</u> Identify cause and effect relationships in a text Use technology to conduct research and build background knowledge about local Native American tribes Demonstrate understanding of key vocabulary Review various spelling patterns for mastery Identify possessive nouns and pronouns Determine the meaning of adjectives and abstract nouns when suffixes are added to a known root word Strengthen dictionary skills by determining the meaning of key words, the function of entry words, and the meanings of different homographs

Grade 3 ELA

Study possessive nouns and pronouns, plural possessive nouns not ending in 's' or 'es', and singular and plural possessive nouns Learn the difference between the possessive pronoun its and the contraction it's Study word parts, including the suffixes -ish, -ness, -able, and -ible Maintain a unit dictionary Respond to prompts Craft journal entries Participate in collaborative activities Write informational newspaper articles about local Native American communities Construct cause and effect sentences, based on prompts from the Read-Alouds Expand sentences by incorporating independent clauses Cursive Handwriting	Use linking words and phrases to connect facts, definitions, and details within a paragraph Maintain a notebook containing definitions, sentences, and writing exercises that use Core Vocabulary words Practice cursive handwriting
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Interdisciplinary Connections:

Visual Performing Arts

1.4.5.Cr1c Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

Social Studies

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

6.1.5.GeoSV.5 Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native Americans resulting in changes to conditions.

6.1.5.HistoryCC.4 Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.HistoryCC.11 Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

6.1.5.HistoryUP.2 Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.5.HistoryUP.4 Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

Comprehensive Health & Physical Education

2.1.5.EH.5 Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

2.1.5.SSH.5 Explore the importance of communication with family members, caregivers, and other trusted adults about a variety of topics.

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA Unit Assessments
- CKLA Student Performance Assessments

Benchmark Assessments

- DIBELS

Other Evidence:

- Student Data Notebooks
- Orally administered assessments
- Visual representations
- Graphic organizers
- NWEA MAP

Grade 3 ELA

Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> Graphic Organizer Cause and Effect Chart Turn and Talk Stand and Solve Map It Jigsaw Reading Notice and Wonder Vocab Frayer Model Unit Dictionary Text Evidence Hunt Think Pair Share Gallery Walk Research Stations Interactive Notebook Sort and Categorize		<u>Resources:</u> ELA: - CKLA LGBTQ and Disabilities Resources: LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: Learning for Justice Respect Ability: Fighting Stigmas, Advancing Opportunities NJDOE Diversity, Equity & Inclusion Educational Resources NJ Amistad Commission Interactive Curriculum https://www.nj.gov/education/holocaust/centers *Be sure to only include applicable resources.	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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 Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Work toward longer passages as skills in English increase Use visuals Introduce key vocabulary before lesson Teacher reads aloud daily (model) Provide peer tutoring Use a strong student as a “buddy” (does not necessarily have to speak

Grade 3 ELA

		the primary language)
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Unit Title: Unit 7: Novel Study: Charlotte's Web

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.WF.3.3a Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.

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. Cursive Lessons

Reading Domain

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

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

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

RL.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).

Writing Domain

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

W.NW.3.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; clearly organize an event sequence.

W.NW.3.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.NW.3.3c Use transitional words and phrases to manage the sequence of events.

W.NW.3.3d Use concrete words and phrases and sensory details to convey experiences and events.

W.NW.3.3e 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.

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

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

W.WP.3.4c 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.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 Domain

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.

