Wall Township Public Schools	Board Approval Date: 8/20/24

Grade 3 ELA

The Grade 3 ELA curriculum develops students' reading, writing, speaking, and language skills through a balance of literary and informational texts. Across six thematic units, students analyze characters, themes, point of view, poetry, informational texts, and research while strengthening vocabulary, grammar, and written communication. Students engage in literary analysis, narrative, explanatory, opinion, and research writing, using textual evidence to support their thinking and deepen comprehension of increasingly complex texts.

Course Sequence & Pacing

Unit Title	MP/Weeks
Unit 1: Spinning Stories In this six-week unit, students explore traditional stories from different cultures and examine how characters' traits, motivations, and actions influence a story's plot and theme. The unit places particular emphasis on Anansi stories from Ghana and West Africa. Students recount and compare fables and folktales, participate in collaborative discussions, and complete a three-paragraph literary analysis explaining how Ananse's actions lead him to learn a lesson.	Weeks 1-6 30 days
Unit 2: Into the Deep In this six-week unit, students investigate the deep ocean, the organisms that survive in its extreme conditions, and the technologies that make exploration possible. Through scientific texts, historical accounts, infographics, and research, students examine the benefits and challenges of deep-sea exploration. The unit culminates in a four-paragraph opinion essay arguing whether humans should continue exploring the deep sea and a research poster about a selected deep-sea topic.	Weeks 7 - 12 30 days
Unit 3: Another View In this six-week unit, students examine how people and characters can experience the same situation from different perspectives. Through realistic fiction, a fairy tale, drama, comics, letters, and an informational text, students analyze how characters' thoughts, feelings, experiences, words, and actions shape their points of view. The unit culminates in a narrative written from Jessie Treski's perspective based on characters from *The Lemonade War*.	Weeks 13-18 30 days
Unit 4: Taste Makers In this six-week unit, students explore the science of taste and examine how history, culture, family traditions, innovation, and individual experiences shape the foods people eat. Students compare biographies and informational texts about taste, recipes, chefs, and popular foods. The unit culminates in a research presentation in which students compare information from two sources to explain the origin of a favorite food.	Weeks 19-24 30 days

Unit 5: Words with Wings In this six-week unit, students explore a variety of poetic forms, including free verse, haiku, limericks, and concrete poetry. They analyze poetic elements such as figurative language, imagery, rhyme, rhythm, repetition, and line breaks to determine how poets communicate ideas and emotions. The unit culminates in a five-paragraph literary analysis explaining how Nikki Grimes uses figurative language throughout *Words with Wings* to show how the main character, Gabby's, feelings change.	Weeks 25-30 30 days
Unit 6: Being Your Best In this six-week unit, students explore the qualities that contribute to success in sports, including persistence, teamwork, sportsmanship, determination, resilience, and integrity. Through biographies, autobiographies, realistic fiction, informational texts, historical accounts, and infographics, students examine how athletes overcome challenges and positively influence others. The unit culminates in a four-paragraph opinion essay explaining which two qualities are most important for athletes to develop, supported with evidence from multiple texts.	Week 31-36 30 days

Unit 1: Spinning Stories

Stage 1: Desired Results

Unit 1: Spinning Stories

Unit Summary: In this six-week unit, students explore traditional stories from different cultures and examine how characters' traits, motivations, and actions influence a story's plot and theme. The unit places particular emphasis on Anansi stories from Ghana and West Africa. Students recount and compare fables and folktales, participate in collaborative discussions, and complete a three-paragraph literary analysis explaining how Ananse's actions lead him to learn a lesson.

Unit 1 Learning Targets

NJSLS ELA Grade 3 - 2023

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

- A. Identify and know the meaning of the most common prefixes and derivational suffixes.
- B. Decode words with common Latin suffixes.
- C. Decode multisyllable words.
- D. Read grade-appropriate irregularly spelled words.
- E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

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

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

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

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

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

- A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- B. Capitalize appropriate words in titles.

C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
E. Use appropriate pronouns with clear referents.
F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
H. Paraphrase a main idea or event in order to vary sentence structure and word use.
I. Organize ideas into paragraphs with main ideas and supporting details.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
B. Choose words and phrases for effect.
C. Recognize and observe differences between the conventions of spoken and written English.

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

A. Use sentence-level context as a clue to the meaning of a word or phrase.
B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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..

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

A. Introduce a topic clearly.
B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
E. Provide a conclusion related to the information or explanation presented.

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

A. Identify audience, purpose, and intended length of composition before writing.
B. Consider writing as a process, including self-evaluation, revision and editing.

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

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

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
D. Explain their own ideas and understanding in light of the discussion.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Computer Science & Design Thinking (*CS & DT***):**

- 8.2.2.ETW.3: Describe or model the system used for recycling technology.
- 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.

Interdisciplinary Connections:

NJSLS Social Studies

- 6.1.5.HistoryUP.7 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Amistad Connection:

- The unit explicitly studies Anansi stories that originated in West Africa and traditional stories from Ghana. Students learn about their oral tradition, cultural origins, and spread around the world. This provides a definite connection to African cultural heritage. However, the overview does not explicitly examine African American history, slavery, or African American contributions in the United States, so it should be described as an African cultural connection within Amistad integration, not a complete Amistad history unit.

DEI Connections:

- Students read traditional stories from multiple cultures, with a sustained focus on Ghanaian and West African storytelling. The unit recognizes that cultures may tell different versions of stories and communicate different traditions, lessons, and perspectives. *The Ball Game Between the Birds and the Animals* also addresses exclusion when two smaller creatures are rejected by one group, although the story is taught as a folktale rather than as explicit instruction about a protected identity.

