Wall Township Public Schools	BOE Approval Date: August 19, 2025

Course Title: ESL Grade 3 (Level C) TEAM

Course Description: This course is intended for the expansion of vocabulary and academic knowledge of multilingual students using level C from the TEAM and Write Track from Continental Press. Students will embark on learning tier 2 and tier 3 vocabulary as well as implementing it in an academic setting. Also, students will be divulging into reading strategies, different language focuses and writing topics that parallel what is being taught in the classroom. Multilingual learners speaking, reading, writing and listening skills will increase in the classroom through these programs.

Language Instruction for English Learners & Immigrant Students

A Guide to New Jersey Multilingual Learners (MLs) Programs

New Jersey's Bilingual Education Administrative Code defines kindergarten to grade 12 language instruction educational programs (LIEP) for New Jersey school districts with MLs. Districts with small ML populations are required to provide either English Language Services (ELS) or English as a Second Language (ESL) programs, depending on ML population size.

Bilingual Education and English as a Second Language (ESL)

- Increase the English language proficiency of English learners (ELs) by providing effective language instruction educational programs that meet the needs of ELs and increase English language proficiency and student academic achievement
- Provide effective professional development designed to improve the instruction and assessment of ELs, to enhance the ability of teachers and school leaders to understand and implement curricula and assessment practices and measures, and to increase children's English language proficiency or substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers

- Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs which shall include parent, family, and community engagement activities

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods/Days**
Unit 1: Reading to Solve Problems and Writing to Inform	30
Unit 2: All About Animals and Writing in Response to Literature	30
Unit 3: Making a Difference and Writing an Opinion Essay	30
Unit 4: Changes in Life and Writing a Narrative	30
Unit 5: The Natural Environment and Writing to Describe	30
Unit 6: Cultures Food From Around the World and Personal Writing	30

Unit 1

Desired Results

Unit 1: Reading to Solve Problems and Writing to Inform

Unit Summary: In this unit, students will read stories such as fables and realistic fiction to analyze how story elements will impact character progression. By analyzing vocabulary in the texts, students will develop an understanding for story elements. Furthermore, students will be able to recount the steps in writing an informational text. Students will practice using all four domains of English.

Learning Standards

NJSLS:

NJSLS ELA Grade 3 - 2023

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
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.

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.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely
SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.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.

WIDA:

ELD-SI.K-3.Narrate Multilingual learners will...

* Share ideas about one's own and others' lived experiences and previous learning
* Connect stories with images and representations to add meaning
* Ask questions about what others have shared
* Recount and restate ideas
* Discuss how stories might end or next steps

ELD-SI.K-3.Inform Multilingual learners will...
* Define and classify objects or concepts
* Describe characteristics, patterns, or behavior
* Describe parts and wholes
* Sort, clarify, and summarize ideas
* Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain Multilingual learners will...
* Share initial thinking with others
* Follow and describe cycles in diagrams, steps in procedures, or causes and effects
* Compare and contrast objects or concepts
* Offer ideas and suggestions
* Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue Multilingual learners will...
* Ask questions about others' opinions
* Support own opinions with reasons
* Clarify and elaborate ideas based on feedback
* Defend change in one's own thinking
* Revise one's own opinions based on new information

Interdisciplinary Connections

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

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

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

Interdisciplinary Connections:

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

9.1.5 CT 1: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

Learning Targets

Unit Essential Questions:

How do story characters use their wits to solve problems?

How can teamwork impact the outcome of a situation?

How can characters find the good in the unexpected?

How can people help each other solve problems?

Unit Enduring Understandings:

Solving problems requires clever thinking.

Working together can help turn a poor situation into a successful one.

Sometimes the simple solution is the best one.

Unexpected situations can lead to positive outcomes.

Informational writing gives readers information about a topic or idea

Vocabulary:

TEAM Unit 2 Lesson 6:

Tier 1**:** chance, dawn, scratch, spider, Tier 2: bald, became, brought, decided, discovered, drank, grabbed, guard, plan, protected, tossed, touched, woke, Tier 3: folktale, hero, village

TEAM Unit 4 Lesson 12:

Tier 1: cranberry, deliver, enormous, frightened, fruit, squirt Tier 2: appreciate, directed, exactly, explain, float, flood, gather, produce, raise

The Write Track Unit 1 Lesson 2: prefix, suffix, root word

The Write Track Unit 2 Lesson 8: topic sentence, closing sentence, details, examples, time order, location

The Write Track Unit 3 Lesson 17: informative writing, peer review

Students will be able to:

Content Objectives:

- determine elements of a story
- identify and use irregular verbs
- identify suffix, base words, and prefixes
- use compound words and contractions
- write a summary of a folktale
- describe characters and how they change overtime
- identify and use quotation marks to show dialogue
- write a descriptive paragraph about a field trip
- write an informational writing that includes steps of a process
- write a paragraph with the included elements

Language Objectives:

- read, discuss, and write a folktale about how the Coyote stole fire
- listen to a folktale and participate in a discussion
- read, discuss, and write about a literary text that tells about a field trip to a farm
- listen to a story about a visit to a cranberry farm and participate in a discussion

Learning Activities & Differentiation: *(Diversity & Inclusion [DEI], Climate Change)*

Magnetic Reading Unit 1 Correlation:

