Bay Head School 3rd Grade English Language Arts (ELA) Curriculum	
Content Area: English Language	
Course Title: ELA	Grade Level: 3
Unit 1: Informational	30 Days
Unit 2: Literature	30 Days
Unit3: Opinion	30 Days
Unit 4: Narrative	30 Days
Unit 5: Informational	30 Days
Unit 6: Opinion	30 Days

Alignment with State Mandates
The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements: - Holocaust and genocides (N.J.S.A. 18A:35-28)   - History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)   - Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)   - History of disabled and LGBT persons included in middle and high school curriculum (Section 18A:35-4.35)   - Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please click here for specific examples (by subject).

Suggested Texts and Learning Activities
The suggested texts and learning activities listed in this document are a compilation of resources from Ocean County school districts who collaborated in the development of curriculum guides. Appropriate texts can be substituted, based on materials available in each district.

Unit 1: Informational	Duration : 30 Days
Standards/Learning Targets **Focus Standards (Major Standards)**	

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

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

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

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.

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

RL.CT.3.8. Compare and contrast the elements (themes, settings, and plots) of literary texts written by the same author about similar characters.

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

   A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
   B. Capitalize appropriate words in titles.
   C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
   D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
   E. Use appropriate pronouns with clear referents.
   F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
   G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
   H. Paraphrase a main idea or event in order to vary sentence structure and word use.
   I. Organize ideas into paragraphs with main ideas and supporting details.

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

   A. Introduce a topic clearly.
   B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
   C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
   D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).
   E. Provide a conclusion related to the information or explanation presented.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

   A. Identify audience, purpose, and intended length of composition before writing.
   B. Consider writing as a process, including self-evaluation, revision and editing.

C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

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

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

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   D. Form and use regular and irregular verbs.

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

   A. Use sentence-level context as a clue to the meaning of a word or phrase.
   B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
   C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
   D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Supporting and Additional Standards

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.

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

A. Identify and know the meaning of the most common prefixes and derivational suffixes.
B. Decode words with common Latin suffixes.
C. Decode multisyllable words.
D. Read grade-appropriate irregularly spelled words.
E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

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

A. Read grade-level text with purpose and understanding.
B. Read grade-level text orally with accuracy, appropriate rate, and expression.
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
C. Identify language of word origin, as noted in dictionaries.
D. Spell singular and plural possessives (teacher's; teachers')
E. E. Change y to i (cried) in words with suffixes, when required
F. F.Spell regular two- and three-syllable words that:
    i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
    ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.

G. Spell common words in English, including regular and irregular forms.

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

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

D. Use concrete words and phrases and sensory details to convey experiences and events.
E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

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

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.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum.

Learning Standards

Primary Interdisciplinary Connections
6.1.5.CivicsPI.1: Describe the ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
Computer Science and Design Thinking Standards
8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Conferencing/Individual Small group
- Open Ended Questions
- Presentations
- Google Slide
- https://www.commonlit.org/
- https://kahoot.com/
- https://www.activelylearn.com/
- https://info.flipgrid.com/
- https://padlet.com/

Other Assessments

Formative
- Quizzes
- Exit slips
- Peer/Self Assessments
- Think Pair Share
- Strategic Questioning

- 1,2,3 response
- https://info.flipgrid.com/
- https://kahoot.com/
- https://padlet.com/
- https://www.socrative.com/

Summative
- Unit Assessments
- Final Processed Writing Piece

Benchmark
- District Created

Alternative
- https://www.commonlit.org/
- https://kahoot.com/
- https://www.activelylearn.com/
- http://www.bookadventure.com/Home.aspx
- https://www.readworks.org/

	● Brainpop.com - Writing Process -

Knowledge andSkills	
Content	**Skills**
Unit Essential Questions ● How does the purpose influence the format of the writing? ● What is my purpose for writing an informational text? ● How do readers use strategies to comprehend various texts? ● How do themes develop throughout the text? **Enduring Understandings** ● Effective communication relies on the usage of the writing process. ● An information writing purpose is to demonstrate understanding and for readers to be informed. ● Readers develop a better understanding through reflection of text, by using close reading strategies and mentor texts. ● Readers analyze the structure of a text to locate information, determine how parts are related, and construct overall meaning. ● Readers analyze multiple texts on similar themes or topics to build knowledge and to compare authors' approaches.	*Students will be able to..* ● Cite relevant evidence from text with 70% accuracy using the NJDOE rubric. ● Determine the theme within a story using a theme graphic organizer. ● Make, confirm, and revise predictions using a prediction graphic organizer. ● Draw evidence from literature while finding text evidence to support the main idea and supporting details. ● Write informative/expository text with 70% accuracy using the NJDOE rubric. ● Acquire and use academic vocabulary through reading and writing. ● Explain the function of nouns and use in writing with 80% accuracy. ● Edit for conventions by forming and using irregular verbs with 80% accuracy. ● Engage in collaborative discussions with peers. ● Form and use regular and irregular plural nouns in writing with 80% accuracy. ● Determine author's point of view with the use of a P.I.E.anchor chart and graphic organizer. ● Reread and note text evidence to support understanding. ● Proofread/Edit and Publish a final writing piece to achieve a minimum of a 70% using the NJDOE writing rubric. ● Explain the function of nouns, subjects, predicates, and form/use irregular verbs and use in writing with 80% accuracy. ● Identify similes

	● Identify and use possessive nouns to achieve a minimum of 80% accuracy.

| **Instructional Plan** ||

Suggested Activities	**Resources**
Processed Writing: Writing to Inform: Report **Reading Skill: Central Message/Theme** **I Do:** Introduce/review concept of "theme/central lesson", moral of the story, etc. using an anchor chart. Set the intention before reading that S should look for characters learning a lesson. **We Do:** Read the story with the students and stop for class discussion questions to monitor understanding. **They Do:** Students discuss in partners/small groups- "what did the characters learn? How do you know?" T cycles through the room and conferences with groups as needed. **Reading Skill: Draw Evidence** Read: *Sebastian's Roller Skates* (via Storyline Online) storylineonline.net **I Do:** Review/introduce the concept of characters changing over time.	Resources for **on-grade** students: ● Graphic organizer with sentence stems ● Partners ● Anchor Charts ● Word banks Resources for students **approaching** grade level expectations: ● Leveled Text ● Graphic organizer partially filled out by teacher ● Highlighters for close reading strategies ● Writers checklist ● EZreaders Resources for students **exceeding** grade level expectations: ● Leveled Text ● Compare and contrast the theme from beginning to end of the story Useful links / online resources ● Print Material ● White board ● Computer ● Smart Board ● IPads/Laptops ● ELMO Document Reader

Build background knowledge about shyness (see lesson link for examples). Introduce the story and challenge S to observe how Sebastian changes from the beginning of the story to the end.

We Do: Read the story. Pause periodically to check for understanding as needed.

They Do: Using an exit ticket format, S draws evidence from the story to explain how Sebastian changes over time.

More ideas: Story on Line: Sebastian's Roller Skates-storylineonline.net

Writing: Informative On Demand

I Do: Review the main elements of informative writing (topic-detail-closure) with the class.

We Do: Watch "The Adventures of EcoRilla" onYouTube. Discuss "why is it important to save water?". S fold a blank piece of paper into quarters. In each box, write or draw something you can do to save water.

They Do: S use a brainstorm page to write an informative writing sample in which they present a topic, include details, and provide a sense of closure.

- District Approved and Selected novels
- Kids Search Engine Character Change Graphic Organizer https://www.eadeverell.com/wp-content/uploads/10.-Characters-Change.pdf
- NJDOE Rubric for Narrative Writing
- NJDOE Rubric for PCRs
- Picture Books
  - Picture Books for teaching skills-centergrove.k12.in.us

*T collects writing samples to check for understanding.

*Mandate: Climate Change: Read: *Whooping Cranes in Danger by: Susan E. Goodman*

I Do: Introduce/review concept of "theme/central lesson". Using an anchor chart. Set the intention before reading that S should look for reasons why the whooping cranes are endangered.

We Do: Read the story with the students and stop for class discussion using ideas from the text to add to the chart.

They Do: Students discuss in partners/small groups- "why are the whooping cranes endangered? What did the text tell us? What can we do to help solve future problems of climate change? T cycles through the room and conferences with groups as needed.

Suggested Options for Differentiation

English Language Learners
- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson

- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education
- Model assignments
- Provide Brain Breaks
- Chunk assignments
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Assign a picture or movement to vocabulary words
- Small group instruction‑guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said

- Follow all IEP modifications
- Scriber for students who can't write
- Technology resources

504 Plans
- Follow all 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction‑ Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted and talented
- Encourage upper level intellectual behavior based on bloom's taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest‑based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre‑assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem‑solving simulations
- Debrief students
- Propose interest‑based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning

- Use centers and group students according to ability or interest

Students at Risk of School Failure
- Provide peer tutoring
- Use a strong student as a "buddy"
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources

Core Instructional and Supplemental Materials
Teaching Resource Book

Technology resources :
https://www.commonlit.org/
https://kahoot.com/
https://www.activelylearn.com/
ReadWorks

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations
- ReadWorks
- https://www.activelylearn.com/

Supplemental Texts for Students Approaching Grade Level Expectations
- https://www.activelylearn.com/

Supplemental Texts for Students Exceeding Grade Level Expectations

- https://www.commonlit.org/

Teacher Notes/Reflection:	

Unit 2: Literature	**Duration: 30 days**
Standards/Learning Targets	
Focus Standards (Major Standards)	

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

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

RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.

RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.

RI.PP.3.5. Distinguish their own point of view from that of the author of a text.

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

RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

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

   A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
   B. Capitalize appropriate words in titles.
   C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
   D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
   E. Use appropriate pronouns with clear referents.
   F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
   G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
   H. Paraphrase a main idea or event in order to vary sentence structure and word use.
   I. Organize ideas into paragraphs with main ideas and supporting details.

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

   A. Introduce a topic clearly.
   B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
   C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
   D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).

E.   Provide a conclusion related to the information or explanation presented.

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

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

A.   Use sentence-level context as a clue to the meaning of a word or phrase.
B.   Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
C.   Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
D.   Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A.   Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
B.   Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
C.   Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

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

Supporting and Additional Standards

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

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

    A. Identify and know the meaning of the most common prefixes and derivational suffixes.
    B. Decode words with common Latin suffixes.
    C. Decode multisyllable words.
    D. Read grade-appropriate irregularly spelled words.
    E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

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

    A. Read grade-level text with purpose and understanding.
    B. Read grade-level text orally with accuracy, appropriate rate, and expression.
    C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

    G. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
    H. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
    I.   Identify language of word origin, as noted in dictionaries.
    J. Spell singular and plural possessives (teacher's; teachers')
    K. E. Change y to i (cried) in words with suffixes, when required
    L. F.Spell regular two- and three-syllable words that:
          iii. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
          iv. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.

   G. Spell common words in English, including regular and irregular forms.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

A. Identify audience, purpose, and intended length of composition before writing.
B. Consider writing as a process, including self-evaluation, revision and editing.
C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

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

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

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

SL.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.
   F. Ensure subject-verb and pronoun-antecedent agreement.

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).

New Jersey Student Learning Standards for English Language Arts Anchor Standards for Writing

Learning Standards

Primary Interdisciplinary Connections

6.1.5.GoePP.3: Use geographic models to describe how human movement relates to the locations of natural resources and sometimes results in conflict.

6.1.2.Geo.PP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate, and weather, resource availability).

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Evidence of Student Learning

Performance Tasks/Use of Technology:	Other Assessments
- Conferencing/Individual Small group - Open Ended Questions - Presentations - Google Slide - https://www.commonlit.org/ - https://kahoot.com/ - https://www.activelylearn.com/	**Formative** - Quizzes - Exit slips - Peer/Self Assessments - Think Pair Share - Strategic Questioning 1,2,3 response

● https://info.flipgrid.com/ ● https://padlet.com/	● https://info.flipgrid.com/ ● https://kahoot.com/ ● https://padlet.com/ ● https://www.socrative.com/ **Summative** ● Unit Assessments ● Final Processed Writing Piece **Benchmark** ● **Alternative** ● https://www.commonlit.org/ ● https://kahoot.com/ ● https://www.activelylearn.com/ ● http://www.bookadventure.com/Home.aspx ● https://www.readworks.org/ ● Brainpop.com - Writing Process -

Knowledge and Skills	
Content	**Skills**
Unit Essential Questions ● How does the writing process support my writing? ● How can I support my findings with appropriate evidence? ● How do readers use evidence to support their comprehension of the text ? ● How does the reader use text structure (ex. paragraphs, stanza, scene) to enhance the meaning. **Enduring Understandings** ● Writing is strengthened through the writing process involving revising and editing. ● Clear and focused questions support the researchers' finding information.	*Students will be able to..* ● Cite relevant evidence from text with 70% accuracy using the NJDOE rubric. ● Recount stories using text evidence to support answers. ● Distinguish between singular, plural, personal, and indefinite pronouns in writing 80% accurately. ● Describe cause/effect with the use of a cause/effect graphic organizer/anchor chart. ● Acquire and use academic vocabulary through reading and writing. ● Engage in collaborative discussions with peers on a regular basis.

● Effective researchers validate the credibility and relevance of the information. ● Students develop skills and strategies necessary to interpret text through independently and proficiently reading, comprehending, and writing about them.	● Identify subject and object pronouns in writing accurately 80% of the time. ● Ensure subject-verb and pronoun-antecedent agreement accurately in writing 80% of the time. ● Form and use possessive pronouns in writing accurately 80% of the time. ● Ask and answer questions that develop understanding of the text more clearly. ● Read and interpret text by rereading paragraphs closely to understand it clearly. ● Draw evidence from literature with supporting text evidence and citing certain points. ● Distinguish linking verbs ● Identify the author's point of view with the use of an author's point of view graphic organizer. ● Conduct extended research using a graphic organizer to organize facts. Use the NJDOE rubric to achieve a minimum of 70%. ● Use prefixes as clues to the meaning of a word in writing accurately 80% of the time. ● Describe text structure: compare/contrast using a compare/contrast graphic organizer ● Reread for understanding of text. ● Form and use regular and irregular verbs in writing at least 80% of the time correctly. ● Identify Greek and Latin roots in writing with 80% accuracy. ● Use sentence clues to understand the meaning of a word. ● Describe text structure; cause and effect while using the cause/effect graphic organizer. ● Produce simple, compound, and complex sentences. ● Demonstrate understanding of multiple-meaning words within reading 80% of the time correctly. ● Determine main idea/key details by using a main idea/key

	details graphic organizer.

Instructional Plan	
Suggested Activities	**Resources**
Reading Skill: Cause-Effect Relationships **I Do:** Introduce the interactive anchor chart/graphic organizer for comprehending cause and effect. Define the characteristics of cause/effect. Summarize the expectations for each box. **We Do:** Help students envision cause/effect relationships with before-and-after photo boxes. Ask students to predict What will happen? Identify answers as effects and uncover photos to see if predictions were correct. **You Do:** S create captions for each photo combination, explaining their cause/effect relationships. S. reread paragraphs in texts and identifies cause/effect relationships by looking for signal words or visualizing what's happening to determine what came first (before/cause) and what came second (after/effect). S. annotate and organize information on a cause/effect chart. *Hand in for teacher review **Extended Research/ Speaking and Listening** **Lesson:** Genius Hour PowerPoint (Cause/Effect Relationships in Science) **I Do:** Introduce passion/genius hour projects using powerpoint or anchor charts. Create a topic board.	Resources for **on-grade** students: ● Graphic organizer with sentence stems ● Partners ● Anchor Charts ● Word banks ● Task Cards Cause/Effect-Minds in Bloom Website Resources for students **approaching** grade level expectations: ● Graphic organizer partially filled out by teacher ● Highlighters for close reading strategies ● Writer's checklist ● EZreaders Resources for students **exceeding** grade level expectations: ● Describe cause/effect relationships in scientific texts Useful links / online resources ● Print Material ● White board ● Computer ● Smart Board ● IPads/Laptops ● ELMO Document Reader ● District Approved and Selected novels ● NJDOE Rubric for Narrative Writing ● NJDOE Rubric for PCRs ● Picture Books

We Do: Students will add their topics onto board and discuss with class. Teacher will model how to create questions from the topic board.

They Do: Students will create their questions and begin their research once approved by the teacher.

***Students will present their projects to their peers and teacher.

On Demand Writing
Lesson:
Mandate: Climate Change Activity

Build interest: Students complete KWL chart. What does the word conservation mean? What does it mean to conserve water? What do you already know about how to conserve water?

Introduction: Watch the videoWater Tips video: Students engage in discourse through turn and talk, "Why is it important to save water? How can you save water?"

Teacher model: Read aloud the article about water tips and model how to take notes and properly annotate.

Partner research: Students read articles using safesearchkids.com. Students take notes and annotate important information. Students engage in discourse:"What are new ways we can save water? How does conserving water help save our environment? What examples did you read about in the articles?"

- Smekens Comprehending Cause/Effect
- Safe Search Kids
- https://jr.brainpop.com/- Cause/Effect

| Independent: Students will write about why it is important to save water and reference articles they have researched. Students may include text features/visuals: diagram, image, caption, etc.

Exit Ticket: Finish the "L" on the KWL chart	

Suggested Options for Differentiation

English Language Learners
- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Model assignments
- Provide Brain Breaks
- Chunk assignments
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Assign a picture or movement to vocabulary words
- Small group instruction‑guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Follow all IEP modifications
- Scriber for students who can't write
- Technology resources

504 Plans

- Follow all 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction‑ Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments

- Positive Reinforcement

Gifted and Talented
- Encourage upper level intellectual behavior based on bloom's taxonomy
- Do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- Propose interest‑based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre‑assessment and assessment
- Create an enhanced set of introductory activities (e.G. Advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem‑solving simulations
- Debrief students
- Propose interest‑based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at risk of school failure
- Provide peer tutoring
- Use a strong student as a "buddy"
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals

- Be flexible with assignments and time frames
- Provide needed academic resources

Core Instructional and Supplemental Materials
Teaching Resource Book

Technology resources :
https://www.commonlit.org/
https://kahoot.com/
https://www.activelylearn.com/
https://www.smekenseducation.com
ReadWorks
Brainpop.com

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations
- ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations

- https://www.activelylearn.com/

Supplemental Texts for Students Exceeding Grade Level Expectations

- https://www.commonlit.org/

Teacher Notes/Reflection:

: Opinion	**Duration:** 30 days

Standards/Learning Targets

Focus Standards (Major Standards)

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

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

RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.

RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
RI.3.6. Distinguish their own point of view from that of the author of a text

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

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

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

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

    A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
    B. Capitalize appropriate words in titles.
    C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
    D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
    E. Use appropriate pronouns with clear referents.
    F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
    G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
    H. Paraphrase a main idea or event in order to vary sentence structure and word use.
    I. Organize ideas into paragraphs with main ideas and supporting details.

W.AW.3.1. Write opinion texts to present an idea with reasons and information.

    A. Introduce an opinion clearly.
    B. Support the opinion with facts, definitions, reasons, text evidence, or other information and examples related to the topic.
    C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).
    D. Provide a conclusion related to the opinion presented.

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

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

    A. Use sentence-level context as a clue to the meaning of a word or phrase.
    B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
    C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
    D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

   A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
   B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
   C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

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

Supporting and Additional Standards

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.

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.

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

   A. Identify and know the meaning of the most common prefixes and derivational suffixes.
   B. Decode words with common Latin suffixes.
   C. Decode multisyllable words.
   D. Read grade-appropriate irregularly spelled words.
   E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

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

A. Read grade-level text with purpose and understanding.
B. Read grade-level text orally with accuracy, appropriate rate, and expression.
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

M. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
N. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
O. Identify language of word origin, as noted in dictionaries.
P. Spell singular and plural possessives (teacher's; teachers')
Q. E. Change y to i (cried) in words with suffixes, when required
R. F.Spell regular two- and three-syllable words that:
  v. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
  vi. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.

G. Spell common words in English, including regular and irregular forms.

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

A. Introduce a topic clearly.
B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).
E. Provide a conclusion related to the information or explanation presented.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

A. Identify audience, purpose, and intended length of composition before writing.
B. Consider writing as a process, including self-evaluation, revision and editing.

C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

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

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

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.
   A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
   B. Form and use regular and irregular plural nouns.
   C. Use abstract nouns (e.g., childhood).
   D. Form and use regular and irregular verbs.
   E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
   F. Ensure subject-verb and pronoun-antecedent agreement.
   G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
   H. Use coordinating and subordinating conjunctions.
   I. Produce simple, compound, and complex sentences.

L.3.6. 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).

New Jersey Student Learning Standards for English Language Arts Anchor Standards for Writing

Learning Standards

Primary Interdisciplinary Connections

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Evidence of Student Learning

Performance Tasks/Use of Technology:	Other Assessments
- Conferencing/Individual Small group - Open Ended Questions - Presentations - Google Slide/Power Points - https://www.commonlit.org/ - https://kahoot.com/	**Formative** - Quizzes - Exit slips - Peer/Self Assessments - Think Pair Share 1,2,3 response - Strategic Questioning

● https://www.activelylearn.com/ ● https://info.flipgrid.com/ ● https://padlet.com/	● https://info.flipgrid.com/ ● https://kahoot.com/ ● https://padlet.com/ ● https://www.socrative.com/ **Summative** ● Unit Assessments ● Final Processed Writing Piece **Benchmark** ● District Created **Alternative** ● https://www.commonlit.org/ ● https://kahoot.com/ ● https://www.activelylearn.com/ ● http://www.bookadventure.com/Home.aspx ● https://www.readworks.org/ ● http://www.teachhub.com/video-writing-prompt-epic ● https://achievethecore.org/

Knowledge and Skills	
Content	**Skills**
Unit Essential Questions ● How does the author's purpose influence the format of the writing? ● What evidence can I use to support my opinion? ● How do readers use evidence to support their comprehension of the text ? ● How does the author's point of view influence the message? **Enduring Understandings** ● Readers evaluate an author's opinion by examining valid	Students will be able to.. ● Cite relevant evidence from text answering essential questions using the NJDOE rubric with 70% accuracy. ● Identify the problem and solution using the graphic organizer to find information in the text. ● Visualize using key words from the text. ● Distinguish verbs in predicates and use in writing with 80% accuracy. ● Write a well developed opinion piece using the NJDOE rubric. ● Engage in collaborative discussions with peers. ● Describe character, setting, plot; cause and effect and sequence

reasoning and relevant and sufficient evidence in order to determine the validity of the claim. ● Proficient readers assess the author's point of view or purpose and determine how it shapes the content and style of the text. ● Readers cite concrete evidence from a text to support their analyses of what the text says explicitly.	by using a paragraph graphic organizer. ● Draw evidence from literature by finding text evidence. ● Revise and edit an opinion piece using an editing checklist. ● Determine main idea and key details when using a main idea/key details graphic organizer. ● Summarize text to show understanding by writing a paragraph to summarize a story. ● Form and use the simple verb tenses in writing with 80% accuracy. ● Identify and use future-tense verbs in writing with 80% accuracy. ● Ensure subject-verb and pronoun-antecedent agreement in writing with 80% accuracy.

Instructional Plan

Suggested Activities	Resources
Writing Skill: Opinion Writing Essay I Do: Gather ideas from S about what elements are important when writing opinions (i.e. state opinion, provide reasons, etc.). Discuss the importance of having a strong conclusion to end the writing piece. Provide examples of an opinion paragraph where there is no conclusion and exaggerate how it leaves the reader hanging. We Do: Watch a video on opinion writing using youtube. They Do: S draft a conclusion paragraph for the statement "Kids should choose to eat healthy foods". **Reading Skill: Summarize**	Resources for **on-grade** students: ● Graphic organizer with sentence stems ● Partners ● Anchor Charts ● Word banks Resources for students **approaching** grade level expectations: ● Graphic organizer partially filled out by teacher ● Highlighters for close reading strategies ● Writer's checklist ● EZreaders Resources for students **exceeding** grade level expectations: ● Compare and contrast the point of view of various stories

I Do: Remind students that a summary of the story should include only the big idea. Model an example using a previously read story. **We Do:** Guide students to summarize the story on an index card, allowing them to write as much as they want. Have student volunteers read their index card summary to the class. Model isolating just evidence from the summary that supports the big idea. **They Do:** With a partner, give students a post-it note and ask them to re-write the summary from the index card using just evidence to support the main idea. ***Diversity & Inclusion Mandate:** *The Talented Clementine* **Lesson:** **I Do:** Ask students to talk to a partner about what talents they have. Ask and answer questions together; do they know their talent? What talent would they like to have? Do we all need to have a talent to be special? **We Do:** Read, *The Talented Clementine.* **They Do:** Students will take notes while reading. Identify what Clemintine will do for the Talent Show. Meet with a group/partner and discuss ideas. Share ideas of how Clemintine is special and unique. Discuss in a whole group how everyone is who they are and special. ***Diversity & Inclusion Mandate:** *Just Ask* **Lesson:**	Useful links / online resources ● Print Materials ● Computer ● Smart Board ● IPads/Laptops ● ELMO Document Reader ● District Approved and Selected novels ● NJDOE Rubric for Narrative Writing ● NJDOE Rubric for PCRs ● Picture Books ○ Picture Books for teaching skills ● Smekens - Summarizing ● Safe Search Kids ● Brainpop.com **- Paraphrasing-**

I Do: Preview the book with your students. *Based on the title and illustrations, what do you think the story will be about?* Ask students to picture a garden in their mind. If needed, prompt them to consider what colors or sizes their plants might be. Discuss what the world would be like if everyone were the same. What are the benefits of diversity? What are some things that make you yourself?

We Do: Students will listen to Just Ask by Sonia Sotomayor. Stop to ask questions to check for understanding. Example for page 2: What does Sonia want you to know about kids? How are kids different? What does Sonia want you to do if you are curious about someone else? (All kids are different, just like things that grow in a garden are different. Sometimes differences are easy to spot, and sometimes you can't see why kids are different).

They Do: Students will create a class book based off of the story. Each student in the class will write one page introducing themselves and explaining something that makes them unique. Students can also complete Just Ask Activities when they are finished.

Suggested Options for Differentiation

English Language Learners
- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities

- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education
- Model assignments
- Provide Brain Breaks
- Chunk assignments
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Assign a picture or movement to vocabulary words
- Small group instruction‑guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Follow all IEP modifications
- Scriber for students who can't write

- Technology resources

504 Plans
- Follow all 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction‑ Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted and Talented
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest‑based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre‑assessment and assessment
- Create an enhanced set of introductory activities (e.g. Advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem‑solving simulations
- Debrief students
- Propose interest‑based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure
- Provide peer tutoring
- Use a strong student as a "buddy"
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

Core Instructional and Supplemental Materials
Teaching Resource Book

Technology resources :
https://www.commonlit.org/
https://kahoot.com/
https://www.activelylearn.com/
ReadWorks
Brainpop.com

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations
- ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations
- https://www.activelylearn.com/

Supplemental Texts for Students Exceeding Grade Level Expectations

- https://www.commonlit.org/

Teacher Notes/Reflection:

Unit 4: Narrative	**Duration: 30 days**
Standards/Learning Targets	
Focus Standards (Major Standards)	

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

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

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

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

RL.CT.3.8. Compare and contrast the elements (themes, settings, and plots) of literary texts written by the same author about similar characters.

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

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

RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.

RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

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

    A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
    B. Capitalize appropriate words in titles.
    C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
    D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
    E. Use appropriate pronouns with clear referents.
    F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
    G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
    H. Paraphrase a main idea or event in order to vary sentence structure and word use.
    I. Organize ideas into paragraphs with main ideas and supporting details.

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

    A. Orient the reader by establishing a situation and introducing a narrator and/or characters; clearly organize an event sequence.
    B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
    C. Use transitional words and phrases to manage the sequence of events.
    D. Use concrete words and phrases and sensory details to convey experiences and events.

E.   Provide a conclusion or sense of closure that follows the narrated experiences or events.

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

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

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

Vocabulary Acquisition and Use
   C. Use commas and quotation marks in dialogue.

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

   A.   Use sentence-level context as a clue to the meaning of a word or phrase.
   B.   Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
   C.   Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
   D.   Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.6. 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)

Supporting and Additional Standards

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.

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

    A. Identify and know the meaning of the most common prefixes and derivational suffixes.
    B. Decode words with common Latin suffixes.
    C. Decode multisyllable words.
    D. Read grade-appropriate irregularly spelled words.
    E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

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

    A. Read grade-level text with purpose and understanding.
    B. Read grade-level text orally with accuracy, appropriate rate, and expression.
    C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

    S. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
    T. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
    U. Identify language of word origin, as noted in dictionaries.
    V. Spell singular and plural possessives (teacher's; teachers')
    W. E. Change y to i (cried) in words with suffixes, when required
    X. F.Spell regular two- and three-syllable words that:
        vii. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
        viii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.

    G. Spell common words in English, including regular and irregular forms.

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

    A. Introduce a topic clearly.
    B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
    C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
    D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).
    E. Provide a conclusion related to the information or explanation presented.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

    A. Identify audience, purpose, and intended length of composition before writing.
    B. Consider writing as a process, including self-evaluation, revision and editing.
    C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

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

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.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

    A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
    B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
    C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

New Jersey Student Learning Standards for English Language Arts Anchor Standards for Writing

Learning Standards

Primary Interdisciplinary Connections

6.1.5.CivicsPI.1: Describe the ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

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

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Evidence of Student Learning

Performance Tasks/Use of Technology:	Other Assessments
● Conferencing/Individual Small group ● Open Ended Questions ● Observations ● Google Slide/power points ● https://www.commonlit.org/ ● https://kahoot.com/ ● https://www.activelylearn.com/ ● https://info.flipgrid.com/	**Formative** ● Quizzes ● Exit slips ● Peer/Self Assessments ● Think Pair Share ● 1,2,3 response ● Strategic Questioning ● https://info.flipgrid.com/

● https://padlet.com/	● https://kahoot.com/ ● https://padlet.com/ ● https://www.socrative.com/ **Summative** ● Unit Assessments ● Final Processed Writing Piece ● Oral presentations **Benchmark** ● Distict Created **Alternative** ● https://www.commonlit.org/ ● https://kahoot.com/ ● https://www.activelylearn.com/ ● http://www.bookadventure.com/Home.aspx ● https://www.readworks.org/

Knowledge and Skills	
Content	**Skills**
Unit Essential Questions ● How does the purpose influence the writing? ● Why do writers share their real or imagined stories? ● How do readers use evidence to support their comprehension of the text? ● How does the characters' circumstances drive the plot development? **Enduring Understandings** ● Writers must make choices about how to structure their writing based on its intended purpose.	*Students will be able to..* ● Cite relevant evidence from text with 70% accuracy using the NJDOE rubric. ● Determine the theme within a story using a theme graphic organizer. ● Make, confirm, and revise predictions using a prediction graphic organizer. ● Draw evidence from literature while finding text evidence to support the main idea and supporting details. ● Write informative/expository text with 70% accuracy using the NJDOE rubric.

● Narratives provide a way to share real or imagined experiences. ● Good readers internalize appropriate reading strategies and apply these to the independent reading of a variety of texts. ● Readers use context clues as a means for deciphering unknown words, which ultimately aids in overall comprehension. ● Characters' motivations, circumstances, and interactions with others drive plot development.	● Acquire and use academic vocabulary through reading and writing. ● Explain the function of nouns and use in writing with 80% accuracy. ● Use commas and quotation marks in dialogue with 80% accuracy. ● Distinguish literal and nonliteral meaning of words and phrases in context with 80% accuracy. ● Determine the meaning of the new word formed when a known affix is added to a known word with 80% accuracy. ● Engage in collaborative discussions with peers.

Instructional Plan

Suggested Activities	Resources
Processed Writing: Writing a Narrative: Folktale **I do:** Introduce the concept of adding details about characters during a revision process. Use narrative writing pieces from a previous class period. **We do:** Model re-reading a narrative to find characters, describe their actions, and revise the sentence with new details. **They Do:** S reread their narrative and highlight the character names. S write the characters in a T chart. Next to each character, S adds a way to describe their actions that is relevant to the details of the story. S rework the sentences to add some of these descriptions into their piece. *Students will sign up for a conference to check in with T	Resources for **on-grade** students: ● Graphic organizer with sentence stems ● Partners ● Anchor Charts ● Word banks Resources for students **approaching** grade level expectations: ● Leveled Text ● Graphic organizer partially filled out by teacher ● Highlighters for close reading strategies ● Writers checklist ● EZreaders Resources for students **exceeding** grade level expectations: ● Leveled Text ● Compare and contrast the theme from beginning to end of the story

kindness and inclusivity citing examples from the story.

They Do: S work in partners to fill out "Summarizing" graphic organizers. Students share how they would feel in that classroom.

*Students will hand in writing for teacher to review

*History and Contributions of African Americans Mandate Writing: Research based informational text:
Students are learning about fairness in sports.
Build interest: Play highlights of Jackie Robinson's baseball career.
Engage in discourse, "What do you notice? What do you wonder? How might this video connect to our lesson this week?"

Introduction: Teacher gages prior knowledge, "What do you know about the history of sports? Were all people of differing genders, races, ethnicities allowed to participate?" Teacher connects Jackie Robinson's story to the lesson's essential questions (When should a sport change? How can sports bring out the best in people? How do sports make us feel?)

Partner research: Students will conduct research to gather important information about the influential African American, Jackie Robinson. Students will use search.kidzsearch.com to answer guiding questions, "Who is Jackie Robinson? When and where did he live? What was society like during this time period? What challenges do you think he faced? Why was he very influential to history? How has he been recognized?"

Independent: Students will compose an informational text using information they compiled through research to explain Jackie Robinson's influence on American sports and societal challenges.

Useful links / online resources
- Print Material
- White board
- Computer
- Smart Board
- IPads/Laptops
- ELMO Document Reader
- District Approved and Selected novels
- Kids Search Engine Character Change Graphic Organizer https://www.eadeverell.com/wp-content/uploads/10.-Characters-Change.pdf
- NJDOE Rubric for Narrative Writing
- NJDOE Rubric for PCRs
- Picture Books
  - Picture Books for teaching skills

Students should include text features/visuals: timeline, image, caption, etc.

Closure: Students will participate in a gallery walk where they will read and observe their peers' work. Students will choose two students to offer positive feedback along with something they learned.

*Holocaust Mandate Idea: *Brainpop - Elie Wiesel*

I Do: Analyze a quote from Elie Wiesel, (e.g.,*The opposite of love is not hate, it's indifference.)*

We Do: Watch Brainpop Video about Elie Wiesel

They Do: Complete a story map about Elie Wiesel's life. Then share with a partner.

More ideas: Lucky Learners

Reading Skill: Cause/Effect

Read *The Elves and the Shoemaker* on Storyline Online

I do: Review/introduce concepts of cause/effect citing examples from previously read stories. Review/introduce cause/effect moves the plot forward in a story.

We do: Read *The Elves and the Shoemaker*, stopping periodically for

discussion to check for understanding.

They Do: Using an exit ticket, S writes the effect of the elves helping the shoemaker.

*Teacher collects for understanding

More ideas: Story Online

*Holocaust and Genocide Mandate
Writing: Prose constructed response
Students are learning how people feel when they face challenges and what they can learn from others.

Build Interest: Teacher displays the word 'diversity' on the board. Students engage in discourse, "What does diversity mean? What is something special about you? What makes you diverse?" On a post-it, students will use their knowledge of *diversity* to answer, "What does 'acceptance' mean to you?"

Introduction: The class will read, "Acceptance is My Superpower."
[SYNOPSIS: Lisa is a young girl who loves to sing and wears glasses. A classmate who Lisa views as a friend made cruel comments about her, and it leads her into learning what diversity is. Lisa learns that when others misunderstand it can sometimes result in words or actions that are hurtful. She also learns that differences are not actually flaws but instead are superpowers. By accepting herself and others, Lisa is being a superhero.]

Partner collaboration: Teachers will invite students to engage in discourse and connect to our lesson's focus questions, "How do people feel when they face challenges? What can we learn from others?" Students will share in a roundtable discussion. Independent: Students will use the read aloud and their own experiences to answer, "Why is it important to be accepting of others and their differences? How does it feel to be excluded? How can you demonstrate acceptance at school?" Closure: Students will celebrate their diversity by creating an About Me poster.	

Suggested Options for Differentiation

English Language Learners
- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning

- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education
- Model assignments
- Provide Brain Breaks
- Chunk assignments
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Assign a picture or movement to vocabulary words
- Small group instruction‑guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Follow all IEP modifications
- Scriber for students who can't write
- Technology resources

504 Plans
- Follow all 504 plan modifications
- Provide Picture Instructions

- Small Group Instruction‑ Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted and Talented
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest