



**Allamuchy Township School District
Allamuchy, NJ**

**English Language Arts
Grade 3**

CURRICULUM GUIDE

September 8, 2019

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**This curriculum may be modified through varying techniques,
strategies and materials, as per an individual student's
Individualized Education Plan (IEP).**

**Approved by the Allamuchy Board of Education
At the regular meeting held on September 23, 2019**

And

***Aligned with the New Jersey Core Curriculum Content Standards
And Common Core Content Standards***

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Philosophy and Rationale

The Allamuchy Township School District's K-5 Language Arts Curriculum aligns with the Common Core English Language Arts State Standards and Literacy in preparation for college and career readiness. Students who are prepared for high school, and are college and career ready, will demonstrate independence, build strong content knowledge, respond and communicate, comprehend and critique, value evidence, use technology and digital media strategically and capably, and come to understand other perspectives and cultures. Each grade level is divided into strands, which include reading, writing, speaking and listening, and language. Allamuchy Township School incorporates various opportunities for students to experience using their skills both inside and outside of the classroom through outdoor education. Language Arts skills increase systematically in each grade level so students can gain adequate exposure to different texts and tasks. The curriculum allows students to explore interdisciplinary connections through Language Arts and utilize Language Arts skills within the content areas. Students will be introduced to a variety of text types including stories, drama, poetry, and non-fiction. Learning to read literature, write, speak and listen for comprehension enables students to discover personal meaning and success throughout their lives. Learning to use the English language gives students a range of skills and applications for success throughout their lives.

Mission Statement

Building on tradition and success, the mission of the Allamuchy Township School District is to foster a caring and creative environment where students grow as learners and citizens while developing 21st century skills. We provide a culture for social emotional learning that contributes to a positive school climate, increased academic success, and a sense of ownership within the community.

The Allamuchy Learner

The Allamuchy Township School District pursues a holistic approach to encouraging the educational growth of every student. We consider each student as an individual with particular strengths and weaknesses, likes and dislikes and varying motivations. The goal of the Allamuchy educational program is to develop young people who are curious, well rounded, knowledgeable, caring, respectful and responsible so that they can evolve into self-sufficient and confident citizens and members of a diverse society.

Scope and Sequence

Unit 1: Growing & Learning

Comprehension Skills and Strategies:

- Target Skills: Main Idea, Understanding Characters, Sequence of Events, Text and Graphic Features, Story Structure, Cause and Effect, Compare and Contrast
- Target Strategies: Summarize, Infer/Predict, Monitor/Clarify, Question, Analyze/Evaluate

Writing:

- Writing Mode: Write to Narrate: Descriptive Paragraph Focus Trait: Word Choice: Exact Words, : Friendly Letter Focus Trait Ideas: Audience and Purpose, Express Thoughts and Feelings, Important, Interesting Details, Time Order Transition Words

Foundational Skills:

- Short Vowels: a, i, o, u, e . Words with the VCCV Pattern, Words with the VCe Pattern, Common Vowel Pairs ai, ay, ee, ea, Long o Spelled oa, ow, Long i spelled i, ie, igh

Grammar:

- Subjects and predicates, Kinds of Sentences Writing Mode, Sentence Fragments and Run Ons, Common and Proper Nouns Writing Mode, Plural Nouns with -s and -es Writing Mode

Vocabulary:

- Multiple-Meaning Words, Prefix mis- ,Compound Words, Antonyms, Give and Follow directions

Fluency:

- Accuracy: word recognition, Intonation

Speaking and listening:

- Listen for a Purpose Target, Use Nonverbal Cues,: Hold a Conversation or Discussion

Unit 2: Figure It Out

Comprehension Skills and Strategies:

- Target Skills: Sequence of Events, Text and Graphic Features, Conclusions, Cause and Effect, Main Idea and details.
- Target Strategies: Question, Analyze Evaluate, Infer and Predict, Monitor & Clarify

Writing:

- Write to Respond, Focus Trait: Ideas, Compare and Contrast Paragraph, Summary Paragraph, Response to Literature, Focus Trait: Organization

Foundational Skills:

- Words with the VCV Pattern, Three Letter Clusters (scr-, spr-, str-, thr-),Silent Letters kn, wr, Vowel Diphthongs ow, ou, Words with au, aw, al.