Team Unit 2 Lesson 6: Fire

Day 1: Before We Read pg. 77

- discuss vocabulary
- learning goals
- introduce parts of a story

Day 2-3: Let's Read pg. 79

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 84

Day 4: Listen and Discuss pg. 85

- discuss vocabulary
- learning goals
- listen to folktale twice, second time complete chart
- facilitate turn and talk on pg. 86

Day 5: Learning About Language pg. 87

- discuss vocabulary
- practice grammar skill of irregular verbs
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 89

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>Team Unit Unit 4 Lesson 12: A Day at the Farm</u>

Day 1: Before We Read pg. 163

- discuss vocabulary
- learning goals
- introduce how to understand a character

Day 2-3: Let's Read pg. 165

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 170

Day 4: Listen and Discuss pg. 171

- discuss vocabulary
- learning goals
- listen to the story about cranberries twice, second time complete chart
- facilitate turn and talk on pg. 172

Day 5: Learning About Language pg. 173
- discuss vocabulary
- practice grammar skill of quotation mark usage
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 175
- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>The Write Track Unit 1 Lesson 2: Word Parts</u>

Prefixes
- Introduction: pg. 23
- Guided Practice: pg. 25

Suffixes
- Introduction: pg. 26
- Guided Practice: pg. 27

Compound Words/Contractions
- Introduction: pg. 28
- Guided Practice: pg. 29

Independent Practice: pg. 34

<u>The Write Track Unit 2 Lesson 8: Writing a Paragraph</u>

Paragraphs
- Introduction: pg. 89
- Guided Practice: pg. 90

Organizing a Paragraph
- Introduction: pg. 92

- Guided Practice: pg. 93
- Guided Practice: 96

Independent Practice: pg. 100

<u>The Write Track Unit 3 Lesson 17: Informational Writing</u>

- Introduction: pg. 220
- Guided Practice (each step of the writing process): pg. 220 - 233

Independent Practice: pg. 234 - 237 (complete writing)

Assessment Evidence
Formative Assessments: exit tickets, IReady assessments, check in's, Show What You Know, What Did you Learn?,
Summative Assessments: IReady Unit Assessment, vocabulary and skill assessments
Common Benchmark Assessments: iReady BOY, Fall Writing Assessment
Alternative Assessments: verbal or picture based assessments for newcomer students,

Core Instructional & Supplemental Materials
TEAM Level C Student Books, The Write Track Level C
IReady Curriculum Grade 3, IReady 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**: ***Specific examples applied to the unit*** ● Use of visual and multisensory formats: **use of pictures to accompany vocabulary** ● Modification of content and student products: **direct translation for tier 3 vocabulary**

- Use of assisted technology: **use videos to demonstrate grammar or writing steps**
- Testing accommodations: **simplification of testing answers**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit
- Use of visual and multisensory formats: **use of pictures to accompany vocabulary**
- Use of assisted technology: **replay listening parts**
- Modification of content and student products: **simplification of testing questions**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit
- Use of visual and multisensory formats: **hand motions and gestures**
- Use of prompts: **scaffolding of knowledge**
- Modification of content and student products: **rereading of passages**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit
- Inquiry-based instruction: **engaging students in higher thinking questions**
- Independent study: **student choice board**
- Student-driven instruction: **connection and extension to students' personal experience**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit
- Pre-teaching of vocabulary and concepts
- 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
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 2

Desired Results

Unit 2: All About Animals and Writing in Response to Literature

Unit Summary: In this unit, students will read both information and a personal narrative to learn more about sea animals and how taking care of animals can truly be. While reading, they will work on skills such as identifying the main idea and key details. Through evaluating the vocabulary in the text and using the content level skills, students will be able to elevate their knowledge in the classroom. Students will also break down how to write in response to literature and develop writings of their own. Students will expand their language repertoire by using all four domains of English.

Learning Standards

NJSLS:

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
L.WF.3.2.F Spell regular two- and three-syllable words that include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
L.WF.3.3 Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
E. Use appropriate pronouns with clear referents.

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

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.
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.PP.3.5 Distinguish their own point of view from that of the author of 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.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

WIDA:ELD-SI.K-3.Narrate Multilingual learners will...

* Share ideas about one's own and others' lived experiences and previous learning
* Connect stories with images and representations to add meaning
* Ask questions about what others have shared
* Recount and restate ideas
* Discuss how stories might end or next steps

ELD-SI.K-3.Inform Multilingual learners will...

* Define and classify objects or concepts
* Describe characteristics, patterns, or behavior
* Describe parts and wholes
* Sort, clarify, and summarize ideas
* Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain Multilingual learners will...

* Share initial thinking with others
* Follow and describe cycles in diagrams, steps in procedures, or causes and effects
* Compare and contrast objects or concepts
* Offer ideas and suggestions
* Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue Multilingual learners will...

* Ask questions about others' opinions
* Support own opinions with reasons
* Clarify and elaborate ideas based on feedback
* Defend change in one's own thinking
* Revise one's own opinions based on new information

Interdisciplinary Connections

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

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1)
9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).

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

8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.

Interdisciplinary Connections:

3-LS2-1 Construct an argument that some animals form groups that help members survive.
3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
3-ESS2-2 Obtain and combine information to describe climates in different regions of the world

Learning Targets

Unit Essential Questions:	Unit Enduring Understandings:
How do animals survive in their habitats? How do an animal's special features help it to survive? How do animals work together to survive?	Animals can survive in different habitats. Animals possess traits that allow them to survive in their environment.