Learning Targets

Unit Essential Questions:

- Why do we still read traditional stories today? *(Unit Essential Question)*
- How do characters' actions and motivations influence a story?
- What lessons can readers learn from traditional stories?
- How do authors communicate theme?
- How does textual evidence support literary analysis?

Unit Enduring Understandings:

- Traditional stories teach important lessons and reflect the cultures from which they originate.
- Characters' actions, motivations, and traits influence the plot and theme of a story.
- Readers analyze story elements to determine theme and deeper meaning.
- Literary analysis explains ideas using evidence from the text.
- Writers develop explanatory texts by introducing a topic, supporting ideas with evidence, and providing a conclusion.

Learning Objectives

Students will be able to:

- Recount traditional stories.
- Summarize literary texts.
- Ask and answer questions using text evidence.
- Determine the meaning of unfamiliar words.
- Describe characters' traits, actions, and motivations.
- Explain the theme of a story.
- Compare traditional stories.
- Gather information from literary texts.
- Write explanatory texts.
- Write for a purpose.
- Plan, draft, revise, and publish a literary analysis.
- Use dialogue and descriptions appropriately.
- Participate in collaborative discussions.

Vocabulary

Unit Vocabulary

- traditional story
- myth
- fable
- folktale

Key Vocabulary
Module 1

- debated
- constant
- simple
- mortal

Academic Vocabulary

- fables
- solution
- moral
- recount
- characters

- summarize
- singular noun
- plural noun
- open syllable
- theme
- paragraph

	• observed • flapped • glided • soared **Module 2** • tradition • generation • oral tradition • culture • wise • wisdom • clever • company • gobble • stuffed **Module 3** • curious • gradually • quarreled • nuisance • hurtled	• setting • plot • beginning • middle • end • synonyms • antonyms • text evidence • base word • prefix • suffix • syllable • closed syllable • trait • actions • motivations • part of speech • noun • verb • adjective • adverb • folktales	• explanatory paragraph • literary analysis • gist statement • consequences • final *e* syllable pattern • dialogue • speech tag • quotation marks • reader's theater • narrator • past tense • regular verbs • irregular verbs • topic sentence • problem • responds • multiple-meaning word • context clues • *r*-controlled vowel syllable pattern • compare • contrast • possessive noun • sum-up sentence

Stage 2: Evidence of Student Learning

Formative Assessments:

Module 1 Assessment
Module 2 Assessment
Writer's Craft: Write an Explanatory Paragraph
Collaborative Discussions
Process Writing

- Analyze the Task
- Plan
- Draft
- Revise
- Publish

Summative Assessments:

Unit 1 Assessment
End-of-Unit Literary Analysis: Write a three-paragraph literary analysis explaining how Ananse's actions in *Ananse and the Birds* led him to learn a lesson, ending with an explanation of the story's theme.
Rubrics:

- Collaborative Discussion
- Writer's Craft
- Process Writing

Common Benchmark Assessments: iReady Inform, DIBELS 8, iReady Literacy Tasks

Core Instructional Resources

Anchor Texts

- *Ananse and the Birds by Adwoa Badoe (Fable)*

Conceptual Texts

- *Spinning Stories Around the World by Meredith Phillips (Expository)*

Connection Texts

- *The Dog and His Reflection* by Aesop
- *The Wind and the Sun* by Aesop
- *Belling the Cat* by Aesop
- *Turning Everything into Gold* by Nathaniel Hawthorne

Writing Materials

Writer's Craft lessons focused on:

- Planning and writing about a character's traits
- Drafting a topic sentence about a character's problem
- Expanding writing to explain the lesson the character learns
- Writing an Explanatory Paragraph

Process Writing

- Analyze the Task
- Plan
- Draft

Additional Reading Resources

- Writer's Craft
- Assessment & Collaborative Discussion
- Support & Extend
- Process Writing

• *The Ball Game Between the Birds and the Animals* by Joseph Bruchac • *Anansi's Pot of Wisdom* • *Anansi and Turtle Go to Dinner* • *Anansi and the Banana Bird* **Visual Texts** • *The Lion and the Mouse* (Illustrations)	• Revise • Publish End-of-Unit Literary Analysis Rubrics: • Collaborative Discussion • Writer's Craft	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Suggested Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Follow All IEP Modifications
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction- Guided Reading and Guided Writing
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions

Specific Strategies and Practices that Support English Language Learners:

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions

Students At Risk of Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

Students with 504 Plans:

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

- Follow All 504 Modifications
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, alternatives and choices to differentiate and broaden the curriculum
- Teach Cognitive and Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words
- Ask Higher Order Thinking Questions

Unit 2: Into the Deep

Stage 1: Desired Results

Unit 2: Into the Deep

Unit Summary: In this six-week unit, students investigate the deep ocean, the organisms that survive in its extreme conditions, and the technologies that make exploration possible. Through scientific texts, historical accounts, infographics, and research, students examine the benefits and challenges of deep-sea exploration. The unit culminates in a four-paragraph opinion essay arguing whether humans should continue exploring the deep sea and a research poster about a selected deep-sea topic.

Unit 1 Learning Targets

NJSLS ELA Grade 3 - 2023

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- A. Identify and know the meaning of the most common prefixes and derivational suffixes.
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- C. Decode multisyllable words.
- D. Read grade-appropriate irregularly spelled words.
- E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

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

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

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

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

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

- A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.

B. Capitalize appropriate words in titles.
C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
E. Use appropriate pronouns with clear referents.
F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
H. Paraphrase a main idea or event in order to vary sentence structure and word use.
I. Organize ideas into paragraphs with main ideas and supporting details.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
B. Choose words and phrases for effect.
C. Recognize and observe differences between the conventions of spoken and written English.

