



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT: English

COURSE: ELA, Grade 3

Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: ELA, Grade 3

Department: English

Board Approval	Supervisor	Notes
June 2011	Eleanor Hughes	Born Date
September 2012	Eleanor Hughes	Revisions
August 2017	Michelle Shappirio	Revisions
March 2019	Michelle Shappirio	Review

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COURSE: ELA Grade 3

Week	Marking Period 1	Week	Marking Period 3
1	Start Smart	21	Unit 3 Week 6: Review/Assess/Extend
2	Start Smart	22	Unit 4 Week 1: Choices
3	Unit 1 Week 1: Storytime	23	Unit 4 Week 2: Skills and Talents
4	Unit 1 Week 2: Traditions	24	Unit 4 Week 3: Adaptations
5	Unit 1 Week 3: Communities	25	Unit 4 Week 4: Flight
6	Unit 1 Week 4: Inventions	26	Unit 4 Week 5: Inspiration
7	Unit 1 Week 5: Landmarks	27	Unit 4 Week 6: Review/Assess/Extend
8	Unit 1 Week 6: Review/Assess/Extend	28	Unit 4 Week 6: Review/Assess/Extend
9	Unit 2 Week 1: Cooperation	29	Unit 5 Week 1: Let's Trade
10	Unit 2 Week 2: Immigration	30	Unit 5 Week 2: Reuse and Recycle
Week	Marking Period 2	Week	Marking Period 4
11	Unit 2 Week 3: Government	31	Unit 5 Week 3: Teaming Up
12	Unit 2 Week 4: Survival	32	Unit 5 Week 4: Good Citizens
13	Unit 2 Week 5: Figure It Out	33	Unit 5 Week 5: Energy
14	Unit 2 Week 6: Review/Assess/Extend	34	Unit 5 Week 6: Review/Assess/Extend
15	Unit 2 Week 6: Review/Assess/Extend	35	Unit 6 Week 1: Learning to Succeed
16	Unit 3 Week 1: Be Unique	36	Unit 6 Week 2: Animals and You
17	Unit 3 Week 2: Leadership	37	Unit 6 Week 3: Treasures
18	Unit 3 Week 3: Discoveries	38	Unit 6 Week 4: Weather
19	Unit 3 Week 4: New Ideas	39	Unit 6 Week 5: Funny Times
20	Unit 3 Week 5: Value the Past	40	Unit 6 Week 6: Review/Assess/Extend

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*Week 6 includes review, assessment, and extension activities. Week 6 activities may include: Tier 2 Intervention, Research Simulation Tasks, Literary Analysis Tasks, Narrative Writing Tasks, Reader's Theater, Inquiry Space Projects, Project Presentations, Unit Assessments, Level Up Assessments, Novel Study, and other activities.

Climate Change

- Unit 2 Week 4: How can people help animals survive?
- Unit 3 Week 1: What makes different animals unique?
- Unit 4 Week 3: How do animals adapt to challenges in their habitat?
- Unit 5 Week 2: How can we reuse what we already have?
- Unit 6 Week 2: How can weather affect us?
- Unit 6 Week 4: How can learning about animals help you respect them?

Diversity, Equity, & Inclusion

- Unit 1 Week 2: What can traditions teach you about cultures?
- Unit 1 Week 3: How do people from different cultures contribute to a community?
- Unit 2 Week 1: Why is working together a good way to solve a problem?
- Unit 2 Week 2: Why do people immigrate to new places?
- Unit 2 Week 3: How do people make government work?
- Unit 3 Week 2: How can one person change the way you think?
- Unit 4 Week 2: How can you use what you know to help others?
- Unit 5 Week 3: How do teams work together?
- Unit 5 Week 4: What do good citizens do?

Core Instructional & Supplemental Materials including various levels of Texts

- *Wonders* Reading/Writing Workshop Book
- *Wonders* Literature Anthology
- *Wonders* Close Reading Companion
- *Wonders* Leveled Readers (Approaching, On, English Learner, & Beyond Levels)
- *Wonders* Your Turn Practice Book
- *Wonders* Visual Vocabulary Cards
- *Wonders* Leveled Workstation Activity Cards
- *Wonders* Sound-Spelling Cards
- *Wonders* High-Frequency Word Cards
- *Wonders* Running Records

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- *Wonders* Connect Ed online platform
- ReadWorks.org
- *WonderWorks* Intervention
- *Fountas and Pinnell* Leveled Literacy Intervention
- *Fountas and Pinnell* Benchmark Assessment System
- *Orton-Gillingham* Institute for Multi-sensory Education materials (blending boards, sand trays, phoneme grapheme cards)
- *Recipe for Reading* books
- IXL online subscription
- Reading A-Z
- Variety of trade books to extend upon the essential question
- Choice of novels:
 - *Amber Brown Is Not A Crayon*
 - *The Chocolate Touch*
 - *Henry and Ribsy*
 - *Mouse and the Motorcycle*
 - *Ramona Quimby, Age 8*
 - *Tale of Despereaux*
 - *Class President*
 - *Who Was Neil Armstrong?*
 - *Who Was Jackie Robinson?*
 - *I Survived the Hindenburg*

Time Frame	2 weeks
Topic	
Start Smart	
Essential Questions	
What discoveries can people make when they cooperate with others? What can you discover by observing nature?	
Enduring Understandings	
<ul style="list-style-type: none">● When people cooperate, they work together toward the same goal.● They live together in harmony, or in friendly agreement.	

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- Animals work together to adapt to their environment, or surroundings.
- Closely observing nature can help us discover and learn about animal groups in our environment.

Alignment to Standards

English Language Arts

Reading:

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.6. Distinguish their own point of view from that of the author of a text.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - o A. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - o C. Decode multisyllable words.
 - o D. Read grade-appropriate irregularly spelled words.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - o A. Read grade-level text with purpose and understanding.
 - o B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - o C. Use context to confirm or self-correct word recognition and understanding,

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rereading as necessary

Writing:

- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- SL.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.
 - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.

Language:

- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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Key Concepts and Skills

Reading Literature Text

Students will

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- answer and ask both factual questions and inferential questions that require reasoning from the reader.
- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.
- determine central messages or theme.
- identify patterns in details.
- closely read text to determine the important events, ideas, or concepts.
- identify the main characters in a story.
- describe the characters using literal and inferential story details.
- analyze how the actions of characters influence the story events.
- use a variety of sources to access previous information to compare, contrast, and reflect on texts.
- identify similarities and differences in books with the same author and characters.
- determine the central message, theme, lesson, and/or moral of the stories.
- identify similarities and differences in the central message of the texts.
- reflect on how the text details, characters, and central messages are alike and different.

Reading Informational Text

Students will

- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- establish the point of view of a text.
- determine how the reader's point of view is different from the narrator's or the character's.
- compare the reader's point of view with the author's point of view.
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text.
- explain how the different text features aid understanding.
- closely read the text to identify the important details of a text.
- find similarities and differences about important details when reading about two texts that share the same topic.

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- reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.

Reading Foundation Skills

Students will

- distinguish the base root from the affix.
- identify and define common prefixes and suffixes.
- use strategies to read multi-syllable words.
- read grade-appropriate irregularly spelled words.
- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.

Writing

Students will

- explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Speaking and Listening

Students will

- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations.
- develop skills in active listening and group discussion.

Language

Students will

- identify spelling patterns and generalizations.