Grammar:

- What is a verb? Pronouns, Simple Subjects, Simple Predicts, Commas in a Series, Verb Tenses

Vocabulary:

- Target VOCABULARY: Suffixes -er -or, Listen for Sequence, Synonyms, Multiple Meaning Words, Dictionary/ Glossary Entry, Categorize and Classify

Fluency: Rate

Speaking and listening:

- Listen for Sequence, Use Nonverbal Cues ,Comprehension and Collaboration

Unit 3: One of A Kind

Comprehension Skills and Strategies:

- Target Skills: Story Structure, Skill Compare and Contrast, Author's Purpose, Understanding Characters
- Target Strategies: Visualize, Analyze/Evaluate, Summarize, Predict / Infer

Writing:

- Descriptive Paragraph, Write to Narrate, Narrative Poem, Autobiography

Foundational Skills:

- Vowel Diphthongs oi, oy, Homophones Words ending in –er, le, Contractions with n't, 'd, 've, Words with ar, or, are, Words with er, ir, ur, or

Grammar:

- Plural Nouns, Proper Nouns, Verb agreement, Pronouns and Verbs, Forming the past tense

Vocabulary:

- Suffixes –y, -ful, -ous, Using a Thesaurus, idioms, homographs, Prefix in-, im-, (meaning “not”), Vocabulary Strategies, Using a Thesaurus

Fluency:

- Phrasing, stress, rate, accuracy, expression

Speaking and listening:

- Listen for sequence, Comprehension and collaboration

Unit 4: Meet the Challenge**Comprehension Skills and Strategies:**

- Target Skills: Author’s Purpose, Conclusions, Text and Graphic features, Understanding Characters
- Target Strategies: Monitor/ Clarify, Visualize, Question, Summarize, Infer/ Predict

Writing:

- Persuasive Letter, Focus Trait: Voice, Write to Persuade: Paragraph, Problem Solving Solution Paragraph, Persuasive Essay

Foundational Skills:

- Compound Words, Vowel sounds in spoon and wood, Words with /k/ and /kn/, Words with /j/ and /s/ Words with VCCCV Pattern, Words with air, ear, are.

Grammar:

- What is an Adjective? Using the Verb be and helping verbs, Irregular Verbs, Contractions

Vocabulary:

- Dictionary/Glossary, Categorize and classify

Fluency: Intonation, Stress, Rate, Phrasing**Speaking and listening:**

- Comprehension and Collaboration, Listen for Sequence

Unit 5: Take Action**Comprehension Skills and Strategies:**

- Target Skills: Skill: Fact and Opinion, Compare and Contrast, Skill Sequence of Events, Author’s Purpose, Text and Graphic function
- Strategy: Visualize, Question, Analyze / Evaluate, Infer/Predict

Writing:

- Write to express, Word Choice, ideas

Foundational Skills:

- Suffixes -less, -ness, -able, Prefixes un-, pre-, re-, bi-, Suffixes -ful, -y, -ous, -ly, -er, Spelling Changes: -s, -es, -ed, -ing, Base words and –ed, -ing, Words from other languages

Grammar:

- Possessive Nouns and Possessive Pronouns, Using Proper Nouns, Abbreviations, What is an Adverbs?, What is a Preposition?