How do people help animals survive? How can a zoo be beneficial to animals? How can humans affect animals and habitats?	Specific animals have unique features and strategies that help them catch food and evade predators. Some animals work as a team to communicate, evade predators, and hunt. Caretakers at zoos ensure animals live a fulfilling life. Zoos do more than just give a place for animals to live; they make sure animals have food and a place that they feel protected in. Humans have a lasting impact on animal habitats which can cause the number of animals to decrease.

Vocabulary:

TEAM Unit 1 Lesson 1:

Tier 1**:** birth, born, bother, calf, cow, gentle, manatee, walrus, warm, zone Tier 2: allowed, details, live, main idea, paddle, surface, weigh, Tier 3: bay, breathe, coastal, flippers, nostrils, ocean, river, seaweed, states, tusks, whiskers

TEAM Unit 1 Lesson 3:

Tier 1: adult, air, care, clam, crab, food, sea lion, seal, shellfish, struggle, wild, zookeeper Tier 2: crowd, enclosures, prepare, visit, visited Tier 3: choke, earflap, swallow, narrative, sequence

The Write Track Unit 1 Lesson 7: subject, predicate, noun, pronoun, verb, singular noun, plural noun, irregular plural noun, abstract noun, present tense verb, past tense verb, compound subject, adjectives, comparative, superlative, conjunctions, simple sentence, compound sentence, adverb

The Write Track Unit 2 Lesson 9: main idea, details

The Write Track Unit 3 Lesson 18: response to literature, peer review

Students will be able to:

Content Objectives:

- identify and recall details
- identify and use antonyms
- identify and use end punctuation correctly
- identify and use english grammar skills
- determine the sequence of events
- write a response to literature writing piece
- write an essay in regards to main idea and details

Language Objectives:

- read, discuss and write about animals and their characteristics
- listen to a poem about visiting a zoo and discuss what you have heard
- write a letter
- read, discuss and write about a zookeeper who cares for seals and sea lions
- write a journal or diary entry

Learning Activities & Differentiation: *(Climate Change)*

Magnetic Reading Unit 2 Correlation:

Team Unit 1 Lesson 1: Meet the Manatee

Day 1: Before We Read pg. 6

- discuss vocabulary
- learning goals
- introduce main idea and key details

Day 2-3: Let's Read pg. 8

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 13

Day 4: Listen and Discuss pg. 14

- discuss vocabulary

- learning goals
- listen to the conversation about walrus once, second time complete chart
- facilitate turn and talk on pg. 15

Day 5: Learning About Language pg. 16
- discuss vocabulary
- practice grammar skill of antonyms
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 18
- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>Team Unit 1 Lesson 3: At the Zoo</u>

Day 1: Before We Read pg. 34
- discuss vocabulary
- learning goals
- introduce sequence of events

Day 2-3: Let's Read pg. 36
- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 41

Day 4: Listen and Discuss pg. 42
- discuss vocabulary
- learning goals
- listen to the conversation about what animals can be seen at a zoo in sequence order, listen a second time to fill out list
- facilitate turn and talk on pg. 43

Day 5: Learning About Language pg. 44
- discuss vocabulary
- practice grammar skill of punctuation

- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 47

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>The Write Track Unit 1 Lesson 7: Grammar</u>

Subject & Predicate

- Introduction: pg. 71
- Guided Practice: pg. 72

Nouns

- Introduction: pg. 73
- Guided Practice: pg. 74

Subject & Verb Agreement

- Introduction: pg. 75
- Guided Practice: pg. 77

Verb Tenses

- Introduction:pg. 77
- Guided Practice: pg. 80

Adjectives

- Introduction: pg.80
- Guided Practice: pg. 82

Conjunctions

- Introduction: pg. 82
- Guided Practice: pg. 84

Adverbs

- Introduction: pg. 84
- Guided Practice: pg. 85

Independent Practice: pg. 86

The Write Track Unit 2 Lesson 9: Main Idea and Details

- Introduction: pg. 102
- Guided Practice: pg. 102

Independent Practice: pg. 107

The Write Track Unit 3 Lesson 18: Response to Literature

- Introduction: pg. 238
- Guided Practice (each step of the writing process): pg. 239 - 252

Independent Practice: pg. 253 - 257 (complete writing)

Assessment Evidence
Formative Assessments: exit tickets, IReady assessments, check in's, Show What You Know, What Did you Learn?,
Summative Assessments: IReady Unit Assessment, vocabulary and skill assessments
Common Benchmark Assessments: iReady BOY, Fall Writing Assessment
Alternative Assessments: verbal or picture based assessments for newcomer students,

Core Instructional & Supplemental Materials
TEAM Level C Student Books, The Write Track Level C
IReady Curriculum Grade 3, IReady 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**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **use of pictures to accompany vocabulary**
- Modification of content and student products: **direct translation for tier 3 vocabulary**
- Testing accommodations: **simplification of testing answers**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **use of pictures to accompany vocabulary**
- Use of assisted technology: **replay listening parts**
- Modification of content and student products: **cut and paste for graphic organizers**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **hand motions and gestures**
- Use of prompts: **scaffolding of knowledge**
- Modification of content and student products: **rereading of passages**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Inquiry-based instruction: **engaging students in higher thinking questions**
- Independent study: **student choice board**
- Student-driven instruction: **connection and extension to students' personal experience**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- 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
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 3

Desired Results

Unit 3: Making a Difference and Writing an Opinion Essay

Unit Summary: Students will explore ways how people over time have impacted society through reading informational texts. This includes those who created inventions years ago that still impact society today. Furthermore, students will also learn about the chocolate making process, which connects people and countries all over the world. Students will determine the meaning of general academic and domain specific words in the texts they read. They will gain skills and vocabulary that will help them determine unknown words. In addition, students will implement the writing process while building knowledge through developing an opinion essay while demonstrating command of the conventions of writing (spelling, grammar, syntax and punctuation).