Grade 3 ELA

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking		
Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
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.	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process	Solving a tough problem starts with collecting facts and evidence, not just guessing.
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.	Personal information (like address, full name, or passwords) must be guarded both in the physical world and online.
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.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.
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.	
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.
Central Idea/Enduring Understanding: Friendship and supportive relationships can help people overcome challenges, build confidence, and grow as individuals. Our experiences and relationships with others can shape who we become and help us understand different perspectives and cultures.		Essential/Guiding Question: How do friendship, encouragement, and determination help characters overcome challenges? How do characters change and grow throughout the story?
Content: Follow Wilbur as he navigates a growing friendship and develops into a confident character. Use graphic organizers as they discuss literacy devices, such as figurative language, character motivation, and mood Plan, draft, revise, edit, publish, and present a fictional narrative Practice using descriptive words, dialogue, and temporal words in their fictional narrative Use textual evidence to generate statements Expand sentences by incorporating dependent clauses and using conjunctions Cursive Handwriting		Skills(Objectives): Identify the characters, setting, and plot of a fictional narrative Describe the thoughts, actions, and feelings of characters in a novel Determine the mood at different moments in a plot Understand the meaning of literal and nonliteral phrases Distinguish between personal and character perspectives Identify and apply descriptive words, dialogue, and temporal words in writing Demonstrate understanding of key vocabulary Write a fictional narrative Practice cursive handwriting.
Interdisciplinary Connections: Visual Performing Arts 1.5.3.Cr1a Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.		

Grade 3 ELA

1.5.3.Cr2a Create personally satisfying artwork using a variety of artistic processes and materials.

1.5.3.Re7a Speculate about processes an artist uses to create a work of art.

Science

3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

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.

Comprehensive Health and Physical Education

2.1.5.EH.3 Identify different feelings and emotions that people may experience and how they might express these emotions.

2.1.5.SSH.6 Describe characteristics of healthy versus unhealthy among friends and with family members. (e.g., trust, respect, open communication, mutual support).

2.2.3.MSC.2 Demonstrate control of movement concepts (direction, pathways, speed, force) while moving in personal and general space.

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA Unit Assessments
- CKLA Student Performance Assessments

Benchmark Assessments

- DIBELS

Other Evidence:

- Student Data Notebooks
- Orally administered assessments
- Visual representations
- Graphic organizers
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Graphic Organizers
Turn and Talk
Stand and Solve
Character Evidence Hunt
Character Change Timeline
Mood Meter
Figurative Language Sort
Perspective Switch
Quote-to-Character Match
Think Pair Share
Stop and Jot
Four Corners
Text Evidence T-Chart
Collaborative Chapter Recap
Dialogue Practice
Temporal Word Sequencing
Character Web
Readers Theater
Storyboarding
Mystery Character

Resources:

ELA:

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers>

*Be sure to only include applicable resources.

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

Grade 3 ELA

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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 Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: - breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: - Extended time - Provide visual aids - Repeated directions - Differentiate based on proficiency - Provide word banks - Allow for translators, dictionaries Work toward longer passages as skills in English increase - Use visuals - Introduce key vocabulary before lesson - Teacher reads aloud daily (model) - Provide peer tutoring - Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

Unit Title: Unit 8: Systems and Senses: The Human Body

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

L.RF.3.4a Read grade-level text with purpose and understanding.

L.WF.3.2e Change y to i (cried) in words with suffixes, when required

L.WF.3.2f Spell regular two- and three-syllable words

L.WF.3.2g Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.

L.WF.3.2h Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.

L.WF.3.2i Spell common words in English, including regular and irregular forms.

L.WF.3.3d Use common regular and irregular plural forms, writing nouns and verbs that agree in number.

L.WF.3.3h Paraphrase a main idea or event in order to vary sentence structure and word use.

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

L.VL.3.2b 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).

Grade 3 ELA

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

L.WF.3.Cursive Lessons

Reading Domain

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

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

RI.IT.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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

Writing Domain

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

W.IW.3.2a Introduce a topic clearly.

W.IW.3.2b Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.

W.IW.3.2e Provide a conclusion related to the information or explanation presented

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

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

W.WP.3.4c 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.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 Domain

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

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.

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources that can aid in solving the problem.	
8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish tasks.	Software and hardware together as a system to accomplish tasks (sending, receiving, processing, and storing units of information).
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.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.