Vocabulary:

- Base Words and Prefix non-, Prefixes In-, im-, Suffixes er, est, Analogies

Fluency:

- Expression, Accuracy, Rate, Phrasing, Intonation

Speaking and listening:

- Comprehension and Collaboration

Unit 6: Think It Over**Comprehension Skills and Strategies:**

- Target Skills: Main Ideas and Details, Cause and Effect, Fact and Opinion, Understanding Characters, Conclusions/Generalizations
- Target Strategies: Analyze/Evaluate, Summarize, Visualize, Monitor and Clarify, Question

Writing:

- Write to Inform: Compare/Contrast Paragraph, Problem/Solution Paragraph, Focus Trait: Word choice, Instructions, Prewrite a research Project, Draft and Revise a Research Report,

Foundational Skills:

- Common Final Syllables-tion, -sion, -ture, Double Consonants, Words with ough, augh, Words Ending in -er, -le, Schwa Sound

Grammar:

- Writing Quotations, Possessive Pronouns, Correct Pronouns

Vocabulary:

- Prefixes un- and dis-, Compound Words, Suffix -ion, Homographs/ Homophones, Suffixes: Word Roots

Fluency: Rate, Accuracy, Intonation, Phrasing**Speaking and listening:**

- Comprehension and Collaboration

Scope and Sequence is based on a 180 day school year.

Unit 1

Topic: Growing and Learning

Stage 1:Desired Results

Content Standards:

RL.3.1 Ask and answer questions to demonstrate understanding of a text, and make relevant connections 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 characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

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.

W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3.D Provide a sense of closure.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

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.

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

RF.3.3.C Decode multi-syllable words.

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

RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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.

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

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

SL.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.

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

L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1.H Use coordinating and subordinating conjunctions.

L.3.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2.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.

L.3.3.A Choose words and phrases for effect.

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.

L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.

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).

Essential Questions:

1. What can stories teach you?
2. What can traditions teach you about culture?
3. How do people from different cultures contribute to a community?
4. How can problem solving lead to new ideas?
5. How do landmarks help us understand our country's story?

Enduring Understanding:

1. Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
2. Letters and letter combinations represent sounds.
3. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
4. Fluent readers group words quickly to help them gain meaning from what they read.
5. Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
6. Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.
7. Researchers gather and critique information from different sources for specific purposes.

Knowledge and Skills (SWBAT embedded course proficiencies)

- Students will be able to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Students will be able to recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Students will be able to describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- Students will be able to determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- Students will be able to 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).
- Students will be able to compare and contrast the most important points and key details presented in two texts on the same topic.
- Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Students will be able to use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Students will be able to provide a sense of closure to their writing.
- Students will be able to conduct short research projects that build knowledge about a topic.
- Students will be able to recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Students will be able to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Students will be able to know and apply grade-level phonics and word analysis skills in decoding words.
- Students will be able to decode multi-syllable words.
- Students will be able to read with sufficient accuracy and fluency to support comprehension.
- Students will be able to read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Students will be able to 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.
- Students will be able to come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Students will be able to follow agreed-upon rules 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).
- Students will be able to 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.
- Students will be able to ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- Students will be able to 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.

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies)

Reading:

- By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Writing:

- Write and develop a well written product that is organized, has a introductory sentence and concluding sentence, has a beginning, middle, and end, communicates an on topic idea.

Speaking and Listening:

- 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.

Language:

- Demonstrate demand of the conventions of Standard English grammar and usage when writing or speaking.

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Formative (ongoing)

- Report card/conference and student conferences
- Daily observation of students performance
- Small center group activities
- Guided Reading groups
- Project based learning
- Writing prompt assessments
- Weekly spelling assessments
- Accelerated Reader Quizzes
- Star Reading

Summative:

- NJSLA Test Results

Stage 3: Learning Plan

This Unit is themed Growing and Learning. This is a great topic to start the year with because it is easy to talk about how much we have grown over the summer and what we have experienced on possible vacations.

The first activities that can be taught to introduce the unit are: to ask students; What can stories teach you? What are traditions and what can they teach you about cultures? How do people from different cultures contribute to a community? How can problem solving lead to new ideas?

To incorporate technology, students will be assigned to a research project related to the topic of: “Our Country’s Landmarks“. Students will choose a landmark to research and explore using a variety of methods. Then share what they found with their class.” To organize the project students should 1 plan, 2 gather information and organize it, and 3 complete their project and present it. To differentiate, teachers should allow students to choose how they will present their topic. For example, higher level students may present with a written paper and PowerPoint, average and low students may complete a PowerPoint and a list of facts.