Learning Standards

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

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

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

B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.

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

C. Spell regular two- and three-syllable words that include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.

L.WF.3.3.

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

D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.

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

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

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

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

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

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

L.VI.3.3.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

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

L.VI.3.3.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.PP.3.5. Distinguish their own point of view from that of the author of a text.

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

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

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

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

RI.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.

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.A Identify audience, purpose, and intended length of composition before writing.

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

W.WP.3.4.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

W.SE.3.6 Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

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

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

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

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

SL.PE.3.1.D Explain their own ideas and understanding in light of the discussion.

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

SL.ES.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.PI.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.UM.3.5 Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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

WIDA:

ELD-SI.K-3.Narrate Multilingual learners will...

* Share ideas about one's own and others' lived experiences and previous learning
* Connect stories with images and representations to add meaning
* Ask questions about what others have shared
* Recount and restate ideas
* Discuss how stories might end or next steps

ELD-SI.K-3.Inform Multilingual learners will...

* Define and classify objects or concepts
* Describe characteristics, patterns, or behavior
* Describe parts and wholes
* Sort, clarify, and summarize ideas
* Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain Multilingual learners will...

* Share initial thinking with others
* Follow and describe cycles in diagrams, steps in procedures, or causes and effects
* Compare and contrast objects or concepts
* Offer ideas and suggestions
* Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue Multilingual learners will...

* Ask questions about others' opinions
* Support own opinions with reasons
* Clarify and elaborate ideas based on feedback
* Defend change in one's own thinking
* Revise one's own opinions based on new information

Interdisciplinary Connections

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

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

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

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Interdisciplinary Connections:

6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.

6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials)

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.CivicsCM.5: Investigate the lives of [New Jersey] individuals with diverse experiences who have contributed to the improvement of society.

6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

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

6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

Learning Targets

Unit Essential Questions:	Unit Enduring Understandings:

How has the improvement of inventions impacted society? **What kind of people create inventions?** **How can chocolate connect people from over the world?** **What difference can people make by sharing ideas?**	**Inventions are created than improved upon as society advances.** **Without certain inventions, humans could not achieve their goals.** **People who are determined to help lives are willing to go to extremes to create inventions** **Chocolate making is a process that doesn't take place in only one area of the world.** **By sharing ideas, people can improve in many ways.**

Vocabulary:

TEAM Unit 2 Lesson 5:

Tier 1: amazed, light bulb, telephone, Tier 2: common, communicate, improved, inspired, inventor, talented, team Tier 3: deaf, electric, electricity, gaslights, mouthpiece, patents, phonograph, powered, receiver, recordings

TEAM Unit 4 Lesson 10:

Tier 1: bitter, chocolate, dough, factory Tier 2: collect, conclusion, infer, melt, molds, pour, ripe, separates Tier 3: cacao, ingredients, liquid, pods, powder, recipe, roast, taste

The Write Track Unit 1 Lesson 3: context clues, synonyms, antonyms, examples, definitions, descriptions,

The Write Track Unit 1 Lesson 5: Homographs, homophones,

The Write Track Unit 2 Lesson 10: cause, effect

The Write Track Unit 3 Lesson 14: opinion, persuasive writing,

Students will be able to:

Content Objectives:

- determine the main idea
- understand words in context
- determine the meaning of multiple meaning words

- write an open ended response using a cause and effect format
- write an opinion essay
- recognize root words
- make inferences and draw conclusions
- identify and use action verbs

Language Objectives:

- read, discuss, and write about inventors and their inventions
- listen to a passage about an inventor and participate in a discussion
- write an explanatory text about an invention
- read, discuss and write about chocolate
- listen to a conversation about chocolate and participate in a discussion
- write about the history of chocolate and how it is made

Learning Activities & Differentiation: *(Diversity & Inclusion [DEI],)*

Magnetic Reading Unit 3 Correlation

Team Unit 2 Lesson 5: A Man Ahead of His Time

Day 1: Before We Read pg. 83

- discuss vocabulary
- learning goals
- introduce main idea

Day 2-3: Let's Read pg. 65

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 70

Day 4: Listen and Discuss pg. 71

- discuss vocabulary
- learning goals
- listen to all about Alexander Graham Bell's inventions once, then again to fill in the chart
- facilitate turn and talk on pg. 72

Day 5: Learning About Language pg. 73

- discuss vocabulary
- practice grammar skill of using root words to understand vocabulary
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 97

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>Team Unit 4 Lesson 10: America's Favorite Treat</u>

Day 1: Before We Read pg. 135

- discuss vocabulary
- learning goals
- introduce making inferences

Day 2-3: Let's Read pg. 137

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 142

Day 4: Listen and Discuss pg. 143

- discuss vocabulary
- learning goals
- listen to the facts about chocolate once, then again to fill in the chart
- facilitate turn and talk on pg. 144

