

English Language Arts- Grade 3

Unit # 1

Title: Good Citizens

Pacing: 6 weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational

- 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.

Reading Informational

- 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.3.3. 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.3.6. 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.3.8. 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.

Reading Literature

- 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).

Reading Literature Continued

- 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 or above, with scaffolding as needed.

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.
 - A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - B. Develop the topic with facts, definitions, and details.
 - C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - 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. Use temporal words and phrases to signal event order.
 - D. Provide a sense of closure.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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 & 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.3.3. 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.

Speaking & Listening Continued

- 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.
 - 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 between them depending on what is to be modified.
 - H. Use coordinating and subordinating conjunctions.
 - I. Produce simple, compound, and complex sentences.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize appropriate words in titles.
 - B. Use commas in addresses.
 - C. Use commas and quotation marks in dialogue.
 - 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.
 - A. Choose words and phrases for effect.
 - 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.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and 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*).
 - C. 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*).

<p>Enduring Understandings <i>Students will understand...</i></p>	<p>Essential Questions <i>Students will consider...</i></p>			
<ul style="list-style-type: none"> • Readers utilize the illustrations in the story to aid in their understanding. • Readers talk about the character in the story and how they contribute to the plot of a fiction story. • Readers can compare and contrast characters within the text. • Readers need to use vocabulary strategies to solve unknown words. • Writers write stories about their own lives and experiences. Writers elaborate on their stories to include dialogue, descriptive sentences, thoughts, and feeling. 	<ul style="list-style-type: none"> • How is learning at school different from learning at home? • Why are courts an important part of our government? • Why is volunteering good for a community and it's people? • Why is everyone's role on a project important? • What are the traits of a hero? • Why and how should I look at the illustrations in the story? • How and why are characters important to the story? • How do I read factual information and use text features to aid in the understanding? • What strategies can I use as a reader to figure out the meaning of unknown words? • How can I improve upon a personal narrative? 			
<p>Knowledge <i>Students will know...</i></p>	<p>Academic Vocabulary</p>			
<ul style="list-style-type: none"> • Characters play an important role in changing the events of the story. • Character traits are based on the characters actions and motivations. • The plot of the story describes all of the events. • Factual information can be gained through text features. • Evidence is needed to prove my thinking. • Stories can have a central message, theme, or moral. • Vocabulary strategies will help determine the meaning of unknown words. • Narrative writing is descriptive and there are many ways to elaborate a small moment. 	<p>Character</p> <p>Photographs</p> <p>Word Choice</p> <p>Cause</p> <p>Literal</p> <p>Dictionary</p> <p>Writing Process</p>	<p>Setting</p> <p>Facts</p> <p>Traits</p> <p>Effect</p> <p>Nonliteral</p> <p>Glossary</p>	<p>Plot</p> <p>Caption</p> <p>Author's Message</p> <p>Compare</p> <p>Poetry</p> <p>Dialogue</p>	<p>Illustrations</p> <p>Text Evidence</p> <p>Visualize</p> <p>Contrast</p> <p>Context Clues</p> <p>Elaborate</p>
<p style="text-align: center;">Skills <i>Students will be able to...</i></p>				
<p><i>As a reader:</i></p> <ul style="list-style-type: none"> • Analyze the characters, setting and plot of the story • Evaluate how illustrations contribute to a story • Analyze how photographs and captions contribute to a text • Use text evidence to draw conclusions • Evaluate the effect of an author's word choice • Study and learn factual information about a topic • Analyze headings to know what each section of the text is about • Describe the characters in a story • Analyze the story to discover the author's message • Analyze maps to visualize location in the selection • Compare and contrast information in a story 				

Skills Continued
Students will be able to...

As a reader continued:

- Analyze story structure and how a character’s actions contribute to the sequence of events in a story
- Analyze cause-and-effect- relationships
- Evaluate literal and nonliteral meanings
- Analyze poetry, using the sound and rhythm of words to show images and express feelings
- Recognize and appreciate rhyme in poetry

As a writer:

- Write to narrate using descriptive paragraph, dialogue, elaboration
- Follow the writing process: brainstorming, drafting, revising, editing, and publishing for a personal narrative.

In Language Development and Foundational Skills:

- Use vocabulary strategies of context clues, dictionary, glossary, antonyms, word families, prefixes (mis-)
- Apply grade appropriate grammar skills: simple sentences, kinds of sentences, compound sentences, common and proper nouns, plural nouns with -s and -es
- Apply grade appropriate phonics skills

21ST Century/ Interdisciplinary Themes

Global Awareness
Financial, Business, & Entrepreneurial Literacy
Civic Literacy
Environmental Literacy
Health Literacy

21st Century Skills

Creativity & Innovation
Communication & Collaboration
Media Literacy
Critical Thinking & Problem Solving
Information Literacy
Information, Communication, & Technology
Life & Career Skills

Stage 2- Assessment Evidence

Formative Assessments

- Anecdotal records
- Homework
- Class work
- Skill-assessments (vocabulary, phonics/decoding, spelling, comprehension)
- Teacher observation
- Comprehension assessments
- Graphic Organizers
- Conferencing

Student Self-Assessment

- Writer’s Notebook revisions and checklists
- Reading response journals
- Student reflections on learning scale, exit tickets, or rubric

Common Assessments

- *Reading Inventory*
- Writing task: Personal Narrative
- Summative Assessment: Unit Test

Stage 3- Learning Plan

Suggested Learning Activities

- Scholastic News Magazine (whole class or small group)
- Literacy centers
- Small group work
- Link to Social Studies and our unit on community and the 3 branches of government
- Pop's Bridge: check out the video on Mystery Science about the weight of bridges
- Word study with word patterns
- Close reader utilized for the supporting text
- Benchmark Testing
- Guided readers and/or vocabulary readers to tie in each story
- Writer's Workshop: Narrative writing techniques
- Whole class instruction using I do, We do, You do model

Resources/Instructional Materials

(articles, novels, websites, books, magazines, art, media)

Student Resources:

- Student Book
- Practice Book
- Decodable Readers
- Leveled Readers
- Vocabulary Readers
- Student Notebook

Teacher Resources:

- Journeys Unit 1 – Teacher's Edition
- Vocabulary in Context Cards
- Instructional Cards Kit
- Grab and Go Kit
- Scholastic News

Technology Resources

- Think Central
- Newsela
- Google Apps
- Reading Inventory
- Brain Pop
- YouTube
- ReadWorks
- United Streaming
- Scholastic News
- Laptops
- Study Island
- Kahoot!