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- apply spelling patterns when writing words.
- decipher the meanings of words and phrases by using sentence context.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- use 3rd grade vocabulary fluently when discussing academic or domain specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use spatial and temporal relationship words and phrases.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- define the terms 'literal' and 'nonliteral'.
- identify literal and nonliteral words and phrases in texts.
- differentiate the literal phrases from nonliteral phrases.
- connect words to their purpose or use.

Learning Activities

Reading Literature/Informational Text

- Shared Reading-Introduce Close Reading Routine
- Connect to Concept
- Comprehension Skills: Theme; Making Inferences; Author's Point of View
- Strategies: Reread; Paraphrase
- Identify genre characteristics: folktale, informational text (persuasive article)

Reading Foundational Skills

- Reading Every Day: Fluency
 - Daily Sustained Silent Reading
- Phonics/Word Study
 - Multisyllabic Word Strategy
 - 6 Syllable Types

Writing

- Research and Inquiry
 - Share What You Know
 - Find Resources
 - Guided Practice
 - Create the Project: Fact or Fiction Chart
- Write to the Text
 - Analyze the Prompt
 - Analyze Text Evidence
 - Analyze the Model
 - Write to the Prompt

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COURSE: ELA Grade 3

Speaking and Listening

- Build Background: Introduce and discuss the Essential Question.
- Collaborative Conversations: Speaking and Listening Checklists-Review and discuss
 - Taking Turns
 - Listening Carefully
 - Adding New Ideas
 - Ask and Answer Questions
 - Take on Discussion Roles

Language

- Vocabulary: Define/Example/Ask Routine
- Vocabulary Strategies
 - Context Clues
 - Using a Thesaurus
 - Using a Dictionary or Glossary
 - Morphology

Assessments

Formative:

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

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests
- Unit Tests

Benchmark:

- Oral Reading Fluency Assessment
- Grade 3 Comprehension Test

Alternative:

- Research and Inquiry Projects

- CRP1. Students will act as a responsible and contributing citizen and employee when

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reading and responding to texts about cooperating with others.

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

- 9.2.4.A.4 – When discussing the essential question about cooperating with others to achieve a goal, students will explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections

Science

Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What can you discover by observing nature?
- **Read & Respond to a Variety of Texts**
 - "Desert Meerkats"
- **Research and Inquiry Project**
 - Students will work in groups to conduct a short research project to explore what beekeepers do and create a fact or fiction chart.
- 3-LS2-1 - Construct an argument that some animals form groups that help members survive.

Technology Integration

- 8.1.5.A.2 – When creating the fact or fiction chart, students will format a document using a word processing application (Google Docs) to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 – Students will use a graphic organizer to organize information about beekeepers.

Time Frame	6 weeks
Topic	
Unit 1 Big Idea: Growing and Learning	
Essential Questions	

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How can learning help us grow?

Week 1 Weekly Concept: Storytime

- What can stories teach you?

Week 2 Weekly Concept: Traditions

- What can traditions teach you about cultures?

Week 3 Weekly Concept: Communities

- How do people from different cultures contribute to a community?

Week 4 Weekly Concept: Inventions

- How can problem solving lead to new ideas?

Week 5 Weekly Concept: Landmarks

- How do landmarks help us understand our country's story?

Week 6 Review/Assess/Extend

- How can learning help us grow?

Enduring Understandings

- Stories help you discover new ideas and learn how to do new things. Stories can inspire you to learn about other people.
- Traditions tell us about where our families came from and how they lived in the past.
- Sharing culture contributes to the community and helps people learn from each other.
- Inventions can make our lives better.
- People visit monuments to learn about important people and events in history. Landmarks such as buildings and structures demonstrate the technology and innovation of previous generations.

Alignment to Standards

English Language Arts

Reading:

- RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.7 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).

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- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. 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.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - B. Decode words with common Latin suffixes.
 - C. Decode multisyllable words.
 - D. Read grade-appropriate irregularly spelled words.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing:

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - B. Provide reasons that support the opinion.
 - C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - D. Provide a conclusion

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- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - C. Use temporal words and phrases to signal event order.
- W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.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.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.

Language:

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - B. Form and use regular and irregular plural nouns.
 - C. Use abstract nouns (e.g., childhood).
 - D. Form and use regular and irregular verbs.
 - E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
 - F. Ensure subject-verb and pronoun-antecedent agreement.
 - G. Form and use comparative and superlative adjectives and adverbs, and choose

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- between them depending on what is to be modified.
 - o H. Use coordinating and subordinating conjunctions.
 - o I. Produce simple, compound, and complex sentences.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - o F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - o G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - o A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - o D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - o A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Key Concepts and Skills

Reading Literature Text

Students will

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

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- closely read text to determine the important events, ideas, or concepts.
- identify the main characters in a story.
- describe the characters using literal and inferential story details.
- analyze how the actions of characters influence the story events.

Reading Informational Text

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- determine central messages or main ideas in a text.
- identify details to support the main idea.
- analyze how the details of the text help to support and reveal the central idea or theme.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- make a clear link between sentences and paragraphs when reading informational text.
- explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc).
- identify words that signify a relationship between ideas.
- use the relationships between ideas to describe how an author supports specific points.
- identify the unique features and organization of informational text (text features, and search tools).
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text.
- explain how the different text features aid understanding.

Reading Foundational Skills

Students will

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

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DEPARTMENT: English

COURSE: ELA Grade 3

Writing

Students will

- distinguish fact from opinion.
- group supporting details to support the writer's purpose.
- introduce the topic or text clearly.
- state an opinion to be supported with reasons.
- write a thesis statement to focus the writing.
- support the opinion with facts and/or reasons.
- connect opinions with reasons using linking words and phrases.
- write a conclusion.
- organize ideas for a narrative.
- engage the reader with a story hook.
- establish a situation or story background.
- establish a narrator and/or characters for the story.
- present an organized sequence of events.
- use various narrative techniques to develop the characters and the plot.
- incorporate vivid details to tell the story.
- establish chronology by using appropriate transitional words and phrases.
- bring the story to a close.
- explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflection on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- develop strategies with peers and adults to use digital tools.
- use technology for producing and publishing writing.
- use technology to collaborate with others.

Speaking and Listening

Students will

- engage in conversations about grade-appropriate topics and text.
- participate in a variety of rich, structured conversations.
- actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations.

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COURSE: ELA, Grade 3

- develop skills in active listening and group discussion.
- determine the main idea of a text read aloud.
- determine the supporting details for a text read aloud.
- determine main ideas and supporting details of information presented in multiple formats.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- use relevant facts and descriptive details that add to the reporting of a topic or event.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.

Language

Students will

- use 3rd grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use spatial and temporal relationship words and phrases.
- decipher the meanings of words and phrases by using sentence context.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- define the terms 'literal' and 'nonliteral'.
- identify literal and nonliteral words and phrases in texts.
- differentiate the literal phrases from nonliteral phrases.

Learning Activities

Reading Literature/Informational Text

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

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COURSE: ELA Grade 3

Reading Foundational Skills

- Phonics/Word Study
 - Short vowels *a, e, i, o, u*
 - Final *e*
 - Long *a* spellings
 - Long *o*: *o, ow, o_e, oa, oe*
 - Words families
 - Inflectional endings: drop final *e*
 - Plurals *-s* and *-es*
 - Compound words
- Fluency
 - Expression
 - Phrasing
 - Rate
 - Accuracy

Writing

- Write to Sources
 - Draw evidence from literature
 - Draw evidence from informational text
 - Write narrative texts
 - Write informative texts
 - Write opinion texts
- Writing Process
 - Prewrite, draft, and revise a Friendly Letter
 - Proofread/edit and publish a Friendly Letter
 - Prewrite a Personal Narrative

Speaking and Listening

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

Language

- Conventions
 - Distinguish sentences and sentence fragments
 - Distinguish commands and exclamations
 - Identify subjects, complete subjects, and compound subjects
 - Identify predicates and compound predicates
 - Produce simple, compound, and complex sentences
- Vocabulary Acquisition

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COURSE: ELA Grade 3

- Acquire and use academic vocabulary
- Demonstrate understanding of synonyms
- Use context clues to understand the meaning of a word
- Demonstrate understanding of compound words
- Demonstrate understanding of metaphors
- Demonstrate understanding of multiple-meaning words

Assessments

Formative:

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

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests
- Unit Tests

Benchmark:

- Oral Reading Fluency Assessment

Alternative:

- Research and Inquiry Projects

Career Education

- CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them when conducting a short research project about a specific problem in their classroom or community.
- CRP11. Students use technology to enhance productivity when publishing an informative report about a famous landmark.

- 9.2.4.A.4 – Students will explain why knowledge and skills acquired in the elementary

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COURSE: ELA Grade 3

grades lay the foundation for future academic and career success when reading and responding to texts about inventors like Thomas Edison and Elijah McCoy.

- 9.2.4.A.2-Students will identify various life roles and civic and work-related activities in the school, home, and community when reading and responding to texts about how people from different cultures contribute to a community.

Interdisciplinary Connections

Social Studies

Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What can traditions teach you about cultures?
- **Read & Respond to a Variety of Texts**
 - "Ready for Aloha"
 - "The Dream Catcher"
 - *Yoon and the Jade Bracelet*
 - "Family Traditions"
- **Research and Inquiry Project**
 - Students will work in groups to conduct a short research project about different cultures. They will then create a web that lists the contributions of a particular culture.
- 6.1.4.D.13 D – Describe how culture is expressed through and influenced by the behavior of people.

Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do people from different cultures contribute to a community?
- **Read & Respond to a Variety of Texts**
 - "Faith Ringgold: Telling Stories Through Art"
 - "Room to Grow"
 - *Gary the Dreamer*
 - "Sharing Polkas and Pitas"
- **Research and Inquiry Project**
 - Students will work in groups to create a travel brochure that explains why people should visit their community.
- 6.1.4.D.18 – Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.13 D – Describe how culture is expressed through and influenced by the behavior of people.

Week 4

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COURSE: ELA Grade 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can problem solving lead to new ideas?
- **Read & Respond to a Variety of Texts**
 - “Chester Greenwood and His Cold Ears”
 - “Mary Anderson’s Great Invention”
 - *All Aboard! Elijah McCoy’s Steam Engine*
 - “Lighting the World”
- **Research and Inquiry Project**
 - Students will work in groups to conduct a short research project about a specific problem in their classroom or community. They will then create an action plan to solve the problem.
- 6.1.4.C.16 – Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.4.C.12 – Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
- 6.3.4.A.3 – Select a local issue and develop a group action plan to inform school and/or community members about the issue.

Week 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do landmarks help us understand our country’s story?
- **Read & Respond to a Variety of Texts**
 - “America’s Landmarks and Memorials”
 - “A Natural Beauty”
 - *A Mountain of History*
 - “A Landmark Street”
- **Research and Inquiry Project**
 - Students will work in groups to research a famous landmark and publish an informative report about the landmark.
- 6.1.4.D.17 – Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

Visual and Performing Arts

- **Reader’s Theater**
 - “Take Me to Your Litter”
- 1.1.5.C.1 – Students will evaluate the characteristics of a well-made play in a variety of scripts and performances.

Technology Integration

- 8.1.5.A.2 – Students will format a document using a word processing application

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COURSE: ELA Grade 3

(Google Docs) to enhance text and include graphics, symbols and/ or pictures.

- 8.1.5.A.3 – Students will use a graphic organizer to organize information about problem solving and new ideas.
- 8.1.2.B.1-Students will illustrate and communicate original ideas and stories using multiple digital tools and resources such as Flipgrid and Google Slides.

Time Frame	6 weeks
Topic	
Unit 2 Big Idea: Figure It Out	
Essential Questions	
<p>What does it take to solve a problem?</p> <p>Week 1 Weekly Concept: Cooperation</p> <ul style="list-style-type: none">● Why is working together a good way to solve a problem? <p>Week 2 Weekly Concept: Immigration</p> <ul style="list-style-type: none">● Why do people immigrate to new places? <p>Week 3 Weekly Concept: Government</p> <ul style="list-style-type: none">● How do people make government work? <p>Week 4 Weekly Concept: Survival</p> <ul style="list-style-type: none">● How can people help animals survive? <p>Week 5 Weekly Concept: Figure It Out</p> <ul style="list-style-type: none">● How do people figure things out? <p>Week 6 Review/Assess/Extend</p> <ul style="list-style-type: none">● What does it take to solve a problem?	
Enduring Understandings	
<ul style="list-style-type: none">● People in a community may work together, solving a problem is easier. Two or more people can share their ideas about how to solve a problem.● Many immigrants dreamed about new jobs, opportunities, and better lives.● Voting gives people the power to make decisions, or choices. All Americans have the right to vote- voting lets people know what you think.● We can protect and keep our habitats clean. Special groups can be joined that respect and help animals.● Inventors imagine or picture in their minds, solutions to problems. They ask many questions about their idea and answer questions to make it work.	

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COURSE: ELA Grade 3

Alignment to Standards

English Language Arts

Reading:

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.
- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6. Distinguish their own point of view from that of the author of a text.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text
- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - C. Decode multisyllable words.
 - D. Read grade-appropriate irregularly spelled words.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

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COURSE: ELA, Grade 3

- o C. Use an appropriate rate while reading aloud.

Writing:

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - o A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - o A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - o B. Develop the topic with facts, definitions, and details.
 - o C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information
 - o D. Provide a conclusion.
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - o A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - o B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - o C. Use temporal words and phrases to signal event order.
 - o W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - o Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion
 - o Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
 - o Ask questions to check understanding of information presented, stay on

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DEPARTMENT: English

COURSE: ELA, Grade 3

- topic, and link their comments to the remarks of others
 - Explain their own ideas and understanding in light of the discussion
- SL.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.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.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.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.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 [here](#) for specific expectations.)

Language:

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - Form and use regular and irregular plural nouns.
 - Use abstract nouns (e.g., *childhood*).
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use commas in addresses.
 - Form and use possessives.
 - Use spelling patterns and generalizations (e.g., *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words.
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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COURSE: ELA Grade 3

- Use sentence-level context as a clue to the meaning of a word or phrase.
 - 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*).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.
- L.3.5. 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*)
 - Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*)
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Key Concepts and Skills

Reading Literature Text

Students will

- determine the main ideas and supporting details of information presented in multiple formats.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.
- determine central messages or theme.
- identify patterns in details.
- differentiate between literal and nonliteral language.
- use grade 3 vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- establish the point of view of a text.
- determine how the reader's point of view is different from the narrator's or the characters.
- compare the reader's point of view with the author's point of view.
- answer and ask both factual questions and inferential questions that require reasoning from the

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COURSE: ELA Grade 3

reader.

- use spatial and temporal relationship words and phrases.
- synthesize pictures and written text to better understand a text.
- examine the relation to the illustrations and the text.
- discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters.
- identify the mood of a text.
- interpret what the illustrations tell a reader about the mood.
- determine how the pictures help clarify the description of the mood.
- describe how various parts build on one another not only in stories, but in dramas and poems
- identify the parts of this story (chapters, stanzas, scenes).
- determine how the parts of a story are connected or organized (time order, topic).
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.

Reading Informational Text

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

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- reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).

Reading Foundation Skills

Students will

- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.
- identify spelling patterns and generalizations.
- apply spelling patterns when writing words.
- read grade-appropriate irregularly spelled words.
- use strategies to read multi-syllable words.

Writing

Students will

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

Speaking and Listening

Students will

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COURSE: ELA Grade 3

- engage in conversations about grade-appropriate topics and texts.
- actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- determine the main idea of a text read aloud.
- determine the supporting details for a text read aloud.
- listen carefully to what a speaker says.
- ask questions to clarify what was heard.
- elaborate and provide details to build upon the speaker's response.
- participate in a variety of rich, structured conversations.
- engage in collaborative conversations.
- speak in complete sentences.
- adapt speech to task and situation.
- use 3rd grade appropriate grammatically correct speech.
- elaborate on a detail when necessary.
- clarify ideas when necessary.
- use multimedia to create engaging audio recordings of stories or poems.
- focus on inflection and volume instead of just reading out loud.
- demonstrate fluid and well-paced reading.
- add visual displays to illuminate chosen facts or details.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- use relevant facts and descriptive details that add to the reporting of a topic or event.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.
- develop strategies with peers and adults to use digital tools.
- use technology for producing and publishing writing.
- use technology to collaborate with others.
- explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- explain their own ideas and understanding in light of the discussion.

Language

Students will

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COURSE: ELA Grade 3

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

Learning Activities

Reading Literature/Informational Text

- Close Reading of Complex Text
 - Cite relevant evidence from text
 - Determine theme
 - Determine author's point of view
 - Identify point of view
 - Identify similes
 - Reread
 - Make, confirm, and revise predictions
- Describe characteristics of genre:
 - Folktale
 - Historical fiction
 - Expository text

Reading Foundation Skills

- Phonics/Word Study
 - Long *i* and long *u*
 - Plural words with *y* to *i*
 - Long *e*
 - Inflectional endings

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COURSE: ELA Grade 3

- Words with silent letters
- Singular and plural possessives
- Three-letter blends
- Closed syllables
- Digraphs
- Open syllables
- Fluency
 - Intonation and phrasing
 - Rate
 - Accuracy and phrasing
 - Phrasing

Writing

- Write to Sources
 - Draw evidence from literature, informational texts
 - Write narrative texts
 - Write opinion texts
 - Write informative texts
 - Conduct extended research on floods
- Writing Process
 - Prewrite a How-To Text
 - Draft and Revise a How-To Text
 - Proofread/Edit and Publish a How-To Text
 - Prewrite an essay
 - Draft and Revise an essay

Speaking and Listening

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

Language

- Conventions
 - Explain the function of nouns, subjects, and predicates
 - Form and use regular and irregular plural nouns
 - Identify and use possessive nouns
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Demonstrate understanding of antonyms
 - Demonstrate understanding of similes
 - Use prefixes as clues to the meaning of a word
 - Use suffixes as clues to the meaning of a word

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COURSE: ELA Grade 3

Assessments

Formative:

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

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests
- Unit Tests

Benchmark:

- Oral Reading Fluency Assessment

Alternative:

- Research and Inquiry Projects
- *Wonders* Inquiry Space Performance Task Level 1

Career Education

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

- 9.2.4.A.2-Students will identify various life roles and civic and work-related activities in the school, home, and community when reading and responding to texts about our government.

Interdisciplinary Connections

Social Studies

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DEPARTMENT: English

COURSE: ELA Grade 3

Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: Why is working together a good way to solve a problem?
- **Read & Respond to a Variety of Texts**
 - "A Field Full of Stones"
 - "Anansi Learns a Lesson"
 - *Roadrunner's Dance*
 - "Deltona is Going Batty"
- 6.3.4.D.1- Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: Why do people immigrate to new places?
- **Read & Respond to a Variety of Texts**
 - "Our Story Cloth"
 - "Sailing to America"
 - *The Castle on Hester Street*
 - "Next Stop, America!"
- 6.1.4.D.3 – Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- 6.1.4.A.13- Describe the process by which immigrants become United States citizens.

Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do people make government work?
- **Read & Respond to a Variety of Texts**
 - "All About Elections"
 - "Every Vote Counts"
 - *Vote!*
 - "A Plan for the People"
- 6.1.4.A.2 – Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

Science

Week 4

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COURSE: ELA, Grade 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can people help animals survive?
- **Read & Respond to a Variety of Texts**
 - “The Bald Eagle: A Success Story”
 - “Kids to the Rescue”
 - *Whooping Cranes in Danger*
 - “Help the Manatees”
- 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.

Visual and Performing Arts

- **Reader’s Theater**
 - “Name That Character”
- 1.1.5.C.1 – Students will evaluate the characteristics of a well-made play in a variety of scripts and performances.

Technology Integration

- 8.1.5.A.1 - Students will select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems when conducting research about the essential question.
- 8.1.2.B.1-Students will illustrate and communicate original ideas and stories using multiple digital tools and resources such as Flipgrid and Google Slides.
- 8.1.5.D.1-Students will understand the need for and use of copyrights when conducting short research related to the essential question.

Time Frame	6 weeks
Topic	
Unit 3 Big Idea: One of a Kind	
Essential Questions	
Why are individual qualities important?	
Week 1 Weekly Concept: Be Unique	
● What makes different animals unique?	
Week 2 Weekly Concept: Leadership	
● How can one person change the way you think?	

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COURSE: ELA, Grade 3

Week 3 Weekly Concept: Discoveries

- What do we know about Earth and its neighbors?

Week 4 Weekly Concept: New Ideas

- What ideas can we get from nature?

Week 5 Weekly Concept: Value the Past

- How is each event in history unique?

Week 6 Review/Assess/Extend

- Why are individual qualities important?

Enduring Understandings

- All animals have qualities that are unique. Animals use their special features to get what they need, protect themselves, and communicate.
- Jackie Robinson helped change the way people thought by standing up for his beliefs. His hard work helped inspire people to treat each other better.
- Astronomers study the planets as well as the objects far beyond our solar system.
- Scientists observe nature and come up with new ideas. These ideas help people in many different ways.
- Remembering and reliving historical events can teach us much about the past as well as provide us lessons to guide us in the future.

Alignment to Standards

English Language Arts

- RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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COURSE: ELA Grade 3

- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea
- RI.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.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. 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.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - B. Decode words with common Latin suffixes.
 - C. Decode multisyllable words.
 - D. Read grade-appropriate irregularly spelled words.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing:

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - B. Provide reasons that support the opinion.
 - C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - D. Provide a conclusion
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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COURSE: ELA Grade 3

- C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - C. Use temporal words and phrases to signal event order.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.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.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.

Language:

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general

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DEPARTMENT: English

COURSE: ELA, Grade 3

- and their functions in particular sentences.
- o B. Form and use regular and irregular plural nouns.
- o D. Form and use regular and irregular verbs.
- o E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- o F. Ensure subject-verb and pronoun-antecedent agreement.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - o A. Capitalize appropriate words in titles.
 - o B. Use commas in addresses.
 - o C. Use commas and quotation marks in dialogue.
 - o E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
 - o F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - o G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - o A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - o B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - o C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - o Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - o Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - o Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Key Concepts and Skills

Reading Literature Text

Students will

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COURSE: ELA Grade 3

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- answer and ask both factual questions and inferential questions that require reasoning from the reader.
- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.
- determine central messages or theme.
- identify patterns in details.
- closely read text to determine the important events, ideas, or concepts.
- identify the main characters in a story.
- describe the characters using literal and inferential story details.
- analyze how the actions of characters influence the story events.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) .
- differentiate between literal and nonliteral language.
- synthesize pictures and written text to better understand a text.
- examine the relation to the illustrations and the text.
- discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters.
- identify the mood of a text.
- interpret what the illustrations tell a reader about the mood.
- determine how the pictures help clarify the description of the mood.
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.

Reading Informational Text

Students will

- determine central messages or main ideas in a text.
- identify details to support the main idea.
- analyze how the details of the text help to support and reveal the central idea or theme.
- closely read text to determine important events, ideas or concepts.
- identify words that signify time order, sequence, and cause/effect.
- explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect.
- use language that reflects the time order, sequence, and cause/effect to explain the relationship

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COURSE: ELA Grade 3

of ideas.

- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- identify the unique features and organization of informational text (text features, and search tools).
- use the unique features to find and manage information specific to the topic.
- demonstrate proficiency in using the tools to locate information.
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text.
- explain how the different text features aid understanding.
- make a clear link between sentences and paragraphs when reading informational text.
- explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc).
- identify words that signify a relationship between ideas.
- use the relationships between ideas to describe how an author supports specific points.
- closely read text to determine important events, ideas or concepts.
- identify words that signify time order, sequence, and cause/effect.
- explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect.
- use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas.

Reading Foundation Skills

Students will

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

Writing

Students will

- distinguish fact from opinion.
- group supporting details to support the writer’s purpose.
- introduce the topic or text clearly.

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COURSE: ELA, Grade 3

- state an opinion to be supported with reasons.
- write a thesis statement to focus the writing.
- support the opinion with facts and/or reasons.
- connect opinions with reasons using linking words and phrases.
- write a conclusion.
- organize information to support the topic.
- introduce a topic.
- write a thesis statement to focus writing.
- use text features to support the topic, when appropriate.
- select details that appropriate support the development of the topic.
- link ideas by using transitional words and phrases.
- write a conclusion to close the writing.
- organize ideas for a narrative.
- engage the reader with a story hook.
- establish a situation or story background.
- establish a narrator and/or characters for the story.
- present an organized sequence of events.
- use various narrative techniques to develop the characters and the plot.
- incorporate vivid details to tell the story.
- establish chronology by using appropriate transitional words and phrases.
- bring the story to a close.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- develop strategies with peers and adults to use digital tools.
- use technology for producing and publishing writing.
- use technology to collaborate with others.
- explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- locate information from print and digital sources.
- integrate information from personal experiences.
- take notes and organize information into categories provided by the teacher.
- gather information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes.
- thoughtfully choose online sources.

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- select the information needed from each source.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Speaking and Listening

Students will

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

Language

Students will

- define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences.
- examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences.
- define and identify comparative and superlative adjectives.
- use comparative and superlative adjectives when writing or speaking.
- select the appropriate form of adjective when writing and speaking.
- define and identify coordinating and subordinating conjunctions.
- use coordinating and subordinating conjunctions when writing or speaking.
- apply comma and quotation mark rules and format when writing dialogue.
- spell high frequency or studied words correctly.
- spell conventional words correctly when adding a suffix to base words.
- identify spelling patterns and generalizations.
- apply spelling patterns when writing words.
- determine the purpose and use of reference materials.
- utilize reference materials to check and correct spelling, when needed.
- decipher the meanings of words and phrases by using sentence context.

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COURSE: ELA Grade 3

- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- define the terms 'literal' and 'nonliteral'.
- identify literal and nonliteral words and phrases in texts.
- differentiate the literal phrases from nonliteral phrases.
- connect words to their purpose or use.
- determine the slight difference in meaning in synonymous words.
- use 3rd grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use spatial and temporal relationship words and phrases.

Learning Activities

Reading Literature/Informational Text

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

Reading Foundational Skills

- Phonics/Word Study
 - r-Controlled vowels
 - Contractions
 - Prefixes- un-, re-, pre-, dis-, mis, non-
 - Suffixes -y, -ly
 - Syllables with final e
 - Diphthongs /oi/ and /ou/
- Fluency
 - Expression
 - Phrasing
 - Rate

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COURSE: ELA Grade 3

- Accuracy

Writing

- Write to Sources
 - Draw evidence from literature
 - Draw evidence from informational text
 - Write narrative texts
 - Write informative texts
 - Write opinion texts
 - Conduct extended research on overfishing
- Writing Process
 - Prewrite, draft, and revise an opinion letter
 - Proofread/edit and publish an opinion letter
 - Prewrite a book review

Speaking and Listening

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

Language

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

Assessments

Formative:

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

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DEPARTMENT: English

COURSE: ELA, Grade 3

- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests
- Unit Tests

Benchmark:

- Oral Reading Fluency Assessment
- Narrative Writing Task Pre-Assessment

Alternative:

- Research and Inquiry Projects
- *Wonders* Inquiry Space Performance Task Level 2 and 3

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

Interdisciplinary Connections

Science

Week 1

- **Build Background & Engage in Collaborative Conversations**
 - o Essential Question: What makes different animals unique?
- **Read & Respond to a Variety of Texts**
 - o "Bear, Beaver, and Bee"
 - o "Inchworm's Tale"
 - o *Martina the Beautiful Cockroach*
 - o "Get a Backbone"
- 3-LS3-1 – Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

Social Studies

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DEPARTMENT: English

COURSE: ELA Grade 3

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What ideas can we get from nature?
- **Read & Respond to a Variety of Texts**
 - "Ideas from Nature"
 - "Bat's Did It First"
 - *Big Ideas from Nature*
 - "Perdix Invents the Saw"
- 6.1.4.C.16 – Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

Week 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How is each event in history unique?
- **Read & Respond to a Variety of Texts**
 - "The California Gold Rush"
 - "The Long Road to Oregon"
 - *Riding the Rails West*
 - "Discovering Life Long Ago"
- 6.1.4.C.15- Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.4.D.14- Trace how the American identity evolved over time.

Visual and Performing Arts

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

Technology Integration

- 8.1.5.A.2 – Students will format a document using a word processing application (Google Docs) to enhance text and include graphics, symbols and/ or pictures.
- 8.1.2.B.1-Students will illustrate and communicate original ideas and stories using multiple digital tools and resources such as Flipgrid and Google Slides.

Time Frame

6 weeks

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COURSE: ELA Grade 3

Topic
Unit 4 Big Idea: Meet the Challenge
Essential Questions
What are different ways to meet challenges? Week 1 Weekly Concept: Choices <ul style="list-style-type: none">What choices are good for us? Week 2 Weekly Concept: Skills and Talents <ul style="list-style-type: none">How can you use what you know to help others? Week 3 Weekly Concept: Adaptations <ul style="list-style-type: none">How do animals adapt to challenges in their habitat? Week 4 Weekly Concept: Flight <ul style="list-style-type: none">How are people able to fly? Week 5 Weekly Concept: Inspiration <ul style="list-style-type: none">How can others inspire us? Week 6 Review/Assess/Extend <ul style="list-style-type: none">What are different ways to meet challenges?
Enduring Understandings
<ul style="list-style-type: none">We make a variety, or many different types of decisions every day. Smart choices takes a lot of practice and helps us lead healthy lives.Everyone has a talent or skill that can help others, and it can be fun.Animals use their body parts or behaviors to adapt to challenges in their environments such as weather, type of land, and plants that grow their.People cannot fly themselves, so building or inventing a machine that can stay in the air while in motion has been an ongoing challenge for inventors.When we feel inspired, we want to help others too. People who are courageous, or brave, and helpful can inspire us.
Alignment to Standards
<u>English Language Arts</u> <u>Reading:</u> <ul style="list-style-type: none">RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

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COURSE: ELA, Grade 3

- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.
- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.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.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. 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.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.
- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.

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COURSE: ELA Grade 3

- B. Decode words with common Latin suffixes.
 - C. Decode multisyllable words.
 - D. Read grade-appropriate irregularly spelled words.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

Writing:

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - D. Provide a conclusion.
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - C. Provide a sense of closure.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- SL.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

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COURSE: ELA Grade 3

others' ideas and expressing their own clearly.

- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion
- Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
- Explain their own ideas and understanding in light of the discussion
- SL.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.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.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.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.

Language:

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - D. Form and use regular and irregular verbs.
 - E. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
 - F. Ensure subject-verb and pronoun-antecedent agreement.
 - H. Use coordinating and subordinating conjunctions.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use commas and quotation marks in dialogue
 - F. Use spelling patterns and generalizations (e.g., *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words
 - G. Consult reference materials, including beginning dictionaries, as needed to

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COURSE: ELA Grade 3

check and correct spellings

- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - 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*).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
- L.3.5. 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*)
 - Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*)
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*)
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Key Concepts and Skills

Reading Literature Text

Students will

- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- establish the point of view of a text.
- determine how the reader's point of view is different from the narrator's or the characters.
- compare the reader's point of view with the author's point of view.
- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.
- determine central messages or theme.

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COURSE: ELA Grade 3

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

Reading Informational Text

Students will

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

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COURSE: ELA, Grade 3

information in the text.

- synthesize the various text features and the text itself to understand the ideas in the text
- explain how the different text features aid understanding.
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.
- closely read text to determine important events, ideas or concepts.
- identify words that signify time order, sequence, and cause/effect.
- explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect.
- use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas.
- identify the unique features and organization of informational text (text features, and search tools).
- use the unique features to find and manage information specific to the topic.
- demonstrate proficiency in using the tools to locate information.
- closely read the text to identify the important details of a text.
- find similarities and differences about important details when reading about two texts that share the same topic.
- reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).

Reading Foundation Skills

Students will

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

Writing

Students will

- distinguish fact from opinion.

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COURSE: ELA, Grade 3

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

Speaking and Listening

Students will

- engage in collaborative conversations.
- develop skills in active listening and group discussion .

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COURSE: ELA Grade 3

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

Language

Students will

- define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose.
- differentiate between regular and irregular plural nouns.
- identify regular and irregular plural nouns in reading and use them when writing or speaking.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- connect words to their purpose or use.
- define the terms 'literal' and 'nonliteral'.
- identify literal and nonliteral words and phrases in texts.
- differentiate the literal phrases from nonliteral phrases.
- use 3rd grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use spatial and temporal relationship words and phrases.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- decode words that have a Latin suffix.
- determine the slight difference in meaning in synonymous words.

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COURSE: ELA Grade 3

- identify simple verb tenses and use them when writing or speaking.
- apply comma and quotation mark rules and format when writing dialogue.
- decipher the meanings of words and phrases by using sentence context.
- define and identify coordinating and subordinating conjunctions.
- use coordinating and subordinating conjunctions when writing or speaking.
- consistently use the appropriate form of subjects, verbs, pronouns, and antecedents in sentences.
- reread writing to ensure agreement.

Learning Activities

Reading Literature/Informational Text

- Close Reading of Complex Text
 - Cite relevant evidence from text
 - Identify point of view
 - Ask and answer questions
 - Describe text structure: compare and contrast
 - Reread
 - Describe text structure: cause and effect
 - Determine theme
 - Identify repetition and rhyme
- Describe characteristics of genre
 - Folktale
 - Realistic fiction
 - Expository Text
 - Poetry

Reading Foundational Skills

- Phonics/Word Study
 - Roots in related words
 - Plural words
 - Vowel team syllables
 - Greek and Latin roots
 - Homophones
 - r-Controlled vowels
 - Soft *c* and *g*
 - Words with *-er* and *-est*
- Fluency
 - Expression
 - Phrasing

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COURSE: ELA Grade 3

- Intonation
- Accuracy

Writing

- Write to Sources
 - Draw evidence from literature
 - Conduct extended research on frogs
 - Draw evidence from informational text
 - Write narrative texts
 - Write informative texts
 - Write opinion texts
- Writing Process
 - Prewrite a fictional narrative
 - Draft and Revise Fictional Narrative
 - Proofread/Edit and publish a fictional narrative
 - Prewrite a poem
 - Draft and revise a poem

Speaking and Listening

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

Language

- Conventions
 - Distinguish linking verbs
 - Use contractions with *not*
 - Form and use regular and irregular verbs
 - Identify simple, compound, and complex sentences
 - Form and use regular and irregular verbs.
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Use root words as clues to the meaning of a word
 - Use prefixes as clues to the meaning of a word
 - Use sentence clues to understand the meaning of a word
 - Demonstrate understanding of multiple-meaning words
 - Demonstrate understanding of metaphor

Assessments

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COURSE: ELA Grade 3

Formative:

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

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests
- Unit Tests

Benchmark:

- Oral Reading Fluency Assessment

Alternative:

- Research and Inquiry Projects
- *Wonders* Inquiry Space Performance Task Level 4 and 5

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

- 9.2.4.A.2- Students will identify various life roles and civic and work-related activities in the school, home, and community when reading and responding to texts about ways people inspire others.

Interdisciplinary Connections

Health

Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What choices are good for us?
- **Read & Respond to a Variety of Texts**

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DEPARTMENT: English

COURSE: ELA Grade 3

- o “Three Wishes”
 - o “Nail Soup”
 - o *The Real Story of Stone Soup*
 - o “Healthful Food Choices”
- 2.1.4.B.1- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

Week 3

- **Build Background & Engage in Collaborative Conversations**
 - o Essential Question: How do animals adapt to challenges in their habitat?
- **Read & Respond to a Variety of Texts**
 - o “African Lions”
 - o “Gray Wolf!, Red Fox!”
 - o *Amazing Wildlife of the Mojave*
 - o “Little Half Chick”
- 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.

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - o Essential Question: How do animals adapt to challenges in their habitat?
- **Read & Respond to a Variety of Texts**
 - o “African Lions”
 - o “Gray Wolf!, Red Fox!”
 - o *Amazing Wildlife of the Mojave*
 - o “Little Half Chick”
- 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

Visual and Performing Arts

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

Technology Integration

- 8.1.5.A.2 – Students will format a document using a word processing application (Google Docs) to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 – Students will use a graphic organizer to organize information about making

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DEPARTMENT: English

COURSE: ELA Grade 3

good choices.

- 8.1.2.B.1-Students will illustrate and communicate original ideas and stories using multiple digital tools and resources such as Flipgrid and Google Slides.

Time Frame	6 weeks
Topic	
Unit 5 Big Idea: Take Action	
Essential Questions	
What are ways people can take action?	
Week 1 Weekly Concept: Let's Trade	
<ul style="list-style-type: none">● How do we get what we need?	
Week 2 Weekly Concept: Reuse and Recycle	
<ul style="list-style-type: none">● How can we reuse what we already have?	
Week 3 Weekly Concept: Teaming Up	
<ul style="list-style-type: none">● How do teams work together?	
Week 4 Weekly Concept: Good Citizens	
<ul style="list-style-type: none">● What do good citizens do?	
Week 5 Weekly Concept: Energy	
<ul style="list-style-type: none">● What are different kinds of energy?	
Week 6 Review/Assess/Extend	
<ul style="list-style-type: none">● What are ways people can take action?	
Enduring Understandings	
<ul style="list-style-type: none">● People meet their needs in different ways. We can use money or we can barter to buy or get things that we need.● We can reuse, recycle, and repurpose things that we already have. It is important to practice conservation, or care of our natural resources● Team members must trust each other and communicate well in order to save lives. Teamwork gets the job done. Teams also work toward disaster prevention.● Being a good citizen means helping other people. Good citizens participate in following rules and laws, respecting others, and work to make a community safe.● Alternative types of energy such as wind power, would be better for our environment than fossil fuels.	
Alignment to Standards	

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DEPARTMENT: English

COURSE: ELA Grade 3

English Language Arts

Reading:

- RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.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.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural

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context, and background knowledge) the most important points and key details presented in two texts on the same topic.

- RI.3.10. By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.
- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - B. Decode words with common Latin suffixes.
 - C. Decode multisyllable words.
 - D. Read grade-appropriate irregularly spelled words.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding.

Writing:

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - B. Provide reasons that support the opinion.
 - C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - D. Provide a conclusion
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

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- o D. Provide a sense of closure.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- W.3.7.(Choice) Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking and Listening:

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - o Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion
 - o Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
 - o Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
 - o Explain their own ideas and understanding in light of the discussion
- SL.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.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.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.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.

Language:

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - o Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - o Ensure subject-verb and pronoun-antecedent agreement.

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- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - D. Form and use possessives.
 - E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)
 - F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words
 - G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Choose words and phrases for effect
 - Recognize and observe differences between the conventions of spoken and written standard English
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - 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).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

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COURSE: ELA Grade 3

Key Concepts and Skills

Reading Literature Text

Students will

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

Reading Informational Text

Students will

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.

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

Reading Foundation Skills

Students will

- use various strategies to understand text and read with purpose.

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COURSE: ELA Grade 3

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

Writing

Students will

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

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COURSE: ELA Grade 3

- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- organize information to support the topic.
- introduce a topic.
- write a conclusion to close the writing.
- bring the story to a close.

Speaking and Listening

Students will

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

Language

Students will

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

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

Learning Activities

Reading Literature/Informational Text

- Close Reading of Complex Text
 - Cite relevant evidence from text
 - Identify point of view
 - Recount stories
 - Identify author's point of view
 - Ask and answer questions
- Describe characteristics of genre:
 - Fairy Tale
 - Realistic Fiction
 - Expository Text
 - Biography

Reading Foundational Skills

- Phonics/Word Study
 - Compound words
 - Consonant + le syllables
 - Ending -ed, -ing, -s
 - Suffixes -ful, -less, -able

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- Closed syllables
- Rooted in related words
- Open syllables
- Prefixes and suffixes

- Fluency
 - Phrasing and rate
 - Intonation
 - Rate

Writing

- Write to Sources
 - Draw evidence from literature
 - Draw evidence from informational text
 - Write narrative texts
 - Write informative texts
 - Write opinion texts
 - Conduct short research on how people get and use resources
 - Conduct short research on how to participate effectively in a team
 - Conduct short research on different ways to be a good citizen
 - Conduct short research on alternative energy sources
- Writing Process
 - Prewrite an opinion essay
 - Draft and Revise an opinion essay
 - Proofread/Edit and publish an opinion letter
 - Prewrite a book review
 - Draft and revise a book review

Speaking and Listening

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

Language

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

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COURSE: ELA Grade 3

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

Assessments

Formative:

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

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests
- Unit Tests

Benchmark:

- Oral Reading Fluency Assessment

Alternative:

- Research and Inquiry Projects
- *Wonders* Inquiry Space Level 5 and 6

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

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- 9.2.4.A.4-Students will explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success when reading and responding to texts about being a good citizen.

Interdisciplinary Connections

Social Studies

Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do we get what we need?
- **Read & Respond to a Variety of Texts**
 - "Wei and the Golden Goose"
 - "Juanita and the Beanstalk"
 - *Clever Jack Takes the Cake*
 - "When Corn Was Cash"
- 6.1.4.C.1- Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
- 6.1.4.C.2- Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can we reuse what we already have?
- **Read & Respond to a Variety of Texts**
 - "The School Garden"
 - "The New Hoop"
 - *Bravo, Tavo!*
 - "Trash Into Art"
- 6.1.4.B.9- Relate advances in science and technology to environmental concerns, and to actions taken to address them.

Week 4

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

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- 6.1.4.A.9- Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

Visual and Performing Arts

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

- 8.2.5.B.2 Students will examine systems used for recycling and recommend simplification of the systems and share with product developers when reading and responding to text about reusing materials.
- 8.2.5.B.4-Students will research technologies that have changed due to society's changing needs and wants when reading and responding to texts about how we get the things we need.

Time Frame	6 weeks
Topic	
Unit 6 Big Idea: Think It Over	
Essential Questions	
How do we decide what's important?	
Week 1 Weekly Concept: Treasures	
<ul style="list-style-type: none">● How do you decide what is important?	
Week 2 Weekly Concept: Weather	
<ul style="list-style-type: none">● How can weather affect us?	
Week 3 Weekly Concept: Learning to Succeed	
<ul style="list-style-type: none">● Why are goals important	
Week 4 Weekly Concept: Animals and You	
<ul style="list-style-type: none">● How can learning about animals help you respect them?	
Week 5 Weekly Concept: Funny Times	
<ul style="list-style-type: none">● How do you decide what's important?	
Week 6 Review/Assess/Extend	
<ul style="list-style-type: none">● How do we decide what's important?	

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Enduring Understandings

- Spending time with people and learning things can be more valued and treasured than wealth. Sometimes wealth is the people we know and things we learn.
- Weather conditions can change and affect us everyday. They can affect how we dress, what we do, and how we live.
- When you set a goal, you decide that achieving your goal is more important than other things. Setting goals helps you focus your energy on the positive.
- The more you know about animals, the more you learn to respect and provide other requirements or things that they need to survive.
- Entertainment is made to make people laugh. Laughing can make you feel good and Stna help you share feelings with friends.

Alignment to Standards

English Language Arts

Reading:

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7. 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.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.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.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.7. 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

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key events occur).

- RI.3.8. 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.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - B. Decode words with common Latin suffixes.
 - C. Decode multisyllable words.
 - D. Read grade-appropriate irregularly spelled words.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - D. Provide a conclusion.
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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COURSE: ELA Grade 3

- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- SL.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.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.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.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.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.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language:

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - I. Produce simple, compound, and complex sentences.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
 - F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or

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listening.

- o A. Choose words and phrases for effect.
 - o B. Recognize and observe differences between the conventions of spoken and written standard English.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - o A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - o 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.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - o A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - o B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Key Concepts and Skills

Reading Literature Text

Students will

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- answer and ask both factual questions and inferential questions that require reasoning from the reader refer to specific text to support answers and to craft questions.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- establish the point of view of a text.
- determine how the reader's point of view is different from the narrator's or the characters
- compare the reader's point of view with the author's point of view
- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.

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- determine central messages or theme.
- identify patterns in details.
- describe how various parts build on one another not only in stories, but in dramas and poems.
- identify the parts of this story (chapters, stanzas, scenes).
- determine how the parts of a story are connected or organized (time order, topic).
- synthesize pictures and written text to better understand a text.
- examine the relation to the illustrations and the text.
- discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters.
- identify the mood of a text.
- interpret what the illustrations tell a reader about the mood.
- determine how the pictures help clarify the description of the mood.

Reading Informational Text

Students will

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

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COURSE: ELA Grade 3

and life by encountering appropriate texts.

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

Reading Foundation Skills

Students will

- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- distinguish the base root from the affix.
- identify and define common prefixes and suffixes.
- identify and define common Latin suffixes.
- decode words that have a Latin suffix.
- use strategies to read multi-syllable words
- read grade-appropriate irregularly spelled words

Writing

Students will

- distinguish fact from opinion.
- group supporting details to support the writer’s purpose.
- introduce the topic or text clearly.
- state an opinion to be supported with reasons.
- write a thesis statement to focus the writing.
- locate information from print and digital sources.
- integrate information from personal experiences.

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COURSE: ELA Grade 3

- take notes and organize information into categories provided by the teacher.
- gather information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes.
- thoughtfully choose online sources.
- select the information needed from each source.
- connect new information learned online with offline sources.
- utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflection on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- organize information to support the topic.
- introduce a topic.
- write a conclusion to close the writing.

Speaking and Listening

Students will

- engage in collaborative conversations.
- develop skills in active listening and group discussion.
- determine the main idea of a text read aloud.
- determine the supporting details for a text read aloud.
- determine the main ideas and supporting details of information presented in multiple formats.
- listen carefully to what a speaker says.
- ask questions to clarify what was heard.
- elaborate and provide details to build upon the speaker's response.
- use multimedia to create engaging audio recordings of stories or poems.
- focus on inflection and volume instead of just reading out loud.
- demonstrate fluid and well-paced reading.
- add visual displays to illuminate chosen facts or details.

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COURSE: ELA Grade 3

- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- speak in complete sentences.
- adapt speech to task and situation.
- use 3rd grade appropriate grammatically correct speech.
- elaborate on a detail when necessary.
- clarify ideas when necessary.

Language

Students will

- define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose.
- spell high frequency or studied words correctly.
- spell conventional words correctly when adding a suffix to base words.
- identify spelling patterns and generalizations.
- apply spelling patterns when writing words.
- determine the purpose and use of reference materials.
- utilize reference materials to check and correct spelling, when needed.
- purposefully select words or phrases to create effect when writing or speaking.
- identify similarities and differences between spoken and written English.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- connect words to their purpose or use
- define the terms 'literal' and 'nonliteral'
- identify literal and nonliteral words and phrases in texts
- differentiate the literal phrases from nonliteral phrases
- use 3rd grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use spatial and temporal relationship words and phrases.
- decipher the meanings of words and phrases by using sentence context.

Learning Activities

Reading Literature/Informational Text

- Close Reading of Complex Text
 - Cite relevant evidence from text
 - Determine theme

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COURSE: ELA Grade 3

- Make, confirm, and revise predictions
 - Describe problem and solution
 - Reread
 - Compare and contrast
 - Identify point of view
 - Identify rhythm and rhyme
- Describe characteristics of genre:
 - Myth/Drama
 - Historical Fiction
 - Biography
 - Expository text
 - Narrative Poetry

Reading Foundational Skills

- Phonics/Word Study
 - Prefixes *un-, re-, pre-, dis-*
 - Roots in related words
 - Consonant + *le* syllable
 - Latin suffixes
 - Vowel-team syllables
 - Greek and Latin roots
 - *r*-Controlled vowel syllables
 - Latin suffixes
 - Suffixes *-ful, -less, -ly*
 - Frequently misspelled words
- Fluency
 - Expression
 - Phrasing
 - Accuracy

Writing

- Write to Sources
 - Draw evidence from literature
 - Draw evidence from informational text
 - Write narrative texts
 - Write informative texts
 - Write opinion texts
 - Conduct short research on qualities people value
 - Conduct short research on the effects of extreme weather
 - Conduct short research on how to set goals and achieve them
 - Conduct short research on animals and you
 - Conduct short research on how to use language to create humor in writing
- Writing Process

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COURSE: ELA Grade 3

- Prewrite a feature article
- Draft and Revise feature article
- Proofread/Edit and publish a feature article
- Prewrite a Research Report
- Draft and revise a Research Report

Speaking and Listening

- Engage in collaborative discussions about treasures, weather, learning to succeed, animals and you, and funny times
- Paraphrase portions of reading selections
- Present information on weekly themes of treasures, weather, learning to succeed, animals and you, and funny times
- Build background knowledge on stories
 - Introduce and discuss the Essential Question

Language

- Conventions
 - Distinguish adjectives and articles
 - Identify and use comparative and superlative adjectives
 - Identify and use adverbs
 - Distinguish prepositions and prepositional phrases
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Use root words as clues to the meaning of a word
 - Demonstrate understanding of idioms
 - Use Greek and Latin roots as clues to the meaning of a word

Assessments

Formative:

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

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests
- Unit Tests

Benchmark:

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COURSE: ELA Grade 3

- Oral Reading Fluency Assessment
- Grade 3 Comprehension Test
- Narrative Writing Task Post-Assessment

Alternative:

- Research and Inquiry Projects
- *Wonders* Inquiry Space Performance Task Level 6

- CRP10. Students will plan education and career paths aligned to personal goals when reading and responding to texts about people who achieved their career goals.
- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about the week's essential question.

- 9.2.4.A.3- Students will investigate both traditional and nontraditional careers and relate information to personal likes and dislikes when reading and responding to texts about setting career goals.

Interdisciplinary Connections

Social Studies

Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can weather affect us?
- **Read & Respond to a Variety of Texts**
 - "Joshua's Odd Neighbor"
 - "The Big Blizzard"
 - *Nora's Ark*
 - "The Wind and the Sun"
- 6.1.4.B.4- 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.

Visual and Performing Arts

- **Reader's Theater**

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COURSE: ELA Grade 3

- “The Lion and the Ostrich Chicks”
- 1.1.5.C.3-Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.

Technology Integration

- 8.1.5.A.2 – Students will format a document using a word processing application (Google Docs) to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 – Students will use a graphic organizer to organize information about making good choices.
- 8.1.2.B.1-Students will illustrate and communicate original ideas and stories using multiple digital tools and resources such as Flipgrid and Google Slides.

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

ELL:

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

Supports for Students With IEPs:

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

At-Risk Students:

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

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- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

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

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