Day 5: Learning About Language pg. 145

- discuss vocabulary
- practice grammar skill of verbs
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 147

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

The Write Track Unit 1 Lesson 3: Words in Context
Word Clues pg. 36
Synonyms and Antonyms

- Introduction pg. 37
- Guided Practice 39

Examples, Definitions, Descriptions

- Introduction pg. 40-41
- Guided Practice: pg. 42

Independent Practice: pg. 43

The Write Track Unit 1 Lesson 5: Multiple Meaning Words
Homographs and Homophones

- Introduction: pg. 52
- Guided Practice: pg. 55

Independent Practice: pg. 58

The Write Track Unit 2 Lesson 10: Cause and Effect

- Introduction: pg. 111
- Guided Practice: pg. 111

Independent Practice: pg. 116

The Write Track Unit 3 Lesson 14: Opinion Writing

- Introduction: pg. 168
- Guided Practice (each step of the writing process): pg. 169 - 180

Independent Practice: pg. 181 - 184 (complete writing)

Assessment Evidence
Formative Assessments: exit tickets, IReady assessments, check in's, Show What You Know, What Did you Learn?,
Summative Assessments: IReady Unit Assessment, vocabulary and skill assessments
Common Benchmark Assessments: iReady BOY, Fall Writing Assessment
Alternative Assessments: verbal or picture based assessments for newcomer students,

Core Instructional & Supplemental Materials
TEAM Level C Student Books, The Write Track Level C
IReady Curriculum Grade 3, IReady 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**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **hands on activities for multiple meaning words**
- Use of assisted technology - **boom cards or youtube videos**
- Modification of content and student products - **elimination of answers**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **picture vocabulary**
- Use of assisted technology - **student access to computer to look up vocabulary**
- Use of prompts - **sentence frames to prompt thinking**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **whole class physical movement when applicable**
- Use of prompts - **repetition and reinforcement**
- Testing accommodations - **answers clarified**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Inquiry-based instruction - **ask questions about inventions than find the answers**
- Independent study - **create a presentation about inventions**
- Real-world problems and scenarios - **create a skit to demonstrate how multiple meaning words could be taken out of context**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- 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
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 4

Desired Results

Unit 4: Changes in Life and Writing a Narrative

Unit Summary: Students will read text in regards to changes that happen and have happened. These informative texts will encompass learning about the migration of birds and another informative text will be about American Indians and their inventions they have developed. Furthermore, students will use skills on comparing and contrasting the information in the texts. Also, they will use the writing process to develop a narrative writing using the conventions of the English Language.

Learning Standards

NJSLS:

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

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

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

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.

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

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

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

RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RL.CT.3.8 Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

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

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

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

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; clearly organize an event sequence.
B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
C. Use transitional words and phrases to manage the sequence of events.
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.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.
D. Explain their own ideas and understanding in light of the discussion.

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

SL.PI.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

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

WIDA:

ELD-SI.K-3.Narrate Multilingual learners will...

* Share ideas about one's own and others' lived experiences and previous learning
* Connect stories with images and representations to add meaning
* Ask questions about what others have shared
* Recount and restate ideas
* Discuss how stories might end or next steps

ELD-SI.K-3.Inform Multilingual learners will...

* Define and classify objects or concepts
* Describe characteristics, patterns, or behavior
* Describe parts and wholes
* Sort, clarify, and summarize ideas
* Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain Multilingual learners will...

* Share initial thinking with others
* Follow and describe cycles in diagrams, steps in procedures, or causes and effects
* Compare and contrast objects or concepts
* Offer ideas and suggestions
* Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue Multilingual learners will...

* Ask questions about others' opinions
* Support own opinions with reasons

* Clarify and elaborate ideas based on feedback
* Defend change in one's own thinking
* Revise one's own opinions based on new information

Interdisciplinary Connections

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

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

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:

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

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

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

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

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

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
What is migration like for birds? How did changes in American Indian inventions help them become more efficient? What is the importance of improving existing ideas? What is it like for animals to travel to new places?	Migration is an essential part of many birds' lives. Animals use migration and travel to survive. By inventing new items through trial and error, humans can survive longer. Even though something has been created already, it can be continuously improved upon. Humans and animals are similar as they adapt to new environments.

Vocabulary:

Team Unit 1 Lesson 2:

Tier 1: distance, heron, hummingbird, journey, shelter, travel, vacation, Tier 2: cause, coast, compare, contrast, different, double, effect, flap, flocks, glide, landmark, lead, return, risky, seek, soar, store, trip, usually, wait, Tier 3: hibernate, homophones, migrate

Team Unit 2 Lesson 4:

Tier 1: canoe, created, moccasins, snowshoe, toboggan, Tier 2: back, design, frame, inventions, steer, ,waterproof, Tier 3: facts, hammock, oar, opinion, parka, rawhide, reasons, ribs, sole

The Write Track Unit 1 Lesson 6: endmarks, statement, question mark, question, period, command, possessive noun, possessive pronoun

The Write Track Unit 2 Lesson 11: compare, contrast,

The Write Track Unit 3 Lesson 15: narrative, personal narrative, time order, dialogue, setting

Students will be able to:

Content Objectives:

- identify causes and effects

- follow the rules of english in regards to endmarks
- answer an open ended question with a compare and contrast format
- follow the steps to create a persuasive writing
- identify and form past tense of a verb by adding -ed
- identify and use homophones
- identify similarities and differences