Accommodations & Modifications for Spec. Ed., ELL, GT, & At Risk Students

- Allow oral responses
- Allow verbalization before writing
- Use audio materials when necessary
- Modify homework assignments
- Read tests aloud
- Provide math manipulatives as necessary
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Expanding time for free reading
- Chunking Content
- Use mnemonic devices
- Provide a cueing system
- Untimed and/or extended test taking time
- Shorten assignments to focus on mastery concept
- Leveled Reading Materials
- Acronyms
- Graphic Organizers
- Notes Provided
- Check agenda book for parent(s) communication
- Read directions aloud
- Assignment, Project, and Assessment Modification Based on Individual Student Needs
- Speech to Text/Text to Speech Features in Google Apps
- Technology assisted instruction
- Preferential seating utilized
- Redirect student(s) as necessary
- Student choice for project or approach to assignment
- Inquiry-Based Learning
- Genius Hour

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*. Association for Supervision and Curriculum Development

English Language Arts- Grade 3

Unit # 2

Title: Look and Listen

Pacing: 6 weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational

- 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.

Reading Informational

- 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.3.3. 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.3.6. 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.3.8. 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.

Reading Literature

- 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).

Reading Literature Continued

- 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 or above, with scaffolding as needed.

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.
 - A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - B. Develop the topic with facts, definitions, and details.
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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.
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- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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 & 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.3.3. 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.

Speaking & Listening Continued

- 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.
 - 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 between them depending on what is to be modified.
 - H. Use coordinating and subordinating conjunctions.
 - I. Produce simple, compound, and complex sentences.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize appropriate words in titles.
 - B. Use commas in addresses.
 - C. Use commas and quotation marks in dialogue.
 - 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.
 - A. Choose words and phrases for effect.
 - 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.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and 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*).
 - C. 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*).

<p>Enduring Understandings <i>Students will understand...</i></p>	<p>Essential Questions <i>Students will consider...</i></p>		
<ul style="list-style-type: none"> • Readers need to get their mind ready for the type of text they are reading to deepen their understanding. • Readers can recount the events of a story. • Readers build their understanding about their world through informational text. • Readers navigate informational text using text features. • Poetry, folktales, and fables have a variety of elements to convey a central message, theme, lesson or moral. • Readers determine the meanings of words and phrases. • Writers support their opinions with reasons and evidence. • Opinion writers follow an organized plan for writing. 	<ul style="list-style-type: none"> • What makes bats interesting and useful? • How do pictures tell a story? • What do traditional tales tell readers about life? • How is a live performance different from other kinds of entertainment? • What important traits must an inventor have? • How do I read factual information and use text features to aid in the understanding? • How do I set my mind up when reading other genres? 		
<p>Knowledge <i>Students will know...</i></p>	<p>Academic Vocabulary</p>		
<ul style="list-style-type: none"> • Fiction and informational text have events that follow a sequence. • Stories can have a central message, theme, or moral. • Text and graphic features help to aid in the understanding of the story. • Sentences and illustrations from a story can help to prove my thinking. • All stories have a big idea. • Poems use rhyme, rhythm, and figurative language to express feelings and create vivid images. • Vocabulary strategies will help determine the meaning of unknown words. • Opinion writing is filled with reasons and evidence. 	<p>Narrative</p> <p>Fairy Tale</p> <p>Fable</p> <p>Opinion</p> <p>Reason</p> <p>Theme</p>	<p>Nonfiction</p> <p>Moral</p> <p>Folklore</p> <p>Evidence</p> <p>Imagery</p> <p>Central Message</p>	<p>Figurative Language</p> <p>Text Features</p> <p>Graphic Features</p> <p>Sequence of Events</p> <p>Traditional Tale</p>
<p align="center">Skills <i>Students will be able to...</i></p>			
<p>As a reader:</p> <ul style="list-style-type: none"> • Analyze sequence of events • Understand domain specific vocabulary • Analyze the sound and rhythm of words in poetry • Recognize imagery in poetry • Analyze text and graphic features in story • Recognize sequence of events • Evaluate the retelling of a traditional tale • Identify characteristics of a fairy tale • Use text evidence to draw conclusions • Determine the literal and nonliteral meanings of words and phrases in a text • Analyze the genre features of a folktale • Recognize the lesson or moral of a story • Identify cause and effects • Analyze how illustrations create mood and emphasize the setting 			

Skills Continued

Students will be able to...