Within the Unit, there are 6 read alouds that focus around the Unit topic. To start the week, the teacher reviews the new vocabulary words, and comprehension skill. To teach new vocabulary, there are a variety of ways a teacher can instruct. Split students up into groups of 2 or 3 and give them a vocabulary word card. On the card, the word is used in a sentence, there is a picture, and the definition is on the back, along with conversation topics to build students understanding of the word(s). Each group has a couple of minutes with the card to discuss, then the group will teach the word to the whole class.. This is a great way to include all students (ELL, SPED, Higher Level, etc). The comprehension skills are taught through an example text, Smart board lesson, or interactive activity. After, the students will be instructed through a whole group text, read aloud on the Smart board. To continue to differentiate, teachers should group students for guided reading based on their reading ability. The groups will either read a leveled reader text with a teacher or work on individual or partner centers that are created based on the Lessons that week.

Below is a list of examples of teaching approaches, differentiation, and instructional techniques that can be used in any unit.

- Model, shared, and guided practice
- Flexible grouping
- Partner reading
- Read aloud

- Choral, echo and repeated readings
- Understanding leveled libraries
- Grouping strategies
- Teacher lead “book talks”
- Partner/pair Share
- Literature Circles
- Individual reading logs
- Posters/anchor charts (classroom listening/sharing rules, classroom procedures, reading strategies)
- Skill-based work stations/ centers
- Listening activities
- Choosing appropriate books instruction
- Writer's Workshop
- Modeling writing through sample experiences
- Shared, guided and independent writing
- Mentor texts/read alouds
- Think alouds
- Reading response journals
- Quick writes or writing prompts
- Small group and individual conferencing
- Matching and memory games with vocabulary words/pictures
- Language Experience Charts
- Journals/ vocabulary journals
- Songs, poems, literature and rhymes
- Daily oral language
- Word study: sound/picture/object/word sorts
- Writer’s Workshop: Shared, Modeled and Independent
- Morning Grammar Warm-ups
- Word walls (interesting words, content words, sight words, etc.)
- Teacher created station activities

Time Allotment

1/6 of the school year

Unit 2

Topic: Figure It Out

Stage 1: Desired Results

Content Standards:

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.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

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

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

RF.3.3.B Decode words with common Latin suffixes.

RF.3.3.C Decode multi-syllable words.

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

RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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

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

L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1.H Use coordinating and subordinating conjunctions.

L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2.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.

L.3.3.A Choose words and phrases for effect.

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.

L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings

L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)

Essential Questions:

1. Why is working together a good way to solve a problem?
2. Why do people immigrate to new places?
3. How do people make government work?
4. How can people help animals survive?
5. How do people figure things out?

Enduring Understanding:

1. Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
2. Letters and letter combinations represent sounds.

3. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
4. Fluent readers group words quickly to help them gain meaning from what they read.
5. Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
6. Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.
7. Researchers gather and critique information from different sources for specific purposes

Knowledge and Skills (SWBAT embedded course proficiencies)

- Students will be able to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Students will be able to determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- Students will be able to 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).
- With guidance and support from adults students will be able to, 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.)
- With guidance and support from peers and adults students will be able to, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)
- Students will be able to Know and apply grade-level phonics and word analysis skills in decoding words.
- Students will be able to identify and know the meaning of the most common prefixes and derivational suffixes.
- Students will be able to decode words with common Latin suffixes.
- Students will be able to decode multi-syllable words.
- Students will be able to read with sufficient accuracy and fluency to support comprehension.
- Students will be able to read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Students will be able to 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.
- Students will be able to come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies)

Reading:

- By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Writing:

- Write and develop a well written product that is organized, has an introductory sentence and concluding sentence, has a beginning, middle, and end, communicates an on topic idea.

Speaking and Listening:

- 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.