Grade 3 ELA

8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.	Societal needs and wants determine which new tools are developed to address real-world problems.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.
Central Idea/Enduring Understanding: The body's skeletal, muscular, and nervous systems work together, with different organs and body parts supporting how the body functions. Our senses of sight and hearing depend on specific body parts, and people can use strategies to adapt when those senses are impaired. Taking preventative measures helps keep our bodies healthy and active.		Essential/Guiding Question: How do the skeletal, muscular, and nervous systems work together to help our bodies function? How do our senses help us understand the world, and how can people adapt when sight or hearing is impaired?
Content: Expand on what they learned in previous grades about the senses of sight and hearing Further explore the challenges people face when these senses are impaired Engage in collaborative and independent writing Maintain a unit dictionary Use graphic organizers Respond to prompts Analyze the structure of a paragraph, including a topic sentence, supporting details, and a concluding sentence Practice writing properly structured paragraphs as a class Cursive Handwriting		Skills(Objectives): Use a KWL chart to organize information Demonstrate understanding of key vocabulary Demonstrate the ability to pluralize regular and irregular nouns Understand and create sentences with correct subject-verb agreement Write letters about the human body Develop and order a topic sentence, details, and a concluding sentence in a paragraph with a title Identify and use pronouns Study prefixes dis-, mis-, un-, non-, re-, and pre- Practice cursive handwriting.
Interdisciplinary Connections: Visual Performing Arts 1.4.5.Cr1c Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work. Science 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death. Comprehensive Health and Physical Education 2.1.5.PGD.1 Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).		
Stage 2: Assessment Evidence		
Performance Task(s): Formative Assessments - Check for Understanding - Exit Pass Summative Assessments - CKLA Unit Assessments - CKLA Student Performance Assessments Benchmark Assessments - DIBELS		Other Evidence: - Student Data Notebooks - Orally administered assessments - Visual representations - Graphic organizers - NWEA MAP

Grade 3 ELA

Stage 3: Learning Plan

Learning Opportunities/Strategies:

KWL Chart
 Graphic Organizer: Body Systems Map
 Turn and Talk
 Stand and Solve
 Human Body Labeling
 System Sort
 Cause and Effect Chain
 Vocab Unit Dictionary
 Vocab Frayer Model
 Think Pair Share
 Jigsaw Reading
 Interactive Body System Diagram
 Four Corners
 Claim-Evidence-Reasoning
 Gallery Walk
 Mystery Body Part
 Partner Teach-Back
 Quick Draw
 Vocab Charades

Resources:

ELA:

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers>

*Be sure to only include applicable resources.

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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 Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Work toward longer passages as skills in English increase Use visuals Introduce key vocabulary before lesson Teacher reads aloud daily (model) Provide peer tutoring

Grade 3 ELA

			Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
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Unit Title: Unit 9: From Blues to Bebop: All That Jazz

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.WF.3.3a Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.

L.WF.3.3b Capitalize appropriate words in titles.

L.WF.3.3f Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).

L.WF.3.3h Paraphrase a main idea or event in order to vary sentence structure and word use.

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

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. Cursive Lessons

Reading Domain

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

W.IW.3.2b Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.

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

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

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

Speaking and Listening Domain

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

SL.PE.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.PE.3.1d 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.

Grade 3 ELA

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.		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.2	Identify how you might like to earn an income	
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
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.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.
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.	
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.	Societal needs and wants determine which new tools are developed to address real-world problems.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.
Central Idea/Enduring Understanding: Jazz is a powerful form of musical and cultural expression that began in the American South, spread through the United States and around the world, and continues to influence music and culture today. Students also learn that informational texts have specific characteristics that can guide research and help writers develop their own informational writing.		Essential/Guiding Question: How can music and art reflect and connect people, cultures, and experiences across time? How does understanding the past help us recognize the influence of jazz and other cultural movements today?
Content: Explore the vibrant music, poetry, and culture of the Jazz Age in the United States Discover how jazz was born in the south and spread north Hear about the work of famous artists, Louis Armstrong, Billie Holiday, and Langston Hughes Introduced to later artists like Melba Liston, Tito Puente, and Miles Davis Student performance assessment Cursive Handwriting		Skills(Objectives): Demonstrate understanding of key vocabulary Determine the meaning of words in context Review simple and compound sentences Determine the key ideas of a text by evaluating its details Discuss and explain the author's purpose Compose a well-organized and focused informational essay Practice cursive handwriting.