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

A. Use sentence-level context as a clue to the meaning of a word or phrase.
B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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.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.
W.AW.3.1. Write opinion texts to present an idea with reasons and information.
opportunity to integrate climate change education.

A. Introduce an opinion clearly.
B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
D. Provide a conclusion related to the opinion presented.

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

D. Identify audience, purpose, and intended length of composition before writing.
E. Consider writing as a process, including self-evaluation, revision and editing.
F. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

E. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
F. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
G. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
H. Explain their own ideas and understanding in light of the discussion.

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.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- 9.4.5.IML.7: Evaluate the degree to which information meets a need, including social-emotional, academic, and social needs.

Computer Science & Design Thinking (*CS & DT***):**

- 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.

Interdisciplinary Connections:

NJSLS Science 2026

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

DEI Connections

- *Discovering the Aliens of the Deep* highlights the work of deep-sea explorer and scientist Edith Widder, and *Explorers of the Deepest Places on Earth* includes Sylvia Earle. Their inclusion provides authentic representation of women in science and exploration.

Learning Targets

Unit Essential Questions:

- Why do people explore the deep sea? *(Unit Essential Question)*
- What challenges do deep-sea explorers face?
- How do deep-sea organisms survive in extreme conditions?
- How does technology make deep-sea exploration possible?
- How can evidence from multiple sources strengthen an opinion?

Unit Enduring Understandings:

- The deep sea is an extreme environment that supports unique forms of life.
- Technology has made deep-sea exploration possible and continues to expand scientific knowledge.
- Deep-sea exploration presents both challenges and benefits.
- Writers support opinions with logical reasons and evidence from multiple sources.
- Readers use informational texts, historical accounts, scientific texts, and visuals to build understanding of a topic.

Learning Objectives

Students will be able to:

- Determine the main idea of informational texts.
- Summarize scientific and historical texts.
- Ask and answer questions using textual evidence.
- Determine the meaning of unfamiliar words using context clues, affixes, and root words.
- Interpret visuals, text features, diagrams, labels, and captions.
- Describe relationships among ideas in informational texts.
- Explain literal and figurative language.
- Gather and organize information from multiple texts.
- Write opinion pieces supported with reasons and factual evidence.
- Introduce a topic, organize reasons, link ideas, and provide a conclusion.
- Plan, draft, revise, edit, and publish opinion writing.
- Conduct research using unit texts.
- Participate effectively in collaborative discussions.

Vocabulary		
Unit Vocabulary • discover • explore	**Key Vocabulary** **Module 1** • habitat • submerged • surface • sea level • pressure • adapt • process • bioluminescence **Module 2** • attempt • contraption • hatch • crew • hull • marine • trench • measure • depth • craft • mission • descent • solo • vessel • encounter • equipped **Module 3** • emerges • prey • expedition • towers • vents • desolate • uninhabited	**Academic Vocabulary** • informational texts • topic • title • key details • base word • prefix • suffix • main idea • gist statement • verb • past tense • present tense • future tense • opinion • fact • opinion statement • text evidence • conjunction • visuals • labels • captions • historical text • sequence • signal words and phrases • adjective • comparative adjectives • superlative adjectives • linking words • opinion paragraph • text features • heading • sidebar • glossary

	• aquatic • organism	• adverb • syllable • final stable syllable • summarize • summary • diagram • sentence • simple sentence • subject • predicate • vowel teams • literal language • figurative language • shades of meaning

Stage 2: Evidence of Student Learning

Formative Assessments:

- Module 1 Assessment
- Module 2 Assessment
- Writer's Craft: Write an Opinion Statement
- Writer's Craft: Write an Opinion Paragraph
- Collaborative Discussions
- Process Writing
    - Analyze the Task
    - Plan
    - Draft
    - Revise
    - Publish
- Research project checkpoints

Summative Assessments:

- Unit 2 Assessment
- End-of-Unit Opinion Essay: Write a four-paragraph opinion essay explaining why humans should or should not explore the deep sea, supporting reasons with evidence from *Deep*, *Deep Down* and at least one additional unit text.
- Research Project: Create a poster about one of the following topics:
    - The Ocean's Twilight Zone

    - The Vampire Squid
    - The Aquarius Habitat
- Collaborative Discussion
- Rubrics:
- Collaborative Discussion
- Writer's Craft
    - Process Writing
    - Research

Common Benchmark Assessments: iReady Inform, DIBELS 8, iReady Literacy Tasks

Core Resources and Materials

Anchor Texts

- *Deep, Deep Down* by Lydia Lukidis (Scientific)

Conceptual Texts

- *Discovering the Aliens of the Deep by Kathryn Hulick (Scientific)*

Connection Texts

- *Diving Deep by Michelle Cusolito*
- *Otis and Will Discover the Deep by Barb Rosenstock*
- *Explorers of the Deepest Places on Earth by Peter Mavrikis*
- *Anglerfish by Christina Leaf*
- *Secrets of the Sea Vents by Sarah Roggio*

Visual Texts

- *How Deep Is the Ocean?* (Infographic)

Writing Materials

Writer's Craft lessons

- Write an Opinion Statement
- Write an Opinion Paragraph

Process Writing

- Analyze the Task
- Plan
- Draft
- Revise
- Publish

End-of-Unit Opinion Essay

Research Project (Poster)

Rubrics

- Collaborative Discussion
- Writer's Craft
- Process Writing
- Research

Additional Classroom Resources

- Writer's Craft
- Assessment & Collaborative Discussion
- Support & Extend
- Process Writing
- Research activities using unit texts

Accommodations and Modifications:Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one
Additional time
Review of directions
Student restates information
Space for movement or breaks
Extra visual and verbal cues and prompts
Preferential seating - Follow a routine/schedule
Rest breaks
Verbal and visual cues regarding directions and staying on task
Checklists
Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

Home/School Connection
Alternative Assessments - Learning Contracts
Homogeneous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way.
Students' accommodations are outlined in their individual 504 plan.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3: Another View

Stage 1: Desired Results

Unit 3: Another View

Unit Summary: In this six-week unit, students examine how people and characters can experience the same situation from different perspectives. Through realistic fiction, a fairy tale, drama, comics, letters, and an informational text, students analyze how characters' thoughts, feelings, experiences, words, and actions shape their points of view. The unit culminates in a narrative written from Jessie Treski's perspective based on characters from *The Lemonade War*.

Unit 1 Learning Targets

NJSLS ELA Grade 3 - 2023

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

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

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

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

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

A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
B. Capitalize appropriate words in titles.
C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.

D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
E. Use appropriate pronouns with clear referents.
F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
H. Paraphrase a main idea or event in order to vary sentence structure and word use.
I. Organize ideas into paragraphs with main ideas and supporting details.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
B. Choose words and phrases for effect.
C. Recognize and observe differences between the conventions of spoken and written English.

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

A. Use sentence-level context as a clue to the meaning of a word or phrase.
B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

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

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

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

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

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize

aspects of a character or setting).
RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).
W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.

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

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

A. Identify audience, purpose, and intended length of composition before writing.
B. Consider writing as a process, including self-evaluation, revision and editing.
C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

I. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
J. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
K. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
L. Explain their own ideas and understanding in light of the discussion.

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

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local or global issue and deliberate about possible solutions.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Computer Science & Design Thinking (*CS & DT***):**

Interdisciplinary Connections:

NJSLS-Social Studies - 2020

- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Climate Change Education Connection

- The central focus is understanding viewpoints that differ from one's own. Students examine empathy, communication, conflict, relationships, and how feelings and experiences shape perspective. *Little Roja Riding Hood* provides direct cultural and linguistic representation through its Latino family setting and use of Spanish words. The unit also teaches that different interpretations can both be valid through *Duck! Rabbit!*.

Learning Targets

Unit Essential Questions:

- What can we learn by seeing from different perspectives? *(Unit Essential Question)*
- How do different perspectives influence the way people understand events?
- Why is it important to understand another person's point of view?
- How do authors develop characters through dialogue and description?
- How can a writer tell the same story from a different character's perspective?

Unit Enduring Understandings:

- People can view the same event or situation from different perspectives.
- Understanding another person's perspective builds empathy and improves communication.
- Narrative writing uses story elements, dialogue, and description to develop characters and events.
- Authors use point of view to help readers understand characters' thoughts, feelings, and motivations.
- Readers use evidence from texts to compare and explain different perspectives.

Learning Objectives

Students will be able to:

- Explain a character's point of view and perspective.
- Compare the perspectives of different characters.
- Understand and analyze story elements.
- Ask and answer questions about literary and informational texts.
- Summarize informational texts.
- Compare stories.
- Connect illustrations and text.
- Determine the meaning of unfamiliar words using context clues, affixes, and root words.
- Gather and organize information.
- Write narratives from a character's perspective.
- Establish a situation and organize a logical sequence of events.
- Develop characters using dialogue and descriptions.
- Use time-order words to organize events.
- Plan, draft, revise, edit, and publish narrative writing.
- Participate effectively in collaborative discussions.

Vocabulary		
Unit Vocabulary • perspective • resolution	**Key Vocabulary** **Module 1** • bounds • jealous • stampedes • plummets • expression • straggles • unhinged • exhales **Module 2** • valuable • situation • relationships • suspiciously • inspect • remark • audition • deadline **Module 3** • distinctly • wading • binoculars • compassionate • mature • humiliated • bothered • deserting • sneered • stalked • bristly • clenched • location • global • negotiation • malicious	**Academic Vocabulary** • story elements • characters • setting • plot • problem • character's perspective • compare • contrast • theme • beginning • middle • end • gist statement • base word • prefix • suffix • mood • story mountain • introduction • background • rising action • climax • falling action • drama • point of view • perspective • adjectives • time-order words • address • compound sentence • simple sentence • conjunctions • dialogue • dialogue tag • character traits

	• mischief • reconciliation • reassuring	

Stage 2: Evidence of Student Learning

Formative Assessments:

- Writer's Craft: Write a Narrative Ending
- Writer's Craft: Write a Narrative
- Writer's Craft: Write a Narrative Paragraph
- Module 1 Assessment
- Module 2 Assessment
- Collaborative Discussions
- Process Writing
  - Analyze
  - Plan
  - Draft
  - Revise
  - Publish

Summative Assessments:

- **Unit 3 Assessment**
- **End-of-Unit Narrative Writing:** Students write a new story from Jessie Triski's perspective after reading *The Lemonade War*. The narrative describes Megan, Evan, and Jessie running a race and includes dialogue and descriptive details.
- **Collaborative Discussion**
- **Process Writing Rubrics**
- **Writer's Craft Rubrics**

Common Benchmark Assessments: iReady Inform, DIBELS 8, iReady Literacy Tasks

Core Resources and Materials

Anchor Texts	**Writing Materials**	**Classroom Resources**
• *The Lemonade War by Jacqueline Davies* **Conceptual Texts** • *The Power of Perspective by Kugu Soykan* **Connection Texts** • *Maybe Maybe Marisol Rainey* by Erin Entrada Kelly	• Writing Teacher's Guide • Writing Student Interactive Practice Book • Process Writing resources (Analyze, Plan, Draft, Revise, Publish) • Process Writing Rubrics	• Writer's Craft • Assessment & Collaborative Discussion • Support & Extend • Process Writing