Language:

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Formative (ongoing)

- Report card/conference and student conferences
- Daily observation of students performance
- Small center group activities
- Guided Reading groups
- Project based learning
- Writing prompt assessments
- Weekly spelling assessments
- Accelerated Reader Quizzes
- Star Reading

Summative:

- NJSLA Test Results

Stage 3: Learning Plan

The theme for Unit 2 is Figure It Out. The Unit will begin with questions to prompt group discussion: Why is working together a good way to solve a problem? Why do people immigrate to new places? How do people make government work?, How can people help animals survive? How do people figure things out? To incorporate technology students will be doing research on the election process and will be holding their own class elections simulated through a "Zoo Government."

For additional teaching approaches and techniques refer to page 11.

Time Allotment: 1/6 of the school year

Unit 3

Topic: One of A Kind

Stage 1: Desired Results

Content Standards:

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.

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.

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

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

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.

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

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

RF.3.3.C Decode multi-syllable words.

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

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

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

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

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

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

L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1.B Form and use regular and irregular plural nouns.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable pattern, ending rules, meaningful word parts) in writing words

L.3.2.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.

L.3.3.A Choose words and phrases for effect.

L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

L.3.4. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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.

Essential Questions:

1. What makes different animals unique?
2. How can one person change the way you think?
3. What do you know about Earth and its neighbors?
4. What ideas can we get from nature?
5. How is each event in history unique?

Enduring Understanding:

1. Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
2. Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
3. Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.

Knowledge and Skills (SWBAT embedded course proficiencies)

- Students will be able to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Students will be able to determine the main idea of a text; recount the key details and explain how they support the main idea.
- Students will be able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Students will be able to by the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
- With guidance and support from adults students will be able to, 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.)
- With guidance and support from peers and adults students will be able to develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)
- Students will be able to conduct short research projects that build knowledge about a topic.
- Students will be able to recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Students will be able to know and apply grade-level phonics and word analysis skills in decoding words.
- Students will be able to identify and know the meaning of the most common prefixes and derivational suffixes.
- Students will be able to decode multi-syllable words.
- Students will be able to read with sufficient accuracy and fluency to support comprehension.
- Students will be able to read grade-level text with purpose and understanding.
- Students will be able to 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.
- Students will be able to come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Students will be able to ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Students will be able to 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.
- Students will be able to 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.

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies)

Reading:

- By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Writing:

- Write and develop a well written product that is organized, has an introductory sentence and concluding sentence, has a beginning, middle, and end, communicates an on topic idea.

Speaking and Listening:

- 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.

Language:

- Demonstrate demand of the conventions of Standard English grammar and usage when writing or speaking.

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Formative (ongoing)

- Report card/conference and student conferences
- Daily observation of students performance
- Small center group activities
- Guided Reading groups
- Project based learning
- Writing prompt assessments
- Weekly spelling assessments
- Accelerated Reader Quizzes
- Star Reading

Summative:

- NJSLA Test Results

Stage 3: Learning Plan

The theme for Unit 3 is “One of A Kind”. To launch unit three, have a class discussion with the following questions: What makes different animals unique? How can one person change the way you think? What do we know about Earth and its neighbors? What ideas can we get from nature? How is each event in history unique? Encourage students to tell about a book they have read in which the characters were unique in some way. How does the character do it? These questions will launch great conversations about the Unit theme “One of a Kind”. To incorporate technology, students will be assigned to a research project related to the topic of: “Students will make collages of images that express things that are unique or one of a kind. They will then assemble their collages into a mural.” This is a great activity to allow students to discuss and develop opinions and views, collect information and images from virtual sources, and work together to create coherent visual presentations. Students should get the opportunity to plan, gather and organize information and complete a presentation. In continuation of the unit, teachers will read texts that have characters that ‘are one of a kind’ in some way. The topics taught (see knowledge and skills) should be enforced through guided reading and independent or partnered centers.

For additional teaching approaches and techniques refer to page 11.

Time Allotment: 1/6 of the school year

Unit 4

Topic: Meet the Challenge

Stage 1: Desired Results

Content Standards:

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.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed

RI.3.3 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.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

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.