Language Objectives

- read, discuss, and write about American Indians and their inventions
- listen to a conversation about American Indian inventions and participate in a discussion
- write to support an opinion about an American Indian invention
- read, discuss and write about birds and migration
- write a comparison and contrast paragraph about two types of birds

Learning Activities & Differentiation: *(Amistad, Climate Change)*

Magnetic Reading Unit 4 Correlation

Team Unit 1 Lesson 2: Flying Far from Home

Day 1: Before We Read pg. 20

- discuss vocabulary
- learning goals
- introduce cause and effect

Day 2-3: Let's Read pg. 22

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 27

Day 4: Listen and Discuss pg. 28

- discuss vocabulary
- learning goals

- listen to a conversation about two birds twice to fill out the compare and contrast chart
- facilitate turn and talk on pg. 29

Day 5: Learning About Language pg. 30
- discuss vocabulary
- practice grammar skill of homophones
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 32
- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>Team Unit 2 Lesson 4: American Indian Creations</u>

Day 1: Before We Read pg. 49
- discuss vocabulary
- learning goals
- introduce cause and effect

Day 2-3: Let's Read pg. 50
- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 56

Day 4: Listen and Discuss pg. 57
- discuss vocabulary
- learning goals
- listen to a conversation about American Indians twice, then fill out the chart
- facilitate turn and talk on pg. 58

Day 5: Learning About Language pg. 59
- discuss vocabulary
- practice grammar skill of adding -ed to make it a past tense verb
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 80

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>The Write Track Unit 1 Lesson 6: Rules of English</u>
Use capital letters
- Introduction: pg. 60
- Guided Practice: pg. 62

End Marks and Commas
- Introduction: pg. 62
- Guided Practice: pg. 65

Possessive Noun
- Introduction: pg. 66
- Guided Practice: pg. 67

Possessive Pronouns
- Introduction: pg. 68
- Guided Practice pg. 69

Independent Practice pg. 70

<u>The Write Track Unit 2 Lesson 11: Compare and Contrast</u>
- Introduction: pg. 119
- Guided Practice: pg. 119

Independent Practice pg 124

<u>The Write Track Unit 3 Lesson 15: Writing a Narrative</u>
- Introduction: pg. 185
- Guided Practice: pg. 185

Independent Practice: pg. 199

Assessment Evidence
Formative Assessments: exit tickets, IReady assessments, check in's, Show What You Know, What Did you Learn?,
Summative Assessments: IReady Unit Assessment, vocabulary and skill assessments
Common Benchmark Assessments: iReady BOY, Fall Writing Assessment
Alternative Assessments: verbal or picture based assessments for newcomer students,

Core Instructional & Supplemental Materials
TEAM Level C Student Books, The Write Track Level C
IReady Curriculum Grade 3, IReady 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**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **picture cues**
- Use of assisted technology - **text read aloud to students**
- Modification of content and student products - **cut and paste activities**
- Testing accommodations - **premade organizers**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **videos to watch skills for end punctuation**
- Modification of content and student products - **reduction of reading**
- Testing accommodations - **word bank**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of assisted technology - **grammar videos**
- Use of prompts - **cues and verbal saying to help students remember compare and contrast vs. cause and effect**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Independent study - **choose and American Indian tribe to study and present to the class**
- Interest-based content - **study a type of bird that is native to NJ**
- Real-world problems and scenarios - **what invention could be made during the time period the American Indians lived**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- 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
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 5

Desired Results

Unit 5: The Natural Environment and Writing to Describe

Unit Summary: Students will explore weather along with the process in which plants grow. They will read informational texts to understand these topics. Throughout this unit, students will compare and contrast, along with making predictions. Furthermore, students will learn how to gather evidence to compose a descriptive writing. To enhance learning, students will engage in different modes of figurative language which will help them in both writing and reading.

Learning Standards

NJSLS:

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

F. Spell regular two- and three-syllable words that: Include common, transparent, prefixes and suffixes

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

A. Capitalize appropriate words in titles.
G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

RI.CR.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.**RI.IT.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
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).

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.A Identify audience, purpose, and intended length of composition before writing.
W.WP.3.4.B Consider writing as a process, including self-evaluation, revision and editing.
W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
W.WP.3.4.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

W.SE.3.6 Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
W.RW.3.7 Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

SL.PE.3.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.3.1.B Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.PE.3.1.B Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.PE.3.1.D Explain their own ideas and understanding in light of the discussion.
SL.II.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.ES.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.PI.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.UM.3.5 Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.AS.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

WIDA:

ELD-SI.K-3.Narrate Multilingual learners will...
* Share ideas about one's own and others' lived experiences and previous learning
* Connect stories with images and representations to add meaning
* Ask questions about what others have shared
* Recount and restate ideas
* Discuss how stories might end or next steps

ELD-SI.K-3.Inform Multilingual learners will...
* Define and classify objects or concepts
* Describe characteristics, patterns, or behavior
* Describe parts and wholes
* Sort, clarify, and summarize ideas
* Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain Multilingual learners will...
* Share initial thinking with others
* Follow and describe cycles in diagrams, steps in procedures, or causes and effects
* Compare and contrast objects or concepts

* Offer ideas and suggestions
* Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue Multilingual learners will...
* Ask questions about others' opinions
* Support own opinions with reasons
* Clarify and elaborate ideas based on feedback
* Defend change in one's own thinking
* Revise one's own opinions based on new information

Interdisciplinary Connections

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

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

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

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data

Interdisciplinary Connections:

3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.
3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard
6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
How does climate effect extreme weather?	