• *Surely Surely Marisol Rainey* by Erin Entrada Kelly • *Little Roja Riding Hood* by Susan Middleton Elya • *The Wolf's Side of the Story* by Louise Rozett • *I Wanna Iguana* by Karen Kaufman Orloff **Visual Texts** • *Duck! Rabbit!* by Amy Krouse Rosenthal (Comics)	• End-of-Unit Explanatory Writing Task	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

- **Specific Strategies and Practices that Support Students with Disabilities:**
- Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.
- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback
- **Specific Strategies and Practices that Support English Language Learners**
- English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.
- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups
- **Students at Risk of Failure**
- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice
- **Students with 504 Plans**
- Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

- 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.
- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback
- **Specific Strategies and Practices that Support Gifted & Talented Students**
- It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
- Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4: Taste Makers

Stage 1: Desired Results

Unit 4: Taste Makers

Unit Summary: In this six-week unit, students explore the science of taste and examine how history, culture, family traditions, innovation, and individual experiences shape the foods people eat. Students compare biographies and informational texts about taste, recipes, chefs, and popular foods. The unit culminates in a research presentation in which students compare information from two sources to explain the origin of a favorite food.

Unit 1 Learning Targets

NJSLS ELA Grade 3 - 2023

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

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

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

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

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

- A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- B. Capitalize appropriate words in titles.

C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
E. Use appropriate pronouns with clear referents.
F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
H. Paraphrase a main idea or event in order to vary sentence structure and word use.
I. Organize ideas into paragraphs with main ideas and supporting details.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
B. Choose words and phrases for effect.
C. Recognize and observe differences between the conventions of spoken and written English.

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

A. Use sentence-level context as a clue to the meaning of a word or phrase.
B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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.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.

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

A. Introduce a topic clearly.
B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
E. Provide a conclusion related to the information or explanation presented.

W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

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

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

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
D. Explain their own ideas and understanding in light of the discussion.

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

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

Computer Science & Design Thinking (*CS & DT***):**

- 8.1.5.IC.1 Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2 Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Interdisciplinary Connections:

NJSLS - Science 2026

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

NJSLS - Social Studies 2020

- 6.1.5.Geo.HE.1 Use maps and other geographic tools to locate and identify cultural and environmental characteristics of places.
- 6.1.5.HistoryUP.7 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

NJSLS - Visual & Performing Arts 2020

- 1.5.5.Cr1a: Generate and conceptualize artistic ideas and work.

AAPI Connections:

- The unit includes ***Magic Ramen: The Story of Momofuku Ando***, which tells the story of the inventor of instant ramen and explores the historical and cultural significance of this Japanese innovation. This provides an authentic connection to Asian history and contributions through the study of a Japanese inventor and the global impact of his invention.

DEI Connection

- Students explore foods, traditions, and stories from multiple cultures and countries, learning how history, geography, and cultural traditions shape what people eat. Texts such as ***Magic Ramen***, ***Nacho's Nachos***, ***A Plate of Pizza***, and ***Niki Nakayama: A Chef's Tale in 13 Bites*** expose students to diverse cultural experiences and perspectives through food and innovation.

Learning Targets

Unit Essential Questions:

- Why is our taste in food so personal? *(Unit Essential Question)*
- How does science explain the way people experience taste?
- How do history and culture influence the foods people eat?
- Why is it important to compare information from multiple sources?
- How can research be organized and presented effectively?

Unit Enduring Understandings:

- Scientific factors influence how people experience and describe taste.
- History and culture shape the foods people create, prepare, and enjoy.
- Comparing multiple sources helps readers develop a more complete understanding of a topic.
- Researchers gather, organize, and cite information from reliable sources.
- Presentations communicate research findings clearly and accurately.

Learning Objectives

Students will be able to:

- Determine the meaning of unfamiliar words using context and morphology.
- Summarize informational texts.
- Explain ideas presented in scientific and technical texts.
- Compare and contrast information from multiple texts.
- Interpret illustrations, visuals, and informational videos.
- Gather relevant textual evidence from multiple sources.
- Identify main ideas and supporting details.
- Describe text structure.
- Explain figurative language.
- Conduct research using multiple sources.
- Organize information into research notes.
- Cite sources appropriately.
- Create a multimedia presentation explaining the origin of a favorite food.

- Participate effectively in collaborative discussions.
- Decode multisyllabic words using prefixes and suffixes.
- Apply grade-level grammar and language conventions in research writing.

Vocabulary		
Unit Vocabulary • experiment • flavor • ingredients	**Key Vocabulary** **Module 1** • nutrients • papillae • persistent • recipe • sense • taste buds • taste-testers • umami **Module 2** • apprentice • convenient • delicious • determination • generation • hungered • inspired • mentor • origin • staple • technique **Module 3** • honor • sensation • experiment • specialty • edible • delicacies • border • scrumptious	**Academic Vocabulary** • abstract nouns • alliteration • base word • cause • compare • concrete nouns • contrast • effect • illustrations • irregular • listen • nouns • plural noun • prefix • puns • regular • research • respond • singular noun • sources • speak • suffix • visuals • antecedent • complex sentence • context clues • dependent clause • direct quote • figurative language • gist statement

	• spectacular • meager • nutritious • rationing • scarce	• hyperbole • independent clause • metaphor • paraphrase • procedural text • pronoun • sequence • simile • text structure • image • key details • key information • main idea • sequential text structure • subject • topic • verb

Stage 2: Evidence of Student Learning

Formative Assessments:

- Daily comprehension checks
- Vocabulary and morphology activities
- Summarizing informational texts
- Science text analysis
- Compare-and-contrast graphic organizers
- Main idea activities
- Text structure activities
- Research note-taking
- Writer's Craft activities
    - Gather and organize information
    - Write notes
    - Write a presentation slide
- Collaborative discussions
- Module 1 Assessment
- Module 2 Assessment
- Foundational Skills Weekly Assessments

Summative Assessments:

- Integrated Literacy Unit 4 Assessment
- Foundational Skills Unit 4 Assessment
- End-of-Unit Research Presentation: Students research the origin story of a favorite food, compare and contrast information from two sources, and create a presentation explaining where the food came from.
- Collaborative Discussion Performance Task using evidence from multiple texts about food, culture, and food origins.