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

RF.3.3.C Decode multi-syllable words.

RF.3.3.D Read grade-appropriate irregularly spelled words.

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

RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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

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.

L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Essential Questions:

1. What choices are good for us?
2. How can you use what you know to help others?
3. How do animals adapt to challenges in their habitat?
4. How are people able to fly?
5. How can others inspire us?

Enduring Understanding:

1. Good writers use a repertoire of strategies that enable them to vary form and style in order to write for different purposes, audiences, and contexts.
2. A writer selects a form based on his purpose.
3. Oral discussion helps to build connections to others and create opportunities for learning.
4. Conventions of language help readers understand what is being communicated

Knowledge and Skills:

- Students will be able to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Students will be able to recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Students will be able to by the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- Students will be able to 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.
- Students will be able to by the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
- With guidance and support from adults, students will be able to, 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.)
- With guidance and support from peers and adults students will be able to develop and strengthen writing as needed by planning, revising, and editing.
- Students will be able to conduct short research projects that build knowledge about a topic.
- Students will be able to recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Students will be able to know and apply grade-level phonics and word analysis skills in decoding words.
- Students will be able to decode multi-syllable words.
- Students will be able to read grade-appropriate irregularly spelled words.
- Students will be able to read with sufficient accuracy and fluency to support comprehension.
- Students will be able to read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Students will be able to use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Students will be able to 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.
- Students will be able to come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Students will be able to follow agreed upon rules 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).
- Students will be able to ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Students will be able to explain their own ideas and understanding in light of the discussion.
- Students will be able to 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.
- Students will be able to ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- Students will be able to 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.

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies)

Reading:

- By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Writing:

- Write and develop a well written product that is organized, has an introductory sentence and concluding sentence, has a beginning, middle, and end, communicates an on topic idea.

Speaking and Listening:

- 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.

Language:

- Demonstrate demand of the conventions of Standard English grammar and usage when writing or speaking.

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Formative (ongoing)

- Report card/conference and student conferences
- Daily observation of students performance
- Small center group activities
- Guided Reading groups
- Project based learning
- Writing prompt assessments
- Weekly spelling assessments
- Accelerated Reader Quizzes
- Star Reading

Summative:

- NJSLA Test Results

Stage 3: Learning Plan

To launch unit four, have a class discussion with the following questions: What choices are good for us? How can you use what you know to help others? How do animals adapt to challenges in their habitat? How are people able to fly? How can others inspire us?

To incorporate technology and higher level thinking, students will be assigned to a research project related to the topic of: "Students invent machines or systems to address problems in daily life. They create plans for these inventions and present their work to the class." Students will have the opportunity to discuss and develop a plan for their invention, create a visual display that outlines their ideas, and deliver an informative and cohesive presentation. In continuation of the unit, teachers will read texts that have characters that 'meet the challenge' in some way. The topics taught (see knowledge and skills) should be enforced through guided reading and independent or partnered centers.

For additional teaching approaches and techniques refer to page 11.

Time Allotment: 1/6 of the school year

Unit 5

Topic: Take Action

Stage 1: Desired Results

Content Standards:

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

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

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

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

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, meta-cognition/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.

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

RF.3.3.C Decode multi-syllable words.

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

RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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..

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.

L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.2.D Form and use possessives.

L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.3.A Choose words and phrases for effect.

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.

L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Essential Questions:

1. How do we get what we need?
2. How can we reuse what we already have?
3. How do teams work together?
4. What do good citizens do?
5. What are the kinds of energy?