Why do people study different climates? What is it like to experience to live in different climates? How can planting more greenery help the environment? Why do people invest time into gardening?	Different climates can cause various extreme weather phenomena to occur. Studying climate could inform people how location causes a variety of living conditions. Taking time to plant more can help animals keep their natural habitats. Gardening is essential for human life to survive.

Vocabulary:

Team Unit 3 Lesson 7:

Tier 1: bucket, containers, rake, shovel, vegetable, Tier 2: cost, creative, harvest, plenty, predict, share, space Tier 3: fertile, fertilizer, layer, nutrients, roots, soil, sprouts, weed

Team Unit 3 Lesson 8:

Tier 1: area, dry, hurricane, season Tier 2: features, resources, usual, weather Tier 3: arctic, climate, continent, desert, frozen, island, mountains, polar, precipitation, storm, temperature, tropical

The Write Track Unit 1 Lesson 4: Literal language, figurative language, idiom, metaphor, simile, Onomatopoeia, personification,

The Write Track Unit 3 Lesson 5: Descriptive writing,

Students will be able to:

Content Objectives:

- compare and contrast two climates
- identify figurative and literal language
- compose a descriptive writing piece
- make predictions
- identify and use *is* and *are* correctly in a sentence
- identify helping verbs and main verbs

Language Objectives

- read, discuss, and write about weather and climate
- listen to a conversation about a desert and participate in a discussion
- write an opinion about climate and support it with details
- read, discuss, and write about growing food
- listen to how one person planted sunflowers and participate in a discussion
- write a narrative about planting a garden

Learning Activities & Differentiation: *(Climate Change)*

Magnetic Reading Unit 5 Correlation

Team Unit 3 Lesson 7: Putting Roots Down

Day 1: Before We Read pg. 92
- discuss vocabulary
- learning goals
- introduce making predictions

Day 2-3: Let's Read pg. 94
- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 99

Day 4: Listen and Discuss pg. 100
- discuss vocabulary
- learning goals
- listen to how a boy planted a garden twice then write the steps in sequence order
- facilitate turn and talk on pg. 101

Day 5: Learning About Language pg. 102
- discuss vocabulary
- practice grammar skill of helping verbs
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 104
- discuss vocabulary
- model quick write and expectations

- Complete organizer and writing

Team Unit 3 Lesson 8: All Kinds of Weather

Day 1: Before We Read pg. 106
- discuss vocabulary
- learning goals
- introduce compare and contrast

Day 2-3: Let's Read pg. 108
- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 113

Day 4: Listen and Discuss pg. 114
- discuss vocabulary
- learning goals
- listen to a conversation about a desert twice, than fill in the graphic organizer
- facilitate turn and talk on pg. 115

Day 5: Learning About Language pg. 116
- discuss vocabulary
- practice grammar skill of subject verb agreement
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 118
- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

The Write Track Unit 1 Lesson 4: Word Relationships
- Introduction: pg. 46
- Guided Practice: pg. 47

Independent Practice: pg. 50

The Write Track Unit 3 Lesson 5: Descriptive Writing

- Introduction: pg. 203
- Guided Practice: pg. 203

Independent Practice: pg. 216

Assessment Evidence
Formative Assessments: exit tickets, IReady assessments, check in's, Show What You Know, What Did you Learn?,
Summative Assessments: IReady Unit Assessment, vocabulary and skill assessments
Common Benchmark Assessments: iReady BOY, Fall Writing Assessment
Alternative Assessments: verbal or picture based assessments for newcomer students,

Core Instructional & Supplemental Materials
TEAM Level C Student Books, The Write Track Level C
IReady Curriculum Grade 3, IReady 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**: ***Specific examples applied to the unit*** • Use of visual and multisensory formats - **use sound to demonstrate different weather conditions** • Use of assisted technology - **model with AAC device** • Testing accommodations - **include pictures to help differentiate climates** Specific Strategies and Practices that Support **Students with 504**:

Specific examples applied to the unit

- Use of visual and multisensory formats - **youtube videos of weather**
- Use of prompts - **sentence frames for making predictions with word bank**
- Modification of content and student products - **elimination of answers**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **bring in plants to demonstrate gardening as a class**
- Testing accommodations - **provide picture word bank of climates**
- Authentic assessments - **ensure assessments are accessible to all learners**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit[[[[[[[[

- Inquiry-based instruction - **choose a climate to study and write a first person narrative about living there**
- Independent study - **grow a plant at home and document each step**
- Real-world problems and scenarios - **give students a climate to research with a specific problem.**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- 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
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 6

Desired Results

Unit 6: Cultures From Around the World and Personal Writing

Unit Summary: In this unit, students will engage in cultures from around the world. Students will first read a realistic fiction piece about a Japanese girl who moves to the United States to understand character development. Then after, students will read an informational text to engage about different foods various cultures may have. Also, students will use their grammar skills to learn how to compose letters and emails, which is an essential skill to have to be successful.

Learning Standards

NJSLS:

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

F. Spell regular two- and three-syllable words that include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.

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.
E. Use appropriate pronouns with clear referents.

L.VL.3.2.

A. 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).
B. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
C. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.VI.3.3.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.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.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.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.

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.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.