Common Benchmark Assessments: iReady Inform, DIBELS 8, iReady Literacy Tasks

Core Resources and Materials

Anchor Texts

- *Nacho's Nachos by Sandra Nickel*
- *Magic Ramen by Andrea Wang*

Conceptual Texts

- *Bread: A Slice of History*

Connection Texts

- *Supertasters*
- *Try It! How Frieda Caplan Changed the Way We Eat*
- *A Special Family Recipe*
- *Niki Nakayama: A Chef's Tale in 13 Bites*
- *A Plate of Pizza*
- *Accidentally Delicious*

Visual Texts

- *Your Tongue: The Taste-Maker!* (Informational video)

Writing Materials

- Writing Teacher's Guide
- Writing Student Interactive Practice Book
- Process Writing resources (Analyze, Plan, Draft, Revise, Publish)
- Process Writing Rubrics
- End-of-Unit Opinion Writing Task

Reading Resources

- Unit Media
- Connected Texts (Decodable Readers)
- Magnetic Readers
- Support & Extend texts
- Independent Reading opportunities
- Writer's Craft mentor texts

Classroom Resources

- Annotated National Park Mural project materials
- Maps and photographs of U.S. national parks
- Visuals of Yellowstone and Grand Canyon National Parks
- Student research materials and technology for gathering information
- Unit Media
- Poetry, informational, and visual texts related to national parks

Accommodations and Modifications:

Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups, sentence frames

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Supplemental Reading - engaging projects

Unit 5: Words with Wings

Stage 1: Desired Results

Unit 5: Words With Wings

Unit Summary: In this six-week unit, students explore a variety of poetic forms, including free verse, haiku, limericks, and concrete poetry. They analyze poetic elements such as figurative language, imagery, rhyme, rhythm, repetition, and line breaks to determine how poets communicate ideas and emotions. The unit culminates in a five-paragraph literary analysis explaining how Nikki Grimes uses figurative language throughout *Words with Wings* to show how the main character, Gabby's, feelings change.

Unit 1 Learning Targets

NJSLS ELA Grade 3 - 2023

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

- A. Identify and know the meaning of the most common prefixes and derivational suffixes.
- B. Decode words with common Latin suffixes.
- C. Decode multisyllable words.
- D. Read grade-appropriate irregularly spelled words.
- E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

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

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

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

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

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

- A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- B. Capitalize appropriate words in titles.

C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
E. Use appropriate pronouns with clear referents.
F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
H. Paraphrase a main idea or event in order to vary sentence structure and word use.
I. Organize ideas into paragraphs with main ideas and supporting details.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
B. Choose words and phrases for effect.
C. Recognize and observe differences between the conventions of spoken and written English.

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

A. Use sentence-level context as a clue to the meaning of a word or phrase.
B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

A. Introduce a topic clearly.
B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
E. Provide a conclusion related to the information or explanation presented.

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

A. Identify audience, purpose, and intended length of composition before writing.
B. Consider writing as a process, including self-evaluation, revision and editing.
C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
D. Explain their own ideas and understanding in light of the discussion.

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

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Computer Science & Design Thinking (*CS & DT***):**

-

Interdisciplinary Connections:

NJSLS Social Studies 2020

- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.1.5.GeoHE.1: Use maps and other geographic tools to locate and identify cultural and environmental characteristics of places.

Visual & Performing Arts 2020

- 1.5.5.Re7a: Identify and describe how personal experiences, cultural perspectives, and relevant examples inform responses to works of art.

AAPI Connection

- Students study haiku, a traditional Japanese poetic form, through the informational text "What Is a Haiku?" and read and analyze haiku throughout the unit. This provides an authentic connection to Japanese literary traditions and culture.

DEI Connections:

- The unit intentionally exposes students to diverse voices and poetic traditions. Students read poetry by authors representing different backgrounds and cultures and explore multiple forms of expression, including free verse, haiku, limericks, and concrete poetry. Through *Words with Wings*, students also examine Gabby's personal experiences, emotions, and identity, fostering empathy and appreciation for diverse perspectives.

Learning Targets

Unit Essential Questions:

- Why do people choose to write and read poetry? *(Unit Essential Question)*
- How do poets use language to express ideas and emotions?
- How do figurative language and poetic elements affect the reader?
- How do different forms of poetry communicate meaning?
- How does an author's use of figurative language help develop a character?

Unit Enduring Understandings:

- Poetry is a form of creative expression that communicates ideas, emotions, and experiences.
- Poets use figurative language, imagery, rhythm, rhyme, repetition, and other poetic elements to create meaning.
- Different forms of poetry have unique structures and purposes.
- Readers analyze poetic elements to better understand a poem's message and theme.
- Literary analysis uses textual evidence to explain how an author's craft develops characters and meaning.

Learning Objectives

Students will be able to:

- Ask and answer questions using evidence from literary and informational texts.
- Summarize poems and informational texts.
- Identify and explain poetic elements.
- Explain the meaning and effect of figurative language.
- Determine the theme of a poem.
- Compare characteristics of different forms of poetry.
- Analyze how figurative language develops a character.

- Gather information from multiple texts.
- Write explanatory texts for a specific purpose.
- Write an original poem using appropriate poetic elements.
- Plan, draft, revise, edit, and publish a literary analysis.
- Participate effectively in collaborative discussions.
- Use context clues, affixes, and reference materials to determine word meanings.
- Read grade-level poetry and informational texts fluently to support comprehension.