Enduring Understanding:

1. Oral discussion helps to build connections to others and create opportunities for learning.
2. Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.
3. A speaker's choice of words and style set a tone and define the message.
4. A speaker selects a form and organizational pattern based on the audience and purpose.
5. Listening is the process of receiving, constructing meaning from, and responding to spoken nonverbal messages

Knowledge and Skills:

- Students will be able to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
- Students will be able to recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Students will be able to describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Students will be able to determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- Students will be able to 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).
- Students will be able to by the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Students will be able to establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Students will be able to use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Students will be able to use temporal words and phrases to signal event order.
- With guidance and support from adults students will be able to, 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 students will be able to develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)
- Students will be able to conduct short research projects that build knowledge about a topic.
- Students will be able to recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Students will be able to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Students will be able to identify and know the meaning of the most common prefixes and derivational suffixes.
- Students will be able to decode multi-syllable word

- Students will be able to read grade-level text with purpose and understanding.
- Students will be able to read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Students will be able to come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Students will be able to 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.

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies)

Reading:

- By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Writing:

- Write and develop a well written product that is organized, has an introductory sentence and concluding sentence, has a beginning, middle, and end, communicates an on topic idea.

Speaking and Listening:

- 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.

Language:

- Demonstrate demand of the conventions of Standard English grammar and usage when writing or speaking.

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Formative (ongoing)

- Report card/conference and student conferences
- Daily observation of students performance
- Small center group activities
- Guided Reading groups
- Project based learning
- Writing prompt assessments
- Weekly spelling assessments
- Accelerated Reader Quizzes
- Star Reading

Summative:

- NJSLA Test Results

Stage 3: Learning Plan

The theme for Unit 5 is Take Action. To launch Unit 5 have a class discussion with the following questions: How do we get what we need? How can we reuse what we already have? How do teams work together? What do good citizens do? What are the kinds of energy? Have them thin pair share what they know about recycling. To incorporate technology and higher level thinking, utilizing the Smart Board, the students will visit Recycling City through a web quest. They will be assigned the task of a creative way to use recycling goods or designing a campaign to increase public awareness of the need to recycle. Students will have the opportunity to participate in collaborative discussion write and revise original compositions, share writing by giving a coherent presentation. In continuation of the unit, teachers will read texts that have characters that have recycled in some way. The topics taught (see knowledge and skills) should be enforced through guided reading and independent or partnered centers.

For additional teaching approaches and techniques refer to page 11.

Time Allotment: 1/6 of the school year

Unit 6

Topic: Think It Over

Stage 1: Desired Results

Content Standards:

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 non-literal language.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

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.

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

RF.3.3.C Decode multi-syllable words.

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

RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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

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.

L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.2.D Form and use possessives.

L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.3.A Choose words and phrases for effect.

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.

L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Essential Questions:

1. How do you decide what's important?
2. How can weather affect us?

3. Why are goals important?
4. How can learning about animals help you respect them?
5. What makes you laugh?

Enduring Understanding:

1. Oral discussion helps to build connections to others and create opportunities for learning.
2. Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.
3. A speaker's choice of words and style set a tone and define the message.
4. A speaker selects a form and organizational pattern based on the audience and purpose.
5. Listening is the process of receiving, constructing meaning from, and responding to spoken nonverbal messages.

Knowledge and Skills:

- Students will be able to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Students will be able to recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Students will be able to describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Students will be able to determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- Students will be able to 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).
- Students will be able to by the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Students will be able to establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Students will be able to use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Students will be able to use temporal words and phrases to signal event order.
- With guidance and support from adults students will be able to, 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.)
- With guidance and support from peers and adults students will be able to develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)
- Students will be able to conduct short research projects that build knowledge about a topic.
- Students will be able to recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Students will be able to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Students will be able to identify and know the meaning of the most common prefixes and derivational suffixes.
- Students will be able to decode multi-syllable words.
- Students will be able to read grade-level text with purpose and understanding.
- Students will be able to read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Students will be able to come to discussions prepared, having read or studied required material; explicitly draw
- on that preparation and other information known about the topic to explore ideas under discussion.
- Students will be able to 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.

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies)

Reading:

- By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Writing:

- Write and develop a well written product that is organized, has an introductory sentence and concluding sentence, has a beginning, middle, and end, communicates an on topic idea.

Speaking and Listening:

- 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.

Language:

- Demonstrate demand of the conventions of Standard English grammar and usage when writing or speaking.