Grade 3 ELA

Interdisciplinary Connections:

Visual Performing Arts

1.5.3.Cr1a Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

1.5.3.Re7a Speculate about processes an artist uses to create a work of art.

1.5.3.Cn11a Recognize and describe how art and culture reflect and influence each other across time and space.

Social Studies

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

6.1.5.HistoryUP.6 Evaluate the impact of different values, beliefs, and perspectives on the development of local, regional, and national identity.

6.1.5.HistoryCC.1 Analyze the political, economic, and social origins of historical developments.

Comprehensive Health and Physical Education

2.2.5.MSC.1 Perform a combination of sequences of locomotor and non-locomotor skills in a movement pattern (e.g., rhythm, cadence).

2.2.5.MSC.2 Demonstrate control of movement concepts (direction, pathways, speed, force) while moving in personal and general space.

2.1.5.EH.2 Discuss how feelings, thoughts, and behaviors are interconnected and can impact personal health and relationships.

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA Unit Assessments
- CKLA Student Performance Assessments

Benchmark Assessments

- DIBELS

Other Evidence:

- Student Data Notebooks
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Stage 3: Learning Plan

Learning Opportunities/Strategies:

Graphic Organizer
Turn and Talk
Stand and Solve
Jigsaw Reading
Timeline Activity
Cause and Effect Chart
Compare and Contrast
Author's Purpose Sort
Evidence Hunt
Think Pair Share
Peer Review
Vocab Frayer Model
Two Column Notes: Key Idea and Supporting Evidence
Gallery Walk
3-2-1 Reflection
Then and Now Connection
Newspaper Headline
Musician Mystery

Resources:

ELA:

- CKLA

LGBTQ and Disabilities Resources:

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DEI Educational Resources:

- [Learning for Justice](#)
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Grade 3 ELA

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Pacing Guide

Content	Resources	Standards
UNIT 1: Marking Period 1		
Skills 1: (2 15-minute lessons) 40 lessons Knowledge Timeless Tales: Classic Stories 18 Days Cursive Writing (Week 3) (14 Lessons in order) outside of core literacy instruction)	CKLA Skills-Pre and Post Assessment Writing Process Opinion Writing Unit Online Assessment: Student Performance Assessment	Standards RL.CR.3.1 RL.CI.3.2 . RL.3.3 RL.3.4 RL.3.6 L.RF.3.3 L.RF.3.3c L.RF.3.3e L.RF.3.4 L.RF.3.4c L.WF.3.2.

Grade 3 ELA

		L.WF.3.2b L.WF.3.3 L.WF.3.3b L.3.1 L.3.4 L.3.5 L.3.6 L.WF.3. W.AW.3.1 W.3.10 SL.3.1 SL.3.1.b SL.PI.3.4
UNIT 2: Marking Period 1-2-3		
Skills 2: (2 15-minute lessons) 50 lessons Knowledge: Fur, Fins, and Feathers: Animal Classification 18 Days Cursive Writing (Week 3) (14 Lessons in order) outside of core literacy instruction)	CKLA Skills-Pre and Post Assessment Spelling Assessment (Lesson 5, Lesson 10, Lesson 16) Writing Process Informative Writing Unit Online Assessment:	Standards L.RF.3.3 L.RF.3.4a L.WF.3.2b L.WF.3.2c L.WF.3.2f L.WF.3.2g L.WF.3.2h L.WF.3.3a L.WF.3.3b. L.WF.3.3c L.WF.3.3g. L.VL.3.2 L.VL.3.2a L.VL.3.2b L.VL.3.2c L.VL.3.2d L.VI.3.3b L.WF.3. RI.CR.3.1 RI.CI.3.2 RI.IT.3.3 RI.TS.3.4 RI.PP.3.5 RI.MF.3.6 RI.AA.3.7 RI.CT.3.8 W.IW.3.2 W.IW.3.2b W.IW.3.2d W.IW.3.2e W.WP.3.4 W.WP.3.4b W.WP.3.4c W.RW.3.7. SL.II.3.2 SL.PI.3.4 SL.AS.3.6

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UNIT 3: Marking Period 2-3-4