Vocabulary

Unit Vocabulary

- communicate
- expression
- imagination
- poetic

Key Vocabulary

Module 1

- subject
- emotion
- forms
- ritual
- daydream
- routines
- fierce
- keen
- entangled
- chime
- descend
- characteristic
- pattern
- catchy
- gloom
- dread
- scampered

Module 2

- inspiration
- symbol
- source
- imitates
- insistently
- mindful
- signature

Grammar Vocabulary

- gist statement
- line
- stanza
- rhyme
- dictionary
- figurative language
- simile
- personification
- base word
- prefix
- suffix
- poetic elements
- rhyming words
- repetition
- rhythm
- word play
- line breaks
- past-tense verbs
- regular past-tense verbs
- irregular past-tense verbs
- story in verse
- irregular verbs
- literary analysis
- haiku
- syllable pattern
- theme

	• flicked • puzzled • drifted • damp ***Module 3*** • dashed • twirl • lumbering • roaming • grazing • glimmering • color-blind • blame • gulp • swells • persistent • concentrate • vivid • nibble • precious • creeps • meandering	• preposition • imagery • sensory details • thesaurus • free verse • alliteration • hyperbole • idiom • modal verb • direct quotation •

Stage 2: Evidence of Student Learning

Formative Assessments:

- Daily comprehension checks
- Poetry analysis activities
- Summarizing poems and informational texts
- Figurative language analysis
- Theme analysis
- Poetic elements graphic organizers
- Vocabulary and morphology practice
- Writer's Craft activities
- Write an explanatory paragraph
- Write an original poem
- Write an explanatory paragraph
- Collaborative discussions

- Module 1 Assessment
- Module 2 Assessment
- Foundational Skills Weekly Assessments

Summative Assessments:

- Integrated Literacy Unit 5 Assessment
- Foundational Skills Unit 5 Assessment
- End-of-Unit Literary Analysis: Students write a five-paragraph literary analysis describing how Nikki Grimes uses figurative language at the beginning, middle, and end of *Words with Wings* to show how Gabby's feelings change.
- Collaborative Discussion Performance Task using textual evidence to discuss poetry and figurative language.

Common Benchmark Assessments:

- I-Ready Inform
- iREady Literacy Tasks
- DIBELS

Core Instructional Materials

Anchor Texts

- *Words with Wings by Nikki Grimes*

Conceptual Texts

- *Why Write Poetry?*
- *What Is a Limerick?*
- *What Is a Haiku?*

Connection Texts

- *Aloha Everything*
- *Eletelephony*
- *Time*
- *There Is a Tree*
- *My Bedtime Monster*
- *Seeing into Tomorrow*
- *Kiyoshi's Walk*
- *Map of Fun*
- *Who's Inside?*

Visual Texts

- *Whooo's There?*

Writing Materials

Writing Teacher's Guide
Writing Student Interactive Practice Book
Literary Analysis Writing Process resources

- Analyze
- Plan
- Draft
- Revise
- Publish

Writer's Craft lessons
Literary Analysis Rubrics
End-of-Unit Literary Analysis Task

Reading Resources

- Unit Media
- Connected Texts (Decodable Readers)
- Magnetic Readers
- Support & Extend texts
- Independent Reading opportunities
- Writer's Craft mentor texts

Classroom Resources

- Poetry anchor charts
- Figurative language anchor charts
- Poetic elements graphic organizers
- Theme graphic organizers
- Vocabulary and morphology routines
- Dictionaries and thesauruses
- Unit Media
- Teacher-created text-dependent questions
- Collaborative discussion protocols
- Writing organizers for literary analysis
- Mentor poems from the unit for modeling analysis and writing

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

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Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 6: Being Your Best

Stage 1: Desired Results

Unit 6: Being your Best

Unit Summary: In this six-week unit, students explore the qualities that contribute to success in sports, including persistence, teamwork, sportsmanship, determination, resilience, and integrity. Through biographies, autobiographies, realistic fiction, informational texts, historical accounts, and infographics, students examine how athletes overcome challenges and positively influence others. The unit culminates in a four-paragraph opinion essay explaining which two qualities are most important for athletes to develop, supported with evidence from multiple texts.

Unit 1 Learning Targets

NJSLS ELA Grade 3 - 2023

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

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

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

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

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

A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
B. Capitalize appropriate words in titles.
C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
E. Use appropriate pronouns with clear referents.
F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
H. Paraphrase a main idea or event in order to vary sentence structure and word use.
I. Organize ideas into paragraphs with main ideas and supporting details.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
B. Choose words and phrases for effect.
C. Recognize and observe differences between the conventions of spoken and written English.

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

A. Use sentence-level context as a clue to the meaning of a word or phrase.
B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

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

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

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

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

RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using

language that pertains to time, sequence, and cause/effect.
RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '
RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.
RI.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.
W.AW.3.1. Write opinion texts to present an idea with reasons and information.
opportunity to integrate climate change education.

A. Introduce an opinion clearly.
B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
D. Provide a conclusion related to the opinion presented.

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

A. Identify audience, purpose, and intended length of composition before writing.
B. Consider writing as a process, including self-evaluation, revision and editing.
C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
D. Explain their own ideas and understanding in light of the discussion.

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

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Computer Science & Design Thinking ***(****CS & DT****)*:

- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Interdisciplinary Connections:

NJSLS Science 2026

- 3-PS-1: Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- 3-PS-2: Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

NJSLS Social Studies 2020

- 6.1.5.CivicsPI.3: Explain how the United States has benefited from individuals and groups representing many different cultures, who have contributed to American cultural, economic, and political life and heritage.
- 6.1.5.HistoryUP.2: Summarize the reasons why various groups, voluntarily and involuntarily, immigrated to America and describe the challenges they encountered.

Amistad Connections:

- Students read Swish! The Slam-Dunking, Alley-Ooping, High-Flying Harlem Globetrotters, which highlights the Harlem Globetrotters' role in breaking racial barriers in professional basketball and their lasting impact on American sports. This provides an authentic connection to African American history and contributions.

DEI Connection:

The unit intentionally features athletes from diverse backgrounds and abilities, including:

- Pedro Martínez, a Dominican baseball player whose perseverance led to Major League Baseball success.
- William Hoy, a Deaf baseball player whose advocacy for hand signals changed the game.
- Minda Dentler, a wheelchair athlete who became the first female wheelchair athlete to complete the Ironman World Championship.
- The Harlem Globetrotters, whose history highlights inclusion, teamwork, and expanded opportunities in professional sports.

These texts authentically promote inclusion, perseverance, equitable participation, and appreciation for diverse experiences and abilities.

Learning Targets

Unit Essential Questions:

- What qualities help people achieve success? *(Unit Essential Question)*
- Why are perseverance and determination important?
- How do athletes overcome challenges?
- How can evidence from multiple texts support an opinion?
- What can we learn from the experiences of others?

Unit Enduring Understandings:

- Success requires perseverance, determination, and resilience.
- Athletes develop positive character traits through challenges and hard work.
- Teamwork, sportsmanship, and integrity contribute to individual and team success.
- Readers use evidence from multiple sources to form and support opinions.

	• Biographies, autobiographies, informational texts, and visual texts help readers understand the experiences and accomplishments of real people.

Learning Objectives

Students will be able to:

- Ask and answer questions using evidence from literary and informational texts.
- Determine the main idea and summarize informational texts.
- Determine themes in literary texts.
- Describe characters' traits, motivations, and actions.
- Explain how text features and visuals support understanding.
- Analyze cause-and-effect relationships in informational texts.
- Compare information across multiple texts.
- Evaluate the qualities that contribute to success.
- Write an opinion essay supported with evidence from multiple texts.
- Plan, draft, revise, edit, and publish opinion writing.
- Participate effectively in collaborative discussions.
- Decode multisyllabic words using prefixes, suffixes, and morphology.
- Read grade-level texts accurately and fluently to support comprehension.
- Acquire and use academic and domain-specific vocabulary related to character, athletics, and informational texts.

Vocabulary

Unit Vocab	Key Vocab	Academic Vocab
• perseverance • determination • teamwork • sportsmanship • resilience • integrity •	Module 1 • perseverance • determination • teammate • confidence • challenge • compete • practice • improve Module 2 • biography • autobiography • influence • champion • athlete • achievement	• main idea • supporting details • summarize • opinion • evidence • reasons • author's purpose • cause and effect • text features • visuals • biography • autobiography • infographic •

	• tradition • inspire Module 3 • resilience • sportsmanship • integrity • leadership • responsibility • dedication • effort • success	

Stage 2: Evidence of Student Learning

Formative Assessments:

- Daily comprehension checks
- Close reading activities
- Main idea and summary activities
- Theme analysis
- Character analysis
- Cause-and-effect graphic organizers
- Text-feature analysis
- Vocabulary activities
- Collaborative discussions
- Writer's Craft activities
- Opinion-writing checkpoints (Analyze, Plan, Draft, Revise)
- Module 1 Assessment
- Module 2 Assessment
- Foundational Skills Weekly Assessments

Summative Assessments:

- Integrated Literacy Unit 6 Assessment
- Foundational Skills Unit 6 Assessment
- End-of-Unit Opinion Essay: Students write a four-paragraph opinion explaining which two qualities are most important for athletes to develop, supporting their opinion with evidence from at least three unit texts.
- Collaborative Discussion Performance Task using textual evidence to support ideas about the qualities of successful athletes.

Common Benchmark Assessments: iReady Inform, DIBELS 8, iReady Literacy Tasks

Core Instructional & Supplemental Materials

Anchor Texts
- *Growing Up Pedro by Matt Tavares*
- *Lola Levine Is Not Mean by Monica Brown*

Conceptual Texts
- *Becoming a Champion*
- *Changing the Race*
- *The Science of a Fastball*

Visual Texts:
- *he Basics of Baseball (Infographic)*
- *The Basics of Soccer (Infographic*

Connection Texts
- *The William Hoy Story*
- *Swish! The Slam-Dunking, Alley-Ooping, High-Flying Harlem Globetrotters*
- *Minda Dentler: Iron Will*

Writing Materials
- Writing Teacher's Guide
- Writing Student Interactive Practice Book
- Opinion Writing Process resources (Analyze, Plan, Draft, Revise, Publish)
- Opinion Writing Rubrics
- End-of-Unit Opinion Writing Task

Reading Resources
- Unit Media
- Connected Texts (Decodable Readers)
- Magnetic Readers
- Support & Extend Passages
- Independent Reading resources

Classroom Resources
- Athlete biography and autobiography texts
- Sports history and science informational texts
- Baseball and soccer infographics
- Graphic organizers for main idea, theme, and opinion writing
- Vocabulary routines and anchor charts
- Unit Media
- Digital research and presentation tools as provided in the curriculum
- Teacher-created discussion prompts and text-dependent questions

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Suggested Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Follow All IEP Modifications
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction- Guided Reading and Guided Writing
- Flexible Grouping
- Use Books On Tape (Listening Center)

- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”

Suggested Strategies and Practices that Support English Language Learners:

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions

Students At Risk of Failure:

- Home/School Connection
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a “buddy”
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

Students with 504 Plans:

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools

- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, alternatives and choices to differentiate and broaden the curriculum
- Teach Cognitive and Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words