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.A Identify audience, purpose, and intended length of composition before writing.

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

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

W.WP.3.4.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

W.SE.3.6 Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

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

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

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

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

SL.PE.3.1.D Explain their own ideas and understanding in light of the discussion.

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

SL.ES.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.PI.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.UM.3.5 Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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

WIDA:

ELD-SI.K-3.Narrate Multilingual learners will...

* Share ideas about one's own and others' lived experiences and previous learning
* Connect stories with images and representations to add meaning
* Ask questions about what others have shared
* Recount and restate ideas
* Discuss how stories might end or next steps

ELD-SI.K-3.Inform Multilingual learners will...

* Define and classify objects or concepts

* Describe characteristics, patterns, or behavior
* Describe parts and wholes
* Sort, clarify, and summarize ideas
* Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain Multilingual learners will...
* Share initial thinking with others
* Follow and describe cycles in diagrams, steps in procedures, or causes and effects
* Compare and contrast objects or concepts
* Offer ideas and suggestions
* Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue Multilingual learners will...
* Ask questions about others' opinions
* Support own opinions with reasons
* Clarify and elaborate ideas based on feedback
* Defend change in one's own thinking
* Revise one's own opinions based on new information

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 (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

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

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Interdisciplinary Connections:

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
How do people change through experiences? What types of situations can help people grow? Why is it important to respect other people's cultures? How is food different from around the world?	Different situations can impact a person in both positive and negative ways. At first, new situations can appear to have more cons, but pros will come about. Situations such as moving to a new country can impact a person. Cultures can be similar yet different from each other, and respecting them means to respect the people who celebrate them. Food varies from region to region, country to country depending on traditions.

Vocabulary:

Team Unit 3 Lesson 9:

Tier 1: arrive, bowl, deal, guitar, museum, piano, tofu, Tier 2: choose, excited, invite, pack, show, trade, trail, trip, wave
Tier 3: exchange, futon, Japan, kimono

Team Unit 4 Lesson 11:

Tier 1: enjoy, expensive, favorite, insects, popular, rice, snake, spend, Tier 2: diet, flavors, healthy, menu, raw, unusual, varieties, Tier 3: boil, caviar, locusts, protein sushi

The Write Track Unit 3 Lesson 16: personal, formal, informal, heading, greeting, body, comma, signature, closing. return address, mailing address, stamp, recipient, subject line,

Students will be able to:

Content Objectives:

- describe characters and explain how what they say and do tells about them
- identify and use possessive pronouns
- compare and contrast two foods
- identify and use compound words
- compose a personal letter in the form of an email or letter

Language Objectives:

- read, discuss, and write about an exchange student from Japan
- listen to a play and participate in a discussion
- write a packing list for a trip using possessive pronouns
- read, discuss and write about the different foods people eat throughout the world
- listen to a text about what Japanese people eat and participate in a discussion
- write a descriptive paragraph

Learning Activities & Differentiation: *(Asian American & Pacific Islanders,)*

Magnetic Reading Unit 6 Correlation

Team Unit 3 Lesson 9: A Place for Yuki

Day 1: Before We Read pg. 120

- discuss vocabulary
- learning goals
- introduce understanding characters

Day 2-3: Let's Read pg. 122

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 127

Day 4: Listen and Discuss pg. 128

- discuss vocabulary

- learning goals
- listen to a conversation about two friends twice and then fill out the chart to describe the characters
- facilitate turn and talk on pg. 129

Day 5: Learning About Language pg. 130
- discuss vocabulary
- practice grammar skill of possessive pronouns
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 132
- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>Team Unit 4 Lesson 11: Try It, You'll Like It!</u>

Day 1: Before We Read pg. 149
- discuss vocabulary
- learning goals
- introduce compare and contrast

Day 2-3: Let's Read pg. 151
- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 156

Day 4: Listen and Discuss pg. 157
- discuss vocabulary
- learning goals
- listen to a conversation about what Japanese people like to eat twice than fill out the chart
- facilitate turn and talk on pg. 158

Day 5: Learning About Language pg. 159
- discuss vocabulary
- practice grammar skill of compound words
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 161

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

The Write Track Unit 3 Lesson 16: Personal Writing

- Introduction: pg. 149
- Guided Practice: pg. 149

Independent Practice: pg. 164

Assessment Evidence
Formative Assessments: exit tickets, IReady assessments, check in's, Show What You Know, What Did you Learn?,
Summative Assessments: IReady Unit Assessment, vocabulary and skill assessments
Common Benchmark Assessments: iReady BOY, Fall Writing Assessment
Alternative Assessments: verbal or picture based assessments for newcomer students,

Core Instructional & Supplemental Materials
TEAM Level C Student Books, The Write Track Level C
IReady Curriculum Grade 3, IReady 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**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **have students bring in a food of their choice from their culture.**
- Modification of content and student products - **eliminate test answers**
- Testing accommodations - **reread to students**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **use pictures to help identify what culture the food is from**
- Use of prompts - **develop sentence frames for characterization with a word bank**
- Modification of content and student products - **simplification of test answers**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **vocabulary with pictures**
- Use of prompts - **sentence frames to talk about different food**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons - **eliminate some parts of personal writing that students may already know**
- Independent study - **pick a food to study the history of**
- Student-driven instruction - **have students write a letter convincing peers to try a food relevant to their culture**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- 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
- Sentence frames
- Think-pair-share
- Cooperative learning groups