Skills 2: (2 15-minute lessons) 50 lessons
 Knowledge: Rhythm and Rhyme: Poetry
 18 Days
 Cursive Handwriting Practice

CKLA
 Skills-Pre and Post Assessment
 Writing Process
 Rhyme or Free Verse Poetry Writing
 Opinion Writing
 Unit Online Assessment:

Standards

L.RF.3.4b
 L.WF.3.2
 L.WF.3.2e
 L.WF.3.3
 L.WF.3.3c
 L.WF.3.3g
 L.WF.3.3h
 L.WF.3.3i
 L.KL.3.1
 L.KL.3.1b
 L.VL.3.2
 L.VI.3.3
 L.VI.3.3a .
 L.WF.3.
 RL.CR.3.1
 RL.TS.3.4
 W.AW.3.1
 W.AW.3.1b
 W.AW.3.1c
 W.AW.3.1d
 W.IW.3.2
 W.WP.3.4
 W.WP.3.4a
 W.WP.3.4b
 W.WP.3.4c
 W.RW.3.7
 SL.PE.3.1
 SL.PE.3.1b
 SL.II.3.2
 SL.ES.3.3
 SL.UM.3.5

UNIT 4: Marking Period 2-3-4

Skills 3: (2 15-minute lessons) 50 lessons
 Knowledge: Rise and Fall: Ancient Rome
 18 Days
 Cursive Handwriting Practice

CKLA
 Skills-Pre and Post Assessment
 Writing Process
 Opinion Writing
 Spelling Assessment (Lesson 5, Lesson 10, and Lesson 15)
 Unit Online Assessment:

Standards

L.RF.3.3
 L.RF.3.3a
 L.RF.3.3b
 L.RF.3.3d
 L.RF.3.3e
 L.RF.3.4
 L.WF.3.2b
 L.WF.3.2g
 L.WF.3.2h
 L.WF.3.2i
 L.WF.3.3a
 L.WF.3.3b
 L.WF.3.3c
 L.WF.3.3h
 L.KL.3.1a
 L.VL.3.2

Grade 3 ELA

		L.VL.3.2b L.VL.3.2c L.3.2d L.VI.3.3a L.VI.3.3b I L.WF.3. RL.CR.3.1 RI.CR.3.1 RL.CI.3.2 RI.CI.3.2 RL.IT.3.3 RI.IT.3.3 RL.TS.3.4 RL.PP.3.5 RI.PP.3.5 RI.MF.3.6 RL.CT.3.8 RI.CT.3.8 W.AW.3.1 W.AW.3.1a W.AW.3.1c W.AW.3.1d W.WP.3.4 W.WP.3.4a W.WP.3.4b W.WP.3.4c SL.PE.3.1a SL.PE.3.1d SL.II.3.2 SL.UM.3.5 SL.AS.3.6
UNIT 5: Marking Period 2-3-4		
Skills 3 (2 15-minute lessons) 50 lessons Knowledge: Our Solar System and Beyond: Astronomy 18 Days Cursive Handwriting Practice	CKLA Skills-Pre and Post Assessment Student Performance Assessment Writing Process Informative Writing Spelling Assessment (Lesson 5, Lesson 9, and Lesson 14) Unit Online Assessment:	Standards L.RF.3.3 . L.RF.3.3a L.RF.3.4 L.RF.3.4a L.RF.3.4b L.RF.3.4c L.WF.3.2 L.WF.3.2b L.WF.3.2d L.WF.3.2f L.WF.3.2g L.WF.3.2h L.WF.3.2i L.WF.3.3 L.WF.3.3a L.WF.3.3b L.WF.3.3f L.WF.3.3g L.WF.3.3h

Grade 3 ELA

		L.WF.3.3i L.KL.3.1a L.KL.3.1b L.VL.3.2 L.VL.3.2b L.VL.3.2d L.WF.3. RL.CR.3.1 RI.CR.3.1 RI.CI.3.2 RI.IT.3.3 RI.AA.3.7 RI.CT.3.8 W.IW.3.2 W.IW.3.2a W.IW.3.2b. W.IW.3.2d W.WP.3.4 W.WP.3.4a W.WP.3.4b W.WP.3.4c W.RW.3.7 SL.PE.3.1 SL.PE.3.1a SL.PE.3.1b SL.PE.3.1c SL.PE.3.1d SL.II.3.2
UNIT 6: Marking Period 3-4		
Skills 3 & 4 (2 15-minute lessons) 50 lessons Knowledge: Unit 6: Regions and Cultures: Native Americans 18 Days Cursive Handwriting Practice	CKLA Skills-Pre and Post Assessment Writing Process Informational Writing Unit Online Assessment:	Standards L.RF.3.3b L.WF.3.2b L.WF.3.2c L.WF.3.2d L.WF.3.2f L.WF.3.2g L.WF.3.2h L.WF.3.2i L.WF.3.3e L.WF.3.3h L.VL.3.2 L.VL.3.2b L.VL.3.2d L.VI.3.3 L.VI.3.3c L.WF.3. RL.CR.3.1 RI.CR.3.1 RI.CI.3.2 RL.IT.3.3 RI.IT.3.3 RL.MF.3.6

Grade 3 ELA

		RI.MF.3.6 RI.CT.3.8 W.IW.3.2d SL.PE.3.1a SL.II.3.2 SL.UM.3.5 SL.AS.3.6
UNIT 7: Marking Period 3-4		
Skills 4 (2 15-minute lessons) 50 lessons Knowledge: Novel Study: Charlotte's Web 18 Days Cursive Handwriting Practice	CKLA Skills-Pre and Post Assessment Writing Process Fictional Narrative Writing Unit Online Assessment:	Standards L.WF.3.3a L.VL.3.2 L.WF.3 RL.CR.3.1 RL.CI.3.2 RL.IT.3.3 RL.TS.3.4 RL.PP.3.5 RL.MF.3.6 W.NW.3.3 W.NW.3.3a W.NW.3.3b W.NW.3.3c W.NW.3.3d W.NW.3.3e W.WP.3.4 W.WP.3.4a W.WP.3.4b W.WP.3.4c W.RW.3.7 SL.PI.3.4 SL.AS.3.6
UNIT 8: Marking Period 3-4		
Skills 4 (2 15-minute lessons) 50 lessons Knowledge: Systems and Senses: The Human Body 18 Days Cursive Handwriting Practice	CKLA Skills-Pre and Post Assessment Writing Process Paragraph Structure Spelling Assessment (Lesson 5, Lesson 10, and Lesson 16) Unit Online Assessment:	Standards L.RF.3.3a L.RF.3.4a L.WF.3.2e L.WF.3.2f L.WF.3.2g L.WF.3.2h L.WF.3.2i L.WF.3.3d L.WF.3.3h L.VL.3.2 L.VL.3.2b L.VI.3.3b L.WF.3. RI.CR.3.1 RI.CI.3.2

Grade 3 ELA

		RI.IT.3.3 RI.AA.3.7 W.IW.3.2 W.IW.3.2a W.IW.3.2b W.IW.3.2e W.WP.3.4 W.WP.3.4b W.WP.3.4c W.RW.3.7
UNIT 9: Marking Period 3-4		
Skills 4 (2 15-minute lessons) 50 lessons Knowledge: From Blues to Bebop: All That Jazz 18 Days Cursive Handwriting Practice	CKLA Skills-Pre and Post Assessment Writing Process Research Writing Informational Writing Student Performance Assessment Unit Online Assessment:	Standards L.WF.3.3a L.WF.3.3b L.WF.3.3f L.WF.3.3h L.KL.3.1a L.VL.3.2 L.WF.3. RI.CR.3.1 RI.CI.3.2 RI.TS.3.4 RI.PP.3.5. RI.MF.3.6 RI.CT.3.8 W.IW.3.2 W.IW.3.2b W.WP.3.4 W.WP.3.4b W.WP.3.4c SL.PE.3.1 SL.PE.3.1c SL.PE.3.1d SL.II.3.2 SL.ES.3.3 SL.PI.3.4