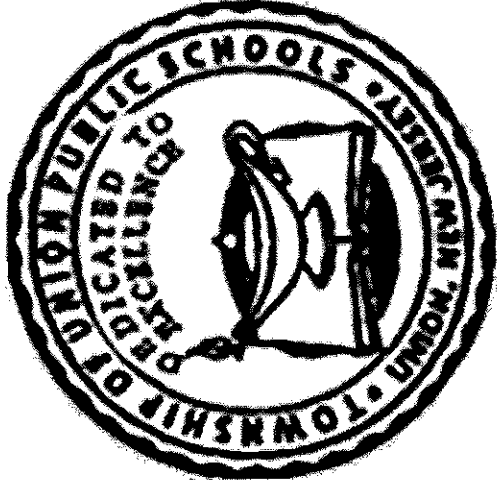# TOWNSHIP OF UNION PUBLIC SCHOOLS

ELA Grade 3

Curricular Frameworks Units 1 - 4
Curriculum Guide
Updated July 16, 2019

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

This guide has been created to assist district Grade 3 teachers in meeting the goals required to master the standards outlined in the Curricular Framework for English Language Arts (ELA). The framework is aligned to the New Jersey Student Learning Standards for English Language Arts (ELA) and reflect the skills and knowledge students need to succeed in college, career, and life.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Curricular Frameworks: Unit 1	45
Curricular Frameworks: Unit 2	45
Curricular Frameworks: Unit 3	45
Curricular Frameworks: Unit 4	45

Unit Standards Overview

	Reading	Writing	Speaking and Listening	Language
Overview				
Unit 1	Primary Focus Standards: RL.3.1 RI.3.1 RF.3.3A,B,C,D RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F RL.3.4 RI.3.4 RL.3.6 RI.3.6 Text Type: (fiction and nonfiction) • 1 extended text • 3-6 shorter texts depending upon length and complexity	Primary Focus Standards: W.3.1A,B,C,D W.3.4 W.3.5 W.3.6 W.3.7 W.3.10 Writing Genre: • Opinion writing • Research writing • Routine writing	Primary Focus Standards: SL.3.1A,B,C,D SL.3.6 Task Types: • Small and whole group discussions	Primary Focus Standards: L.3.1A,B,C L.3.2A,E,F,G L.3.4A,D L.3.6 These standards are embedded within the writing process
Unit 2	Primary Focus Standards: RL.3.1 RI.3.1 RF.3.3A,B,C,D RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F RI.3.3 RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9 Text Type: (fiction and nonfiction) • 1 extended text • 3-6 shorter texts depending upon length and complexity	Primary Focus Standards: W.3.2A,B,C,D W.3.4 W.3.5 W.3.6 W.3.8 W.3.10 Writing Genre: Research • Informative and explanatory writing • Routine writing	Primary Focus Standards: SL.3.1A,B,C,D SL.3.2 SL.3.3 SL.3.6 Task Type: • Project-based presentations focusing on use of multimedia and visual displays	Primary Focus Standards: L.3.1A,D,E L.3.2B,E,F,G L.3.3A,B L.3.4A,B,D L.3.6 These standards are embedded within the writing process
Suggested Open Educational Resources	Reading • North Carolina-3rd Gr. ELA • Unpacking the Standards • PARCC Evidence Tables • Character Traits • Fact and Opinion • Point of View • 3rd Grade ELA-Common Core Resources • Teaching Text Features • Reading Comprehension	Writing/Language • Brainstorm before Writing • Mini Writing Lessons • Keys to Content Writing and Keys to Argumentative Writing • Writing Genres • Writing Process	Speaking & Listening • Partner talk • Accountable talk • Literacy TA-Speaking and Listening Activities • Learn Zillion-Crafting a Persuasive Speech • Literacy Design Collaborative Modules • Literacy in Science-Animal Adaptations • Collaboration Kit • I Can Statements	Critical Thinking • Current Event Lessons • Smithsonian TweenTribune • Newsela • Critical Thinking Handbook • Critical Thinking Lessons in Literacy • Whole Brain Teaching • Video • Critical Thinking Lesson Plan
Overview	Reading	Writing	Speaking and Listening	Language

Overview	Reading	Writing	Speaking and Listening	Language
Unit 3	Primary Focus Standards: RL.3.1 RI.3.1 RF.3.3A,B,C,D RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F RL.3.3 RL.3.4 RI.3.4 RL.3.5 RL.3.6 RI.3.6	Primary Focus Standards: W.3.2A,B,C,D W.3.4 W.3.5 W.3.6 W.3.7 W.3.10	Primary Focus Standards: SL.3.1A,B,C,D SL.3.6	Primary Focus Standards: L.3.1A,B,C L.3.2A,E,F,G L.3.4A,D L.3.6
	Text Type: (fiction and nonfiction) • 1 extended text • 3-6 shorter texts depending upon length and complexity	Writing Genre: • Informative and explanatory writing • Research writing • Routine writing	Task Types: • Small and whole group discussions	These standards are embedded within the writing process
Unit 4	Primary Focus Standards: RL.3.1 RI.3.1 RF.3.3A,B,C,D RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F RL 3.9 RI.3.3 RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9	Primary Focus Standards: W.3.3A,B,C,D W.3.4 W.3.5 W.3.6 W.3.8 W.3.10	Primary Focus Standards: SL.3.1A,B,C,D SL.3.2 SL.3.3 SL.3.6	Primary Focus Standards: L.3.1D,E L.3.2B,E,F,G L.3.3A,B L.3.4A,B,D L.3.6
	Text Type: (fiction and nonfiction) • 1 extended text • 3-6 shorter texts depending upon length and complexity	Writing Genre: Narrative • Narrative Writing • Routine writing	Task Type: • Project-based presentations focusing on use of multimedia and visual displays	These standards are embedded within the writing process
Suggested Open Educational Resources	Reading • North Carolina-3rd Gr. ELA • Unpacking the Standards • PARCC Evidence Tables • Character Traits • Fact and Opinion • Point of View • 3rd Grade ELA-Common Core Resources • Teaching Text Features • Reading Comprehension	Writing/Language • Brainstorm before Writing • Mini Writing Lessons • Keys to Content Writing and Keys to Argumentative Writing • Writing Genres • Writing Process	Speaking & Listening • Partner talk • Accountable talk • Literacy TA-Speaking and Listening Activities • Learn Zillion-Crafting a Persuasive Speech • Literacy Design Collaborative Modules • Literacy in Science-Animal Adaptations • Collaboration Kit • I Can Statements	Critical Thinking • Current Event Lessons • Smithsonian • TweenTribune • Newsela • Critical Thinking Handbook • Critical Thinking Lessons in Literacy • Whole Brain Teaching Video • Critical Thinking Lesson Plan

Curr...lar Units

Unit 1 Reading Standards	Unit 1 Grade 3	Unit 1 Reading Critical Knowledge and Skills
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.3.1. 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: • Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader
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.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	RL.3.2: • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details • Determine central messages or theme • Identify patterns in details
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.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.3.2: • Determine central messages or main ideas in a text • Identify details to support the main idea • Analyze how the details of the text help to support and reveal the central idea or theme • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) • Differentiate between literal and nonliteral language
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	RL.3.6. Distinguish their own point of view from that of the author of a text.	• Establish the point of view of a text • Determine how the reader's point of view is different from the narrator's or the characters • Compare the reader's point of view with the author's point of view
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 multisyllable words. RF.3.3.D. Read grade-appropriate irregularly spelled words.		• Distinguish the base root from the affix • Identify and define common prefixes and suffixes • Identify and define common Latin suffixes • Decode words that have a Latin suffix • Use strategies to read multi-syllable words • Read grade-appropriate irregularly spelled words
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. 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. RF.3.4.C. Use an appropriate rate while reading aloud. RF.3.4.D. Read with expression on successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. RF.3.4.F. Reread as necessary.		• Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 1 Writing Standards		Unit 1 Writing Critical Knowledge and Skills

	Grade 3
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.1.B. Provide reasons that support the opinion. W.3.1.C. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. W.3.1.D. Provide a conclusion.	• Distinguish fact from opinion • Group supporting details to support the writer's purpose • Introduce the topic or text clearly • State an opinion to be supported with reasons • Write a thesis statement to focus the writing • Support the opinion with facts and/or reasons • Connect opinions with reasons using linking words and phrases • Write a conclusion
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.)	• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Determine writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose
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.)	• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
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.	• Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing • Use technology to collaborate with others
W.3.7. Conduct short research projects that build knowledge about a topic.	• Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic • Gather information to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing
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.	• Produce numerous pieces of writing over various time frames • Develop skills in research • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 1 Speaking and Listening Standards	**Unit 1 Speaking and Listening Critical Knowledge and Skills**
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)	• Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations • Develop skills in active listening and group discussion

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SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others

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

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

- Speak in complete sentences
- Adapt speech to task and situation
- Use 3rd grade appropriate grammatically correct speech
- Elaborate on a detail when necessary
- Clarify ideas when necessary

Unit 1 Language Standards

Unit 1 Language: Critical Knowledge and Skills

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.3.1.C. Use abstract nouns (e.g., *childhood*).

- Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences
- Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences
- Differentiate between regular and irregular plural nouns
- Identify regular and irregular plural nouns in reading and use them when writing or speaking
- Identify abstract nouns
- Use abstract nouns when writing or speaking

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

L.3.2.A. Capitalize appropriate words in titles.

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.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

- Identify the words in titles that should be capitalized
- Consistently apply rules for capitalization in titles
- Spell high frequency or studied words correctly
- Spell conventional words correctly when adding a suffix to base words
- Identify spelling patterns and generalizations
- Apply spelling patterns when writing words
- Determine the purpose and use of reference materials
- Utilize reference materials to check and correct spelling, when needed

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

- Decipher the meanings of words and phrases by using sentence context
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words

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*).

- Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use spatial and temporal relationship words and phrases

District/School Formative Assessment Plan

- Exit Tickets
- Unit Tests
- Quizzes
- Journal responses
- Summaries/Reflections
- Text Dependent Questions

District/School Summative Assessment Plan

- EdConnect Benchmark Assessment
- I-Ready Diagnostics
- End of Unit Tests

District/School Texts

- **Journeys Reading Series: Leveled Readers and Weekly Selections**
- Authentic Read Alouds

- Mentor Texts:

Amazing Grace
Sarah Plain and Tall
Alexander Who Use to be Rich Last Sunday
Abuela
Grandpa's Face
Two Bad Ants
My Very Own Room
The Giving Tree
The Magic Fish
Chrysanthemum
Mr. Lincoln's Way
Thank You, Mr. Faulkner
The Tiny Seed

- Classroom Libraries

- *Suggested novels:*
Dinosaurs Before Dark
Freckle Juice

District/School Supplementary Resources

- *Storyworks Junior*
- *Common Core Writing to Texts (Level 3)*
- *Grade Level Writing Guide*
- *Flocabulary*
- *Websites:*
  www.storyworks.com
  www.readworks.org
  www.parconline.com
  www.abcya.com
  www.scholastic.com
  www.teachertube.com
  www.spellingcity.com
  www.brainpop.com
  www.achievethecore.org
  www.corestandards.org
  www.readtheory.org
  www.pinterest.com
  www.pbskids.com
  www.wegivebooks.com

Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades:

http://www.njamistadcurriculum.net/

https://nj.gov/education/holocaust/curriculum/

District/School Writing Tasks

Primary Focus	Secondary Focus	Routine Writing
Opinion	• Writing to one text	

- Best Pet
- Favorite Fall Activity
- New School Lunch

• Research Based Projects
  -Molly's Pilgrim
  Doll Project

• Writing to multiple texts: see examples in Common Core Writing to Texts (Pages 50-119)

• RAPP
• Journal Writing
• Everyday responses during class

Unit 1 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL)	Special Education / 504	Gifted and Talented
When possible, provide links to specific samples/ documents/ assignments/etc.	*When possible, provide links to specific samples/ documents/ assignments/etc.*	*When possible, provide links to specific samples/ documents/ assignments/etc.*
Examples of Strategies and Practices that Support English Language Learners:	Examples of Strategies and Practices that Support Students with Disabilities:	Examples of Strategies and Practices that Support Gifted and Talented Students:
*All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-do/descriptors	*Refer to students' IEP for specific modifications and accommodations	
• Pre-teaching of vocabulary and concepts	• Use of visual and multisensory formats	• Adjusting the pace of lessons
• Visual learning, including graphic organizers	• Use of assisted technology	• Curriculum compacting
• Use of cognates to increase comprehension	• Use of prompts	• Inquiry-based instruction
• Teacher modeling	• Modification of content and student products	• Independent study
• Pairing students with beginning English language skills	• Testing accommodations	• Higher-order thinking skills
with students who have more advanced English language skills	• Authentic assessments	• Interest-based content
• Scaffolding		• Student-driven instruction
• Word walls		• Real-world problems and scenarios

- ...tence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

Unit 1 Connections

NJSLS - Technology	Career Readiness Practices
When possible, provide links to specific samples/documents/ assignments/etc. Refer to the NJ Technology Standards	*When possible, provide links to specific samples/documents/ assignments/etc.* Refer to the NJ Career Readiness Practices

Technology Standards: Technology standards are embedded throughout all curricular units.

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices and Standard 9.1, 9.2, and 9.3

Career Ready Practices:

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.

- CRP11: Use technology to enhance productivity.

- CRP12: Work productively in teams while using global competence.

21st Century Skills	Interdisciplinary Connections
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills	*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.* Refer to the NJ Student Learning Standards

21st Century Themes and Skills

21st Century Themes

- *Global Awareness*

- *Environmental Literacy*

- *Health Literacy*

- *Civic Literacy*

- *Financial, Economic, Business, and Entrepreneurial Literacy*

21st Century Skills

- *Creativity and Innovation (E)*

- *Critical Thinking and Problem Solving (T) (A)*

- *Communication (E)*

- *Collaboration (E) (T)*

Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.

Unit 2 Reading Standards	Unit 2 Reading Critical Knowledge and Skills
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.	- Closely read a text to demonstrate understanding - Make personal connections, make connections to other texts, and/or make global connections when relevant - Refer to specific text to support answers and to craft questions - Explicitly locate evidence in the text to support answers and to craft questions of a factual nature - Answer and ask both factual questions and inferential questions that require reasoning from the reader
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.3.2: - Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details - Determine central messages or theme - Identify patterns in details
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.3.2: - Determine central messages or main ideas in a text - Identify details to support the main idea - Analyze how the details of the text help to support and reveal the central idea or theme
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.	- Closely read text to determine important events, ideas or concepts - Identify words that signify time order, sequence, and cause/effect - Explain how historical events, scientific ideas or "how to" procedures are related in a text by analyzing the sequence of events and the cause and effect - Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas
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.	- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) - Differentiate between literal and nonliteral language
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	- Identify the unique features and organization of informational text (text features, and search tools) - Use the unique features to find and manage information specific to the topic - Demonstrate proficiency in using the tools to locate information
RI.3.6. Distinguish their own point of view from that of the author of a text.	- Establish the point of view of a text - Determine how the reader's point of view is different from the narrator's or the characters - Compare the reader's point of view with the author's point of view
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).	- Examine various text features (maps, diagrams, photos, audios) to understand specific information in the text - Synthesize the various text features and the text itself to understand the ideas in the text - Explain how the different text features aid understanding

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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.	• Make a clear link between sentences and paragraphs when reading informational text • Explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc) • Identify words that signify a relationship between ideas • Use the relationships between ideas to describe how an author supports specific points
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.	• Closely read the text to identify the important details of a text • Find similarities and differences about important details when reading about two texts that share the same topic • Reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)
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 multisyllable words. RF.3.3.D. Read grade-appropriate irregularly spelled words.	• Distinguish the base root from the affix • Identify and define common prefixes and suffixes • Identify and define common Latin suffixes • Decode words that have a Latin suffix • Use strategies to read multi-syllable words • Read grade-appropriate irregularly spelled words
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. 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. RF.3.4.C. Use an appropriate rate while reading aloud. RF.3.4.D. Read with expression on successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. RF.3.4.F. Reread as necessary.	• Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 2: Writing Standards	**Unit 2 Writing: Critical Knowledge and Skills**
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. W.3.2.B. Develop the topic with facts, definitions, and details. W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2.D. Provide a conclusion.	• Organize information to support the topic • Introduce a topic • Write a thesis statement to focus writing • Use text features to support the topic, when appropriate • Select details that appropriate support the development of the topic • Link ideas by using transitional words and phrases • Write a conclusion to close the writing
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.)	• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose
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	• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece

Standards	Critical Knowledge and Skills
should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	• Use a variety of graphic organizers (story frames, story mountains, story maps)to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
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.	• Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing • Use technology to collaborate with others
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.	• Locate information from print and digital sources • Integrate information from personal experiences • Take notes and organize information into categories provided by the teacher • Gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes • Thoughtfully choose online sources • Select the information needed from each source • Connect new information learned online with offline sources • Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources
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.	• Produce numerous pieces of writing over various time frames • Develop skills in research • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 2 Speaking and Listening Standards	**Unit 2 Speaking and Listening Critical Knowledge and Skills**
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.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others SL.3.1.D. Explain their own ideas and understanding in light of the discussion	• Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations • Develop skills in active listening and group discussion
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.	• Determine the main idea of a text read aloud • Determine the supporting details for a text read aloud • Determine the main ideas and supporting details of information presented in multiple formats

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	• Listen carefully to what a speaker says • Ask questions to clarify what was heard • Elaborate and provide details to build upon the speaker's response
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	**Unit 2 Language: Critical Knowledge and Skills** • Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary
Unit 2 Language Standards	
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.D. Form and use regular and irregular verbs. L.3.1.E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.	• Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose • Differentiate between regular and irregular plural nouns • Identify regular and irregular plural nouns in reading and use them when writing or speaking • Identify simple verb tenses and use them when writing or speaking
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.2.B. Use commas in addresses. 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.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	• Apply comma rules to addresses in writing • Spell high frequency or studied words correctly • Spell conventional words correctly when adding a suffix to base words • Identify spelling patterns and generalizations • Apply spelling patterns when writing words • Determine the purpose and use of reference materials • Utilize reference materials to check and correct spelling, when needed
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.3.3.B. Recognize and observe differences between the conventions of spoken and written standard English	• Purposefully select words or phrases to create effect when writing or speaking • Identify similarities and differences between spoken and written English • Acknowledge those differences when writing and speaking
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.	• Decipher the meanings of words and phrases by using sentence context • Determine the meaning of commonly used prefixes and suffixes • Separate a base word from the prefix or suffix • Use the definition of known prefixes and suffixes to define new words • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words
L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal	• Use grade 3 vocabulary fluently when discussing academic or domain-specific topics

spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use spatial and temporal relationship words and phrases

Unit 2 Grade 3 Township of Union Instructional Unit

District/School Formative Assessment Plan

- Exit Tickets
- Unit Tests
- Quizzes
- Journal responses
- Summaries/Reflections
- Text Dependent Questions

District/School Summative Assessment Plan

- EdConnect Benchmark Assessments
- I-Ready Diagnostics
- End of Unit Tests

District/School Texts

- **Journeys Reading Series: Leveled Readers and Weekly Selections**
- Authentic Read Alouds
- Mentor Texts:

Punished!
King Midas: The Golden Touch
The Legend of the Indian Paintbrush
The Memory Coat
Gingerbread Boy & Bad Boys Get Cookie (compare and contrast)
Going Home
Night Noises
Who Let the Cat out of the Bag
Snowflake Bentley
Snowmen at Night
Saturdays and Teacakes
Sierra
Train to Somewhere
The Mitten
The Snowy Day

- Classroom Libraries

- *Suggested novels*
Charlie and the Chocolate Factory
Runaway Ralph

District/School Supplementary Resources

- *Storyworks Junior*
- *Common Core Writing to Texts (Level 3)*
- *Grade Level Writing Guide*
- *Flocabulary*
- *Websites:*
  www.storyworks.com
  www.readworks.org
  www.parconline.com
  www.abcya.com
  www.scholastic.com
  www.teachertube.com
  www.spellingcity.com
  www.brainpop.com
  www.achievethecore.org
  www.corestandards.org
  www.readtheory.org
  www.pinterest.com
  www.pbskids.com

Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades:

http://www.niamistadcurriculum.net/

https://nj.gov/education/holocaust/curriculum/

Primary Focus	Secondary Focus	Routine Writing
• Informative - All About me: My Heritage/culture - Endangered Species Research Report	• PARCC Prompts • Writing to one text • Writing to multiple texts: see samples in Common Core • Writing to Texts	• RAPP • Journal Writing • Everyday responses during class

Instructional Best Practices and Exemplars

Unit 2 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL) *When possible, provide links to specific samples/ documents/ assignments/etc.*	Special Education / 504 *When possible, provide links to specific samples/ documents/ assignments/etc.*	Gifted and Talented *When possible, provide links to specific samples/ documents/ assignments/etc.*
*All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-do/descriptors Examples of Strategies and Practices that Support English Language Learners: • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding •Word walls	***Refer to students' IEP for specific modifications and accommodations** Examples of Strategies and Practices that Support Students with Disabilities: • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments	Examples of Strategies and Practices that Support Gifted and Talented Students: • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

Unit 2 Connections

NJSLS - Technology	Career Readiness Practices
When possible, provide links to specific samples/documents/assignments/etc. Refer to the NJ Technology Standards	*When possible, provide links to specific samples/documents/assignments/etc.* Refer to the NJ Career Readiness Practices

Technology Standards: Technology standards are embedded throughout all curricular units.

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices and Standard 9.1, 9.2, and 9.3

Career Ready Practices:

- CRP1: Act as a responsible and contributing citizen and employee.

- CRP2: Apply appropriate academic and technical skills.

- CRP3: Attend to personal health and financial well-being.

- CRP4: Communicate clearly and effectively and with reason.

- CRP5: Consider the environmental, social and economic impacts of decisions.

- CRP6: Demonstrate creativity and innovation.

- CRP7: Employ valid and reliable research strategies.

- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

- CRP9: Model integrity, ethical leadership and effective management.

- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using global competence.

21st Century Skills	Interdisciplinary Connections
When possible, provide links to specific samples/ documents/ assignments/etc.	*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.*
Refer to the 21st Century Life and Skills	Refer to the NJ Student Learning Standards

21st Century Themes and Skills

21st Century Themes

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

21ˢᵗ Century Skills

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*

Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.

3 Grade 3

Unit 3 Reading Standards	Unit 1 Reading Critical Knowledge and Skills
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.	Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.3.2: • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details • Determine central messages or theme • Identify patterns in details
	RI.3.2: • Determine central messages or main ideas in a text • Identify details to support the main idea • Analyze how the details of the text help to support and reveal the central idea or theme
RL.3.3. Describe characters in a story and explain how their actions contribute to the sequence of events.	RL.3.3: • Describe characters in a story • Explain how their traits, motivations, feelings, and actions contribute to the sequence of events
RI.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) • Differentiate between literal and nonliteral language
RL.3.5. Refer to parts of a story, dramas, and poems, when writing or speaking about a text, using terms such as chapter, scene, stanza; describe how each excessive part builds on earlier sections.	RL.3.5: • Describe how parts of a story or drama, such as chapters or scenes, build on earlier sections.
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	• Establish the point of view of a text • Determine how the reader's point of view is different from the narrator's or the characters • Compare the reader's point of view with the author's point of view

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 multisyllable words.
	• Distinguish the base root from the affix
	• Identify and define common prefixes and suffixes
	• Identify and define common Latin suffixes
	• Decode words that have a Latin suffix
	• Use strategies to read multi-syllable words

	Grade 3
RF.3.3.D. Read grade-appropriate irregularly spelled words.	• Read grade-appropriate irregularly spelled 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. RF.3.4.B. Read grade-level prose and poetry orally with purpose and understanding. RF.3.4.C. Use an appropriate rate while reading aloud. RF.3.4.D. Read with expression on successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. RF.3.4.F. Reread as necessary.	• Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Unit 3 Writing Standards / Unit 3 Writing Critical Knowledge and Skills

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. W.3.2.B. Develop the topic with facts, definitions, and details. W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2.D. Provide a conclusion.	• Organize information to support the topic • Introduce a topic • Write a thesis statement to focus writing • Use text features to support the topic, when appropriate • Select details that appropriate support the development of the topic • Link ideas by using transitional words and phrases • Write a conclusion to close the writing
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.)	• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Determine writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose
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.)	• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
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.	• Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing • Use technology to collaborate with others
W.3.7. Conduct short research projects that build knowledge about a topic.	• Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic • Gather information to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing
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.	• Produce numerous pieces of writing over various time frames • Develop skills in research • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing

Critical Knowledge and Skills	Standards
• Develop a topic related to the content area they are writing about to reflect task, audience, and purpose	
Unit 3 Speaking and Listening Critical Knowledge and Skills	**Unit 3 Speaking and Listening Standards**
• Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations • Develop skills in active listening and group discussion	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.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others SL.3.1.D. Explain their own ideas and understanding in light of the discussion
• Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)
Unit 3 Language Critical Knowledge and Skills	**Unit 3 Language Standards**
• Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences • Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences • Differentiate between regular and irregular plural nouns • Identify regular and irregular plural nouns in reading and use them when writing or speaking • Identify abstract nouns • Use abstract nouns when writing or speaking	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.3.1.C. Use abstract nouns (e.g., *childhood*).
• Identify the words in titles that should be capitalized • Consistently apply rules for capitalization in titles • Spell high frequency or studied words correctly • Spell conventional words correctly when adding a suffix to base words • Identify spelling patterns and generalizations • Apply spelling patterns when writing words • Determine the purpose and use of reference materials • Utilize reference materials to check and correct spelling, when needed	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.2.A. Capitalize appropriate words in titles. 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.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
• Decipher the meanings of words and phrases by using sentence context • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries	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.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

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*).

- Use both print and digital glossaries and dictionaries to define and clarify words
- Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use spatial and temporal relationship words and phrases

Unit 3 Grade 3 Township of Union Instructional Unit

District/School Formative Assessment Plan

- Exit Tickets
- Unit Tests
- Quizzes
- Journal responses
- Summaries/Reflections
- Text Dependent Questions

District/School Summative Assessment Plan

- EdConnect Benchmark Assessments
- I-Ready Diagnostics
- End of Unit Tests

District/School Texts

- Journeys Reading Series: Leveled Readers and Weekly Selections
- Authentic Read Alouds
- Mentor Texts:

  Just the Two of Us
  The Tin Forest
  Mr. Peabody's Apples
  A Splendid Friend Indeed
  Say Hello to Zorro!
  Miss Malarkey Leaves No Reader Behind
  My Very Own Room
  Sylvester and the Magic Pebble
  Squids Will Be Squids
  Three Hens and A Peacock
  Our Tree Named Steve
  Wilfrid Gordon McDonald Partridge
  17 Things I'm Not Allowed to do Anymore
  The Giving Tree
  Those Shoes

District/School Supplementary Resources

- Storyworks Junior
- Common Core Writing to Texts (Level 3)
- Grade Level Writing Guide
- Flocabulary
- Websites:

  www.storyworks.com
  www.readworks.org
  www.parconline.com
  www.abcya.com
  www.scholastic.com
  www.teachertube.com
  www.spellingcity.com
  www.brainpop.com
  www.achievethecore.org
  www.corestandards.org
  www.readtheory.org
  www.pinterest.com
  www.pbskids.com
  www.wegivebooks.com

	Activities/Read Alouds from Caring Makes a Difference... K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades:
Leander Cake Tight Times Dirty Gert Birthday Presents • Classroom Libraries • *Suggested novels:* <u>Charlotte's Web</u>	http://www.njamistadcurriculum.net/ https://nj.gov/education/holocaust/curriculum/

Primary Focus Informative Examples: - How-to Letter - Favorite Spring Activity - -Autobiography • Research Based Projects: Informational piece about a state	Secondary Focus • Writing to one text • Writing to multiple texts: see samples in Common Core Writing to Texts (Pages 50-119)	Routine Writing • RAPP • Journal Writing • Everyday responses during class

Unit 3 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL) *When possible, provide links to specific samples/ documents/ assignments/etc.*	Special Education / 504 *When possible, provide links to specific samples/ documents/ assignments/etc.*	Gifted and Talented *When possible, provide links to specific samples/ documents/ assignments/etc.*
Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-do/descriptors • Pre-teaching of vocabulary and concepts	Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations • Use of visual and multisensory formats • Use of assisted technology	Examples of Strategies and Practices that Support Gifted and Talented Students: • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study

- ...al learning, including graphic organizers

- Use of cognates to increase comprehension

- Teacher modeling

- Pairing students with beginning English language skills with students who have more advanced English language skills

- Scaffolding

- Word walls

- Sentence frames

- Think-pair-share

- Cooperative learning groups

- Teacher think-aloud

- Use of prompts

- Modification of content and student products

- Testing accommodations

- Authentic assessments

- Higher-order thinking skills

- Interest-based content

- Student-driven instruction

- Real-world problems and scenarios

NJSLS - Technology	Unit 3 Connections	Career Readiness Practices
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards	*When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Career Readiness Practices	
Technology Standards: Technology standards are embedded throughout all curricular units.	**Career Ready Practices and Standard 9.1, 9.2, and 9.3**	
8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.	**Career Ready Practices:** • CRP1: Act as a responsible and contributing citizen and employee. • CRP2: Apply appropriate academic and technical skills. • CRP3: Attend to personal health and financial well-being.	
8.2 Technology Education, Engineering, Design and Computational Thinking - Programming		

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using global competence.

Interdisciplinary Connections
When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/documents/assignments/etc.
Refer to the NJ Student Learning Standards

Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.

21st Century Skills
When possible, provide links to specific samples/documents/assignments/etc.
Refer to the 21st Century Life and Skills

21st Century Themes and Skills

   21st Century Themes

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

   Entrepreneurial Literacy

21st Century Skills

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*

Unit 2 Reading Standards	Unit 2 Reading Critical Knowledge and Skills
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.	• Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader
RI.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.3.2: • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details • Determine central messages or theme • Identify patterns in details RI.3.2: • Determine central messages or main ideas in a text • Identify details to support the main idea • Analyze how the details of the text help to support and reveal the central idea or theme
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.	• Closely read text to determine important events, ideas or concepts • Identify words that signify time order, sequence, and cause/effect • Explain how historical events, scientific ideas or "how to" procedures are related in a text by analyzing the sequence of events and the cause and effect • Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas
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.	• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) • Differentiate between literal and nonliteral language
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	• Identify the unique features and organization of informational text (text features, and search tools) • Use the unique features to find and manage information specific to the topic • Demonstrate proficiency in using the tools to locate information
RI.3.6. Distinguish their own point of view from that of the author of a text.	• Establish the point of view of a text • Determine how the reader's point of view is different from the narrator's or the characters • Compare the reader's point of view with the author's point of view
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).	• Examine various text features (maps, diagrams, photos, audios) to understand specific information in the text • Synthesize the various text features and the text itself to understand the ideas in the text • Explain how the different text features aid understanding

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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.	• Make a clear link between sentences and paragraphs when reading informational text • Explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc) • Identify words that signify a relationship between ideas • Use the relationships between ideas to describe how an author supports specific points
RI.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) RI.3.9. 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.	• Closely read the text to identify the important details of a text • Find similarities and differences about important details when reading about two texts that share the same topic • Reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)
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 multisyllable words. RF.3.3.D. Read grade-appropriate irregularly spelled words.	• Distinguish the base root from the affix • Identify and define common prefixes and suffixes • Identify and define common Latin suffixes • Decode words that have a Latin suffix • Use strategies to read multi-syllable words • Read grade-appropriate irregularly spelled words
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. 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. RF.3.4.C. Use an appropriate rate while reading aloud. RF.3.4.D. Read with expression on successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. RF.3.4.F. Reread as necessary.	• Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 4 Writing Standards	**Unit 4 Writing Critical Knowledge and Skills**
W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. 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.C. Use temporal words and phrases to signal event order... W.3.2.D. Provide a conclusion.	• Organize information to support the topic • Introduce a topic • Write a thesis statement to focus writing • Use text features to support the topic, when appropriate • Select details that appropriate support the development of the topic • Link ideas by using transitional words and phrases • Write a conclusion to close the writing
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.)	• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose
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	• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece

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should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	• Use a variety of graphic organizers (story frames, story mountains, story maps)to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
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.	• Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing • Use technology to collaborate with others
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.	• Locate information from print and digital sources • Integrate information from personal experiences • Take notes and organize information into categories provided by the teacher • Gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes • Thoughtfully choose online sources • Select the information needed from each source • Connect new information learned online with offline sources • Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources
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.	• Produce numerous pieces of writing over various time frames • Develop skills in research • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 4 Speaking and Listening Standards	**Unit 4 Speaking and Listening Critical Knowledge and Skills**

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 ideas 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.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
    SL.3.1.D. Explain their own ideas and understanding in light of the discussion
	• Engage in conversations about grade-appropriate topics and texts
	• Participate in a variety of rich, structured conversations
	• Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
	• Engage in collaborative conversations
	• Develop skills in active listening and group discussion

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.	• Determine the main idea of a text read aloud • Determine the supporting details for a text read aloud • Determine the main ideas and supporting details of information presented in multiple formats

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SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	• Listen carefully to what a speaker says • Ask questions to clarify what was heard • Elaborate and provide details to build upon the speaker's response
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	• Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary
Unit 4 Language Standards	**Unit 4 Language Critical Knowledge and Skills**

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.D. Form and use regular and irregular verbs.
  L.3.1.E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
	• Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose
	• Differentiate between regular and irregular plural nouns
	• Identify regular and irregular plural nouns in reading and use them when writing or speaking
	• Identify simple verb tenses and use them when writing or speaking

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  L.3.2.B. Use commas in addresses.
  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.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
	• Apply comma rules to addresses in writing
	• Spell high frequency or studied words correctly
	• Spell conventional words correctly when adding a suffix to base words
	• Identify spelling patterns and generalizations
	• Apply spelling patterns when writing words
	• Determine the purpose and use of reference materials
	• Utilize reference materials to check and correct spelling, when needed

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.3.3.B. Recognize and observe differences between the conventions of spoken and written standard English
	• Purposefully select words or phrases to create effect when writing or speaking
	• Identify similarities and differences between spoken and written English
	• Acknowledge those differences when writing and speaking

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.
	• Decipher the meanings of words and phrases by using sentence context and suffixes
	• Determine the meaning of commonly used prefixes and suffixes
	• Separate a base word from the prefix or suffix
	• Use the definition of known prefixes and suffixes to define new words
	• Identify the purpose and use of glossaries and dictionaries
	• Determine the structure of glossaries and dictionaries
	• Use both print and digital glossaries and dictionaries to define and clarify words

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal	• Use grade 3 vocabulary fluently when discussing academic or domain-specific topics

- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use spatial and temporal relationship words and phrases

spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Unit 4 Grade 3 Township of Union Instructional Unit

District/School Summative Assessment Plan

- EdConnect Benchmark Assessments
- I-Ready Diagnostics
- End of Unit Texts

District/School Supplementary Resources

- *Storyworks Junior*
- *Common Core Writing to Texts (Level 3)*
- *Grade Level Writing Guide*
- *Flocabulary*
- *Websites:*
  www.storyworks.com
  www.readworks.org
  www.parconline.com
  www.abcya.com
  www.scholastic.com
  www.teachertube.com
  www.spellingcity.com
  www.brainpop.com
  www.achievethecore.org
  www.corestandards.org
  www.readtheory.org
  www.pinterest.com
  www.pbskids.com
  www.wegivebooks.com

Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades:

http://www.njamistadcurriculum.net/

https://nj.gov/education/holocaust/curriculum/

District/School Formative Assessment Plan

- Exit Tickets
- Unit Tests
- Quizzes
- Journal responses
- Summaries/Reflections
- Text Dependent Questions

District/School Texts

- **Journeys Reading Series: Leveled Readers and Weekly Selections**
- Authentic Read Alouds
- Mentor Texts:

Baseball in April and Other Stories
Owl Babies and the Lost Owl
Duck! Rabbit!
The Butterfly
The Tiny Seed
Diary of a Worm
The Talking Eggs
Paddle to the Sea
Clara Caterpillar
The Magic Fish
The Giving Tree
Three Hens and a Peacock

- Classroom Libraries
- *Suggested novels*
  Spaceheadz

Primary Focus	Secondary Focus	Routine Writing
• Narrative : -Write a fictional narrative that includes character, setting, and a problem and solution	• PARCC Prompts • Writing to one text • Writing to multiple texts: see samples in Common Core Writing to Texts (Pages 50-119)	• RAPP • Journal Writing • Everyday responses during class

Unit 4 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL) *When possible, provide links to specific samples/ documents/ assignments/etc.*	Special Education / 504 *When possible, provide links to specific samples/ documents/ assignments/etc.*	Gifted and Talented *When possible, provide links to specific samples/ documents/ assignments/etc.*
Examples of Strategies and Practices that Support English Language Learners: ***All WIDA Can Do Descriptors can be found at:** <u>https://wida.wisc.edu/teach/can-do/descriptors</u> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding •Word walls •Sentence frames	**Examples of Strategies and Practices that Support Students with Disabilities:** ***Refer to students' IEP for specific modifications and accommodations** • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments	**Examples of Strategies and Practices that Support Gifted and Talented Students:** • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

- Think pair-share
- Cooperative learning groups
- Teacher think-aloud

Unit 4 Connections

NJSLS - Technology	Career Readiness Practices
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards	*When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Career Readiness Practices

Technology Standards: Technology standards are embedded throughout all curricular units.

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking – Programming
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices and Standard 9.1, 9.2, and 9.3

Career Ready Practices:

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.

21st Century Skills	Interdisciplinary Connections
When possible, provide links to specific samples/documents/ assignments/etc. *Refer to the 21st Century Life and Skills*	*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/documents/assignments/etc.* *Refer to the NJ Student Learning Standards*
21st Century Themes and Skills *21st Century Themes* • *Global Awareness* • *Environmental Literacy* • *Health Literacy* • *Civic Literacy* • *Financial, Economic, Business, and Entrepreneurial Literacy* *21st Century Skills* • *Creativity and Innovation (E)* • *Critical Thinking and Problem Solving (T) (A)* • *Communication (E)* • *Collaboration (E) (T)*	**Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.**