As a reader continued:

- Learn factual information as it relates to a fiction text
- Use headings to locate information
- Identify main idea and details
- Identify sequence of events
- Analyze a diagram

As a writer:

- Write an opinion based on literature using a topic sentence, explain with reason and text evidence, and then conclude
- Follow the writing process: brainstorming, drafting, revising, editing, and publishing for an opinion piece

In Language Development and Foundational Skills:

- Use vocabulary strategies of suffixes (able, ible), synonyms, context clues, dictionary/glossary, shades of meaning
- Apply grade appropriate grammar skills: verbs, verb tenses, commas, abstract nouns, pronouns and antecedents
- Apply grade appropriate phonics skills

21ST Century/ Interdisciplinary Themes

21st Century Skills

Global Awareness

Financial, Business, & Entrepreneurial Literacy

Civic Literacy
Environmental Literacy
Health Literacy

Creativity & Innovation

Communication & Collaboration

Media Literacy

Critical Thinking & Problem Solving

Information Literacy

Information, Communication, & Technology

Life & Career Skills

Stage 2- Assessment Evidence

Formative Assessments

- Anecdotal records
- Homework
- Class work
- Skill-assessments (vocabulary, phonics/decoding, spelling, comprehension)
- Teacher observation
- Comprehension assessments
- Graphic Organizers
- Conferencing

Student Self-Assessment

- Writer’s Notebook revisions and checklists
- Reading response journals
- Student reflections on learning scale, exit tickets, or rubric

Common Assessments

- *Reading Inventory*
- Writing task: Opinion Piece
- Summative Assessment: Unit Test

Stage 3- Learning Plan

Suggested Learning Activities

- Extended Reading trade book: Amos & Boris
- Graphic organizer for Opinion Writing (OREO)
- Scholastic News Magazine (whole class or small group)
- Literacy centers
- Small group work
- Word study with word patterns
- Close reader utilized for the supporting text
- Guided readers and/or vocabulary readers to tie in each story
- Writer's Workshop: Opinion writing techniques (mixture of whole, small group, and individual conferences)
- Whole class instruction using I do, We do, You do model
- Utilize you-tube videos to give children prior knowledge to some of the stories.

Resources/Instructional Materials

(articles, novels, websites, books, magazines, art, media)

Student Resources:

- Student Book
- Practice Book
- Decodable Readers
- Leveled Readers
- Vocabulary Readers
- Student Notebook
- Amos and Boris text exemplar

Teacher Resources:

- Journeys Unit 2 – Teacher's Edition
- Vocabulary in Context Cards
- Instructional Cards Kit
- Grab and Go Kit
- Scholastic News
- Storywork Jr. for opinion articles

Technology Resources

- Think Central
- Newsela
- Google Apps
- Reading Inventory
- Brain Pop
- YouTube
- ReadWorks
- United Streaming
- Scholastic News
- Laptops
- Study Island
- Kahoot!

Accommodations & Modifications *for Spec. Ed., ELL, GT, & At Risk Students*

- Allow oral responses
- Allow verbalization before writing
- Use audio materials when necessary
- Modify homework assignments
- Read tests aloud
- Provide math manipulatives as necessary
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Expanding time for free reading
- Chunking Content
- Use mnemonic devices
- Provide a cueing system
- Untimed and/or extended test taking time
- Shorten assignments to focus on mastery concept
- Leveled Reading Materials
- Acronyms
- Graphic Organizers
- Notes Provided
- Check agenda book for parent(s) communication
- Read directions aloud
- Assignment, Project, and Assessment Modification Based on Individual Student Needs
- Speech to Text/Text to Speech Features in Google Apps
- Technology assisted instruction
- Preferential seating utilized
- Redirect student(s) as necessary
- Student choice for project or approach to assignment
- Inquiry-Based Learning
- Genius Hour

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*. Association for Supervision and Curriculum Development

English Language Arts- Grade 3

Unit # 3

Title: Lesson Learned

Pacing: 6 weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational

- 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.

Reading Informational

- 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.3.3. 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.3.6. 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.3.8. 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.

Reading Literature

- 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).

Reading Literature Continued

- 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 or above, with scaffolding as needed.

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.
 - A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - B. Develop the topic with facts, definitions, and details.
 - C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - 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. Use temporal words and phrases to signal event order.
 - D. Provide a sense of closure.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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 & 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.3.3. 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.

Speaking & Listening Continued

- 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.
 - 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 between them depending on what is to be modified.
 - H. Use coordinating and subordinating conjunctions.
 - I. Produce simple, compound, and complex sentences.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize appropriate words in titles.
 - B. Use commas in addresses.
 - C. Use commas and quotation marks in dialogue.
 - 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.
 - A. Choose words and phrases for effect.
 - 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.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and 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*).
 - C. 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*).

<p>Enduring Understandings <i>Students will understand...</i></p>	<p>Essential Questions <i>Students will consider...</i></p>		
<ul style="list-style-type: none"> ● Writers can explain a topic with facts and details in an organized manner. ● Readers use nonfiction text features to learn more information. ● Readers can describe their characters and the role they play to the plot of the story. ● Readers can figure out why the author wrote the story based on text and graphic clues. ● Readers can determine the author's point of view on the subject. ● Readers can compare and contrast the characters in the story. 	<ul style="list-style-type: none"> ● How do inventions help athletes? ● Why is it important to grow food crops? ● Why are stories from different cultures important? ● What are some benefits of dogs interacting with people? ● Why are safety rules important? ● How do I determine the author's purpose? ● What are key elements to include when writing an explanatory essay? ● Why is point of view necessary to me as a reader? 		
<p>Knowledge <i>Students will know...</i></p>	<p>Academic Vocabulary</p>		
<ul style="list-style-type: none"> ● Text and graphic features help to aid in the understanding of the story. ● Stories have details that help the plot move along. ● Details are an important piece of information to further my explanation and/or reason. ● Informational text will teach me facts to build upon my prior knowledge. ● Stories can have a central message, theme, or moral. ● Characters have traits, motivations, and feelings that may be similar or different than each other. ● When speaking and writing we can use either formal or informal language based on our audience. ● A person's point of view is how they think or feel about a subject. ● When authors write, they have a reason or purpose for doing so. ● Explanatory essays tell what, why, or how about a topic using facts and details. 	<p>Informational Text</p> <p>Effect</p> <p>Informative</p> <p>Author's Purpose</p> <p>Trait</p> <p>Similar</p> <p>Points of View</p>	<p>Sequence</p> <p>Trickster Tale</p> <p>Paragraph</p> <p>Summarize</p> <p>Motive</p> <p>Different</p> <p>Fact</p>	<p>Cause</p> <p>Legend</p> <p>Research</p> <p>Topic</p> <p>Detail</p> <p>Motivation</p> <p>Explanatory</p>
<p>Skills <i>Students will be able to...</i></p>			
<p>As a reader:</p> <ul style="list-style-type: none"> ● Identify sequence of events in a text ● Use text and graphic features to locate information ● Learn factual information about a topic ● Analyze directions in a text ● Use story details to identify the theme of a story ● Distinguish point of view ● Use headings to locate information ● Compare and contrast characters in a story ● Identify the message or lesson of a story ● Analyze a map ● Determine author's purpose ● Distinguish point of view ● Identify characters' traits, motivations, and feeling 			

Skills Continued

Students will be able to...

As a reader continued:

- Recognize when to use formal and informal language
- Analyze steps in a procedure

As a writer:

- Write to explain by using a cause-effect paragraph, compare-and-contrast paragraph, and/or informative paragraphs along with facts details to support.
- Will use linking words or phrases
- Follow the writing process: brainstorming, drafting, revising, editing, and publishing for an explanatory essay

In Language Development and Foundational Skills:

- Use vocabulary strategies of suffixes (-less,-ful, -ous), idioms, homophones and homographs, prefixes (in-,im-), using a thesaurus
- Apply grade appropriate grammar skills: more plural nouns, writing quotations, subject-verb agreement, pronoun-verb agreement, verb tenses
- Apply grade appropriate phonics skills

21ST Century/ Interdisciplinary Themes

21st Century Skills

Global Awareness
Financial, Business, & Entrepreneurial Literacy
 Civic Literacy
Environmental Literacy
Health Literacy

Creativity & Innovation
Communication & Collaboration
Media Literacy
Critical Thinking & Problem Solving
Information Literacy
Information, Communication, & Technology
Life & Career Skills

Stage 2- Assessment Evidence

Formative Assessments

Student Self-Assessment

Common Assessments

- Anecdotal records
- Homework
- Class work
- Skill-assessments (vocabulary, phonics/decoding, spelling, comprehension)
- Teacher observation
- Comprehension assessments
- Graphic Organizers
- Conferencing

- Writer’s Notebook revisions and checklists
- Reading response journals
- Student reflections on learning scale, exit tickets, or rubric

- *Reading Inventory*
- Writing task: Explanatory Essay
- Summative Assessment: Unit Test

Stage 3- Learning Plan

Suggested Learning Activities

- Scholastic News Magazine (whole class or small group)
- Literacy centers
- Small group work
- Word study with word patterns
- Close reader utilized for the supporting text
- Guided readers and/or vocabulary readers to tie in each story
- Writer's Workshop: Informational writing (mixture of whole, small group, and individual conferences)
- Whole class instruction using I do, We do, You do model
- Utilize you-tube videos to give children prior knowledge to some of the stories
- Retelling cards

Resources/Instructional Materials *(articles, novels, websites, books, magazines, art, media)*

Student Resources:

- Student Book
- Practice Book
- Decodable Readers
- Leveled Readers
- Vocabulary Readers
- Student Notebook

Teacher Resources:

- Journeys Unit 3 – Teacher's Edition
- Vocabulary in Context Cards
- Instructional Cards Kit
- Grab and Go Kit
- Scholastic News

Technology Resources

- Think Central
- Newsela
- Google Apps
- Reading Inventory
- Brain Pop
- YouTube
- ReadWorks
- United Streaming
- Scholastic News
- Laptops
- Study Island
- Kahoot!

Accommodations & Modifications ***for Spec. Ed., ELL, GT, & At Risk Students***

- Allow oral responses
- Allow verbalization before writing
- Use audio materials when necessary
- Modify homework assignments
- Read tests aloud
- Provide math manipulatives as necessary
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Expanding time for free reading
- Chunking Content
- Use mnemonic devices
- Provide a cueing system
- Untimed and/or extended test taking time
- Shorten assignments to focus on mastery concept
- Leveled Reading Materials
- Acronyms
- Graphic Organizers
- Notes Provided
- Check agenda book for parent(s) communication
- Read directions aloud
- Assignment, Project, and Assessment Modification Based on Individual Student Needs
- Speech to Text/Text to Speech Features in Google Apps
- Technology assisted instruction
- Preferential seating utilized
- Redirect student(s) as necessary
- Student choice for project or approach to assignment
- Inquiry-Based Learning
- Genius Hour

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*. Association for Supervision and Curriculum Development

English Language Arts- Grade 3

Unit # 4

Title: Natural Wonders

Pacing: 6 weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational

- 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.

Reading Informational

- 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.3.3. 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.3.6. 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.3.8. 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.

Reading Literature

- 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).

Reading Literature Continued

- 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 or above, with scaffolding as needed.

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.
 - A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - B. Develop the topic with facts, definitions, and details.
 - C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - 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. Use temporal words and phrases to signal event order.
 - D. Provide a sense of closure.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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 & 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.3.3. 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.

Speaking & Listening Continued

- 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.
 - 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 between them depending on what is to be modified.
 - H. Use coordinating and subordinating conjunctions.
 - I. Produce simple, compound, and complex sentences.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize appropriate words in titles.
 - B. Use commas in addresses.
 - C. Use commas and quotation marks in dialogue.
 - 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.
 - A. Choose words and phrases for effect.
 - 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.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and 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*).
 - C. 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*).

<p>Enduring Understandings <i>Students will understand...</i></p>	<p>Essential Questions <i>Students will consider...</i></p>		
<ul style="list-style-type: none"> • Readers need to get their mind ready for the type of text they are reading to deepen their understanding. • Readers can recount the events of a story. • Readers build their understanding about their world through informational text. • Readers navigate informational text using text and graphic features. • Poetry, folktales, fables, and myths have a variety of elements to convey a central message, theme, lesson or moral. • Readers utilize text and graphic features to form conclusions. • Writer persuade others by proving their thinking with research. 	<ul style="list-style-type: none"> • Why is it important to take care of our environment? • What can fossils tell us about the past? • What are some differences among types of trees? • How members of a community help each other? • What are the coldest places on Earth like? • How will thinking about the topic help me to deepen my understanding and vocabulary of the story? • How do I persuade someone to take my side? 		
<p>Knowledge <i>Students will know...</i></p>	<p>Academic Vocabulary</p>		
<ul style="list-style-type: none"> • Fiction stories follow a plan and knowing this plan helps you talk and understand the story. • Opinions and conclusions can be formed as you read a story. • Stories can have a central message, theme, or moral. • Text and graphic features help to aid in the understanding of the story. • Sentences and illustrations from a story can help to prove my thinking. • All stories have a big idea and details to support. • Different topics have specific vocabulary words that are associated with that specific topic. • Poems use rhyme, rhythm, and figurative language to express feelings and create vivid images. 	<p>Story Structure</p> <p>Point of View</p> <p>Graphic Features</p> <p>Supporting Details</p> <p>Myth</p> <p>Conclusion</p>	<p>Theme</p> <p>Distinguish</p> <p>Scene</p> <p>Literal</p> <p>Author’s Purpose</p> <p>Main Idea</p>	<p>Story Element</p> <p>Interpret</p> <p>Central Message</p> <p>Nonliteral</p> <p>Text Features</p> <p>Interpret</p>
<p align="center">Skills <i>Students will be able to...</i></p>			
<p>As a reader:</p> <ul style="list-style-type: none"> • Analyze story structure • Use text details to identify the theme of story • Recognize the elements of humorous fiction • Explore an author’s series books about a character • Use evidence from the text to draw conclusions • Distinguish students point of view from the author’s • Learn factual information about finding fossils • Interpret information in charts • Use text and graphic features to help locate and understand information • Determine the meaning of domain specific vocabulary • Appreciate sound and rhythm in poetry • Recognize the structure and pattern of a poem • Analyze how the scenes build upon previous scenes in a play 			

Skills Continued

Students will be able to...

As a reader continued:

- Identify the message of the story
- Understand factual information in a newspaper article
- Interpret information in photographs and captions
- Identify the main ideas and supporting details in a text
- Identify the literal and nonliteral meanings of words and phrases
- Recognize that a myth reflects the cultural beliefs of a group
- Describe the message of a myth
- Identify main ideas and details that support them
- Learn how scientists investigate their ideas
- Read to understand author's purpose

As a writer:

- Write a persuasive essay
- Follow the writing process: brainstorming, drafting, revising, editing, and publishing for a persuasive essay

In Language Development and Foundational Skills:

- Use vocabulary strategies of context clues, suffix (-ly), word roots, prefixes (pre-,re-,bi-), dictionary/glossary
- Apply grade appropriate grammar skills: adjectives and articles, comparative adjectives, helping verbs, irregular verbs, adverbs
- Apply grade appropriate phonics skills

21ST Century/ Interdisciplinary Themes

Global Awareness
Financial, Business, & Entrepreneurial Literacy
Civic Literacy
Environmental Literacy
Health Literacy

21st Century Skills

Creativity & Innovation
Communication & Collaboration
Media Literacy
Critical Thinking & Problem Solving
Information Literacy
Information, Communication, & Technology
Life & Career Skills

Stage 2- Assessment Evidence

Formative Assessments

- Anecdotal records
- Homework
- Class work
- Skill-assessments (vocabulary, phonics/decoding, spelling, comprehension)
- Teacher observation
- Comprehension assessments
- Graphic Organizers
- Conferencing

Student Self-Assessment

- Writer's Notebook revisions and checklists
- Reading response journals
- Student reflections on learning scale, exit tickets, or rubric

Common Assessments

- *Reading Inventory*
- Writing task: Persuasive Essay
- Summative Assessment: Unit Test

Stage 3- Learning Plan

Suggested Learning Activities

- Extended Reading: BOY, WERE WE WRONG ABOUT DINOSAURS!
- Graphic organizer for Opinion Writing (OREO)
- Scholastic News Magazine (whole class or small group)
- Literacy centers
- Small group work
- Word study with word patterns
- Close reader utilized for the supporting text
- Guided readers and/or vocabulary readers to tie in each story
- Writer's Workshop: Writing techniques (mixture of whole, small group, and individual conferences)
- Whole class instruction using I do, We do, You do model
- Utilize you-tube videos to give children prior knowledge to some of the stories.
- Link to Science Units on fossils and habitats
- Iditarod Unit
- Literature Circles

Resources/Instructional Materials

(articles, novels, websites, books, magazines, art, media)

Student Resources:

- Student Book
- Practice Book
- Decodable Readers
- Leveled Readers
- Vocabulary Readers
- Student Notebook
- BOY, WERE WE WRONG ABOUT DINOSAURS! text exemplar

Teacher Resources:

- Journeys Unit 4 – Teacher's Edition
- Vocabulary in Context Cards
- Instructional Cards Kit
- Grab and Go Kit
- Scholastic News
- Storywork Jr. for opinion articles

Technology Resources

- Think Central
- Reading Inventory
- ReadWorks
- Scholastic News
- Study Island
- Newsela
- Brain Pop
- United Streaming
- Laptops
- Kahoot!
- Google Apps
- YouTube

Accommodations & Modifications *for Spec. Ed., ELL, GT, & At Risk Students*

- Allow oral responses
- Allow verbalization before writing
- Use audio materials when necessary
- Modify homework assignments
- Read tests aloud
- Provide math manipulatives as necessary
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Expanding time for free reading
- Chunking Content
- Use mnemonic devices
- Provide a cueing system
- Untimed and/or extended test taking time
- Shorten assignments to focus on mastery concept
- Leveled Reading Materials
- Acronyms
- Graphic Organizers
- Notes Provided
- Check agenda book for parent(s) communication
- Read directions aloud
- Assignment, Project, and Assessment Modification Based on Individual Student Needs
- Speech to Text/Text to Speech Features in Google Apps
- Technology assisted instruction
- Preferential seating utilized
- Redirect student(s) as necessary
- Student choice for project or approach to assignment
- Inquiry-Based Learning
- Genius Hour

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*. Association for Supervision and Curriculum Development.

English Language Arts- Grade 3

Unit # 5

Title: Going Places

Pacing: 6 weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational

- 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.

Reading Informational

- 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.3.3. 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.3.6. 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.3.8. 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.

Reading Literature

- 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).

Reading Literature Continued

- 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 or above, with scaffolding as needed.

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.
 - A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - B. Develop the topic with facts, definitions, and details.
 - C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - 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. Use temporal words and phrases to signal event order.
 - D. Provide a sense of closure.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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 & 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.3.3. 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.

Speaking & Listening Continued

- 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.
 - 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 between them depending on what is to be modified.
 - H. Use coordinating and subordinating conjunctions.
 - I. Produce simple, compound, and complex sentences.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize appropriate words in titles.
 - B. Use commas in addresses.
 - C. Use commas and quotation marks in dialogue.
 - 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.
 - A. Choose words and phrases for effect.
 - 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.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and 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*).
 - C. 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*).

<p>Enduring Understandings <i>Students will understand...</i></p>	<p>Essential Questions <i>Students will consider...</i></p>		
<ul style="list-style-type: none"> • Readers need to get their mind ready for the type of text they are reading to deepen their understanding. • Readers build their understanding about their world through informational text. • Readers think about why the author wrote the story • Readers navigate informational text using text and graphic features. • Readers think about the story structure to analyze the text. • Readers utilize text and graphic features to form conclusions. • Writer create stories based on fictional characters • Readers can study a topic and think about similarities and differences in the factual information. 	<ul style="list-style-type: none"> • What was life on the prairie like for the pioneers? • Why do animals migrate to other places? • How can people communicate over long distances? • What changes do volcanoes cause? • Why do mountain climbers need to be well prepared? 		
<p>Knowledge <i>Students will know...</i></p>	<p>Academic Vocabulary</p>		
<ul style="list-style-type: none"> • Our view points can be the same or different as the character in the story. • Information in a text (words and text features) can have similarities and differences when learning about a subject. • Authors make choices about the flow and language of their story. • Illustrations can set the tone of the story. • Fiction stories follow a plan and knowing this plan helps you talk and understand the story. • Stories can have a central message, theme, or moral. • Characters learn lessons. • Text and graphic features help to aid in the understanding of the story. • Sentences and illustrations from a story can help to prove my thinking. • Timelines can help us sequence events. • All stories have a big idea and details to support. • Information can be presented in a variety of formats. 	<p>Story Structure</p> <p>Captain</p> <p>Compare</p> <p>Tone</p> <p>Formal Language</p> <p>Author’s Purpose</p> <p>Root Word</p>	<p>Narrator</p> <p>Similarity</p> <p>Contrast</p> <p>Fable</p> <p>Informal Language</p> <p>Fictional Narrative</p> <p>Analogy</p>	<p>Diagram</p> <p>Differences</p> <p>Mood</p> <p>Central Message</p> <p>Timeline</p> <p>Base Word</p> <p>Shades of Meaning</p>
<p align="center">Skills <i>Students will be able to...</i></p>			
<p>As a reader:</p> <ul style="list-style-type: none"> • Analyze how characters’ actions contribute to the story structure • Distinguish one’s own point of view from that of a character or narrator • Learn facts and information about different kinds of wagons • Interpret details, captions, and labels in a diagram • Compare and contrast information in a text • Analyze the author’s choice of words • Understand that a fable is a short story in which a character learns a lesson • Identify the message of a fable 			

Skills Continued
Students will be able to...

As a reader continued:

- Follow the sequence of events in a story
- Distinguish between formal and informal language
- Learn information from an online encyclopedia about how mail in the U.S has been delivered
- Interpret events on a timeline
- Use text details to determine an author’s purpose
- Explain how illustrations contribute to the mood of a story
- Learn about volcanoes through a magazine article
- Interpret information in a diagram
- Interpret information in text and graphic features
- Identify main ideas and supporting details in a text
- Recognize that a play tells a story through the words and actions of a characters
- Understand that stage directions give information about the characters and setting in a play

As a writer:

- Write a fictional narrative using description, dialogue, and elaboration
- Follow the writing process: brainstorming, drafting, revising, editing, and publishing for a fictional narrative

In Language Development and Foundational Skills:

- Use vocabulary strategies of prefixes (non-), root words, suffixes (-er, -est), shades of meaning, analogies
- Apply grade appropriate grammar skills: comparative adverbs, making comparisons, possessive nouns and pronouns, complex sentences, comparative words
- Apply grade appropriate phonics skills

21 ST Century/ Interdisciplinary Themes	21 st Century Skills
<u>Global Awareness</u> <u>Financial, Business, & Entrepreneurial Literacy</u> <u>Civic Literacy</u> <u>Environmental Literacy</u> Health Literacy	<u>Creativity & Innovation</u> <u>Communication & Collaboration</u> <u>Media Literacy</u> <u>Critical Thinking & Problem Solving</u> <u>Information Literacy</u> <u>Information, Communication, & Technology</u> <u>Life & Career Skills</u>

Stage 2- Assessment Evidence

<i>Formative Assessments</i>	<i>Student Self-Assessment</i>	<i>Common Assessments</i>
<ul style="list-style-type: none">● Anecdotal records● Homework● Class work● Skill-assessments (vocabulary, phonics/decoding, spelling, comprehension)● Teacher observation● Comprehension assessments● Graphic Organizers● Conferencing	<ul style="list-style-type: none">● Writer's Notebook revisions and checklists● Reading response journals● Student reflections on learning scale, exit tickets, or rubric	<ul style="list-style-type: none">● <i>Reading Inventory</i>● Writing task: Fictional Narrative● Summative Assessment: Unit Test

Stage 3- Learning Plan

Suggested Learning Activities

- Review of all 3 types of writing as well as finish the story pieces.
- Review of literary terms
- Scholastic News Magazine (whole class or small group)
- Literacy centers
- Small group work
- Word study with word patterns
- Close reader utilized for the supporting text
- Guided readers and/or vocabulary readers to tie in each story
- Writer's Workshop: Writing techniques (mixture of whole, small group, and individual conferences)
- Whole class instruction using I do, We do, You do model
- Utilize you-tube videos to give children prior knowledge to some of the stories.
- Literature Circles
- Oliver K Woodman has many activities to allow for learning about the US or World
- Create a brochure for someone who would be interested in climbing Mt. Everest
- Volcano lessons and the state of Hawaii

Resources/Instructional Materials
(articles, novels, websites, books, magazines, art, media)

Student Resources:

- Student Book
- Practice Book
- Decodable Readers
- Leveled Readers
- Vocabulary Readers
- Student Notebook
- Adventure Magazine

Teacher Resources:

- Journeys Unit 5 – Teacher’s Edition
- Vocabulary in Context Cards
- Instructional Cards Kit
- Grab and Go Kit
- Scholastic News
- Storywork Jr. for opinion articles
- PARCC Practice Tests

Technology Resources

- | | | | | |
|-----------------|---------------------|--------------------|-------------------|----------------|
| ● Think Central | ● Reading Inventory | ● ReadWorks | ● Scholastic News | ● Study Island |
| ● Newsela | ● Brain Pop | ● United Streaming | ● Laptops | ● Kahoot! |
| ● Google Apps | ● YouTube | | | |

Accommodations & Modifications
for Spec. Ed., ELL, GT, & At Risk Students

- | | | |
|---|---|--|
| ● Allow oral responses | ● Use mnemonic devices | ● Assignment, Project, and Assessment Modification Based on Individual Student Needs |
| ● Allow verbalization before writing | ● Provide a cueing system | ● Speech to Text/Text to Speech Features in Google Apps |
| ● Use audio materials when necessary | ● Untimed and/or extended test taking time | ● Technology assisted instruction |
| ● Modify homework assignments | ● Shorten assignments to focus on mastery concept | ● Preferential seating utilized |
| ● Read tests aloud | ● Leveled Reading Materials | ● Redirect student(s) as necessary |
| ● Provide math manipulatives as necessary | ● Acronyms | ● Student choice for project or approach to assignment |
| ● Restate, reword, clarify directions | ● Graphic Organizers | ● Inquiry-Based Learning |
| ● Re-teach concepts using small groups | ● Notes Provided | ● Genius Hour |
| ● Provide educational “breaks” as necessary | ● Check agenda book for parent(s) communication | |
| ● Expanding time for free reading | ● Read directions aloud | |
| ● Chunking Content | | |

English Language Arts- Grade 3

Unit # 6

Title: Make Your Mark

Pacing: 6 weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational

- 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.

Reading Informational

- 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.3.3. 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.3.6. 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.3.8. 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.

Reading Literature

- 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).

Reading Literature Continued

- 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 or above, with scaffolding as needed.

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.
 - A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - B. Develop the topic with facts, definitions, and details.
 - C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - 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. Use temporal words and phrases to signal event order.
 - D. Provide a sense of closure.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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 & 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.3.3. 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.

Speaking & Listening Continued

- 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.
 - 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 between them depending on what is to be modified.
 - H. Use coordinating and subordinating conjunctions.
 - I. Produce simple, compound, and complex sentences.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize appropriate words in titles.
 - B. Use commas in addresses.
 - C. Use commas and quotation marks in dialogue.
 - 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.
 - A. Choose words and phrases for effect.
 - 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.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and 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*).
 - C. 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*).

<p>Enduring Understandings <i>Students will understand...</i></p>	<p>Essential Questions <i>Students will consider...</i></p>		
<ul style="list-style-type: none"> ● Readers analyze characters to see how they affect plot. ● Readers utilize text and graphic features to enhance the meaning of text. ● Familiar genres allows readers to know the characteristics of the text. ● Readers build their understanding about their world through informational text. ● Readers read all different styles of text. ● Readers decipher between facts and opinions. ● Writers use facts from research to convey their information. ● Writers can teach others. 	<ul style="list-style-type: none"> ● How does having a goal help people succeed? ● How would your life be different without magnets? ● What are some benefits of being physically active? ● What can you learn from champions? ● How can children and adults learn from each other? 		
<p>Knowledge <i>Students will know...</i></p>	<p>Academic Vocabulary</p>		
<ul style="list-style-type: none"> ● Researchers study something and find information about it. ● Information writers include a topic, details (facts), and concluding statement. ● Characters have an effect on how the story unfolds. ● Stories have a big idea of what it is mostly about and details to support it. ● Stories have a problem and solution. ● Newspaper articles present the most important information first. ● Fiction stories follow a plan and knowing this plan helps you talk and understand the story. ● Text and graphic features help to aid in the understanding of the story. ● Sentences and illustrations from a story can help to prove my thinking. ● Information can be presented in a variety of formats. ● Readers use story details and their own experiences to figure out something that the author does not state. 	<p>Main Idea</p> <p>Prefix</p> <p>Homophone</p> <p>Problem</p> <p>Effect</p> <p>Opinion</p> <p>Text Evidence</p>	<p>Supporting Detail</p> <p>Compare</p> <p>Homograph</p> <p>Solution</p> <p>Scientific</p> <p>Fact</p> <p>Historical</p>	<p>Suffix</p> <p>Contrast</p> <p>Research</p> <p>Cause</p> <p>Detail</p> <p>Captails</p> <p>Event</p>
<p style="text-align: center;">Skills <i>Students will be able to...</i></p>			
<p><i>As a reader:</i></p> <ul style="list-style-type: none"> ● Determine main idea and identify how details support them ● Analyze and evaluate an author’s use of examples and text evidence ● Understand how maps can enhance the meaning of a text ● Determine the moral of a folklore ● Analyze characters ● Learn more about creature from the jungles of Brazil ● Describe the cause-and-effect relationships in scientific ideas ● Learn scientific information about magnets ● Understand how sidebars and photographs can enhance the meaning of a text ● Examine a photo essay ● Explore the relationship between photographs and captions ● Analyze characters 			

Skills Continued

Students will be able to...

As a reader continued:

- Describe how traits, motivations, and feelings of characters contribute to the sequence of events.
- Determine main ideas and details in a text
- Learn more about a historical event
- Use details to draw conclusions about a text
- Identify problems and solution in a text
- Analyze characters
- Identify the structure and purpose of a news article
- Examine the use of facts in a news article
- Identify the main ideas and supporting details
- Describe the relationship between historical events
- Distinguish between fact and opinion, cause/effect
- Explore how the cultural tradition of capoeira evolved and changed

As a writer:

- Write an informative piece using compare and contrast paragraphs, problem-solution paragraph, instructions, and other text features
- Write a research report with a topic, organization, facts, definitions, details, and a concluding statement.
- Follow the writing process: brainstorming, drafting, revising, editing, and publishing for research report

In Language Development and Foundational Skills:

- Use vocabulary strategies of suffix (-ion), homographs and homophones), word roots, prefixes (un-, dis-), compound words
- Apply grade appropriate grammar skills: abbreviations, contractions, commas in sentences, what is a preposition, correct pronouns
- Apply grade appropriate phonics skills

21ST Century/ Interdisciplinary Themes

Global Awareness

Financial, Business, & Entrepreneurial Literacy

Civic Literacy

Environmental Literacy

Health Literacy

21ST Century Skills

Creativity & Innovation

Communication & Collaboration

Media Literacy

Critical Thinking & Problem Solving

Information Literacy

Information, Communication, & Technology

Life & Career Skills

Stage 2- Assessment Evidence

<i>Formative Assessments</i>	<i>Student Self-Assessment</i>	<i>Common Assessments</i>
<ul style="list-style-type: none">● Anecdotal records● Homework● Class work● Skill-assessments (vocabulary, phonics/decoding, spelling, comprehension)● Teacher observation● Comprehension assessments● Graphic Organizers● Conferencing	<ul style="list-style-type: none">● Writer's Notebook revisions and checklists● Reading response journals● Student reflections on learning scale, exit tickets, or rubric	<ul style="list-style-type: none">● <i>Reading Inventory</i>● Writing piece: Research Report● Summative Assessment: Unit Test● End of the Year Benchmark

Stage 3- Learning Plan

Suggested Learning Activities

- Extended Reading trade book: Capoeira
- Scholastic News Magazine (whole class or small group)
- Literacy centers
- Small group work
- Word study with word patterns
- Close reader utilized for the supporting text
- Guided readers and/or vocabulary readers to tie in each story
- Writer's Workshop: Writing techniques (mixture of whole, small group, and individual conferences)
- Whole class instruction using I do, We do, You do model
- Utilize you-tube videos to give children prior knowledge to some of the stories.
- Literature Circles/ Novel Study

Resources/Instructional Materials

(articles, novels, websites, books, magazines, art, media)

Student Resources:

- Student Book
- Practice Book
- Decodable Readers
- Leveled Readers
- Vocabulary Readers
- Student Notebook
- *Capoeira*

Teacher Resources:

- Journeys Unit 6 – Teacher's Edition
- Vocabulary in Context Cards
- Instructional Cards Kit
- Grab and Go Kit
- Scholastic News

Technology Resources

- Think Central
- Newsela
- Google Apps
- Reading Inventory
- Brain Pop
- YouTube
- ReadWorks
- United Streaming
- Scholastic News
- Laptops
- Study Island
- Kahoot!

Accommodations & Modifications for Spec. Ed., ELL, GT, & At Risk Students

- Allow oral responses
- Allow verbalization before writing
- Use audio materials when necessary
- Modify homework assignments
- Read tests aloud
- Provide math manipulatives as necessary
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Expanding time for free reading
- Chunking Content
- Use mnemonic devices
- Provide a cueing system
- Untimed and/or extended test taking time
- Shorten assignments to focus on mastery concept
- Leveled Reading Materials
- Acronyms
- Graphic Organizers
- Notes Provided
- Check agenda book for parent(s) communication
- Read directions aloud
- Assignment, Project, and Assessment Modification Based on Individual Student Needs
- Speech to Text/Text to Speech Features in Google Apps
- Technology assisted instruction
- Preferential seating utilized
- Redirect student(s) as necessary
- Student choice for project or approach to assignment
- Inquiry-Based Learning
- Genius Hour

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*. Association for Supervision and Curriculum Development.