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Formative (ongoing)

- Report card/conference and student conferences
- Daily observation of students performance
- Small center group activities
- Guided Reading groups
- Project based learning
- Writing prompt assessments
- Weekly spelling assessments
- Accelerated Reader Quizzes
- Star Reading

Summative:

- NJSLA Test Results

Stage 3: Learning Plan

The theme for Unit 6 is Think it Over. To launch unit four, have a class discussion with the following questions: ask students to describe an occasions in which they experience nature extremes, such as being outside in really hot or really cold temperatures, or seeing really strange animals. How did it feel? Have them brainstorm different nature extremes, are these frightening, exciting, or both? Encourage students to tell about a book they have read in which a character goes on an adventure and faces nature extremes. How does the character react to the nature extremes?

To incorporate technology and higher level thinking, students will be assigned to a research project related to the topic: “Students create a travel brochure that includes prominent natural features of their home state. They compile their work and create discuss, research, and write about these features.” Students will have the opportunity to discuss and develop research for their brochure, take notes on a research topic using authoritative sources, and create descriptions with supporting visuals. In continuation of the unit, teachers will read texts that have characters that ‘learned lessons’ in some way. The topics taught (see knowledge and skills) should be enforced through guided reading and independent or partnered centers.

For additional teaching approaches and techniques refer to page 11.

Time Allotment: 1/6 of the school year

Resources

Reading Wonders Curriculum Materials such as:

- Leveled Readers,
- Read Alouds
- Smartboard Interactive Lessons and
- High Frequency Word Cards.

Accelerated Reader

Star Reading

iXL

Framing Your Thoughts Strand of Project Read

Report Form

6+1 Writing Traits

Technology Resources:

- http://www.readtennessee.org/teachers/common_core_standards/3rd_gra_de/reading_literature.aspx
- www.fcrr.org
- www.pinterest.com
- www.teacherspayteachers.com
- www.havefunteaching.com
- <http://tc.readingandwritingproject.com/>
- http://www2.ed.gov/parents/read/resources/readingtips/part_pg4.html
- <http://www.nationalgeographic.com/ngextremeexplorer/pdf/effectivepractices.pdf>
- <http://www.readingrockets.org/article/3479/>
- <http://www.readinglady.com/mosaic/tools/Schema%20handout%20by%20Deb%20Smith.pdf>
- <http://www.scholastic.com/teachers/>
- <http://www.readwritethink.org/materials/acrostic/>
- <http://www.gigglepoetry.com/poetryclass/acrostic.html>
- http://www.eduplace.com/tales/content/wwt_045.html
- http://www.eduplace.com/activity/poem_cinquain.html
- <http://www.readinglady.com/> This website features lessons based on comprehension strategies and the books “Strategies that Work” and “Mosaic of Thought.”
- <http://pbskids.org/> Fun website that features various genres of poetry
- www.readingrockets.org/ Offers strategies, lessons, activities and ideas designed to help young child

New Jersey Core Curriculum and Common Core Content Standards

<http://www.state.nj.us/education/cccs/>

Integration of 21st Century Theme(s)

The following websites are sources for the following 21st Century Themes and Skills:

<http://www.nj.gov/education/code/current/title6a/chap8.pdf>

<http://www.p21.org/about-us/p21-framework> .

<http://www.state.nj.us/education/cccs/standards/9/index.html>

21st Century Interdisciplinary Themes (into core subjects)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Learning and Innovation Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Integration of Digital Tools

- Classroom computers/laptops/Chromebooks
- Technology Lab
- Voice amplification device
- Other software programs

CURRICULUM MODIFICATIONS

Special education and 504 students: Modifications are available to children who receive services under IDEA or Section 504 of the Rehabilitation Act.

General modifications:

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Read-alouds, film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

Behavior modifications:

- Follow pre-scripted behavior plan
- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

Students at risk of school failure

Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.

- Maximize use of community resources
- Connect family to school and school activities

- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

English language learner students (ELL)

ELL students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

Gifted and talented students (G&T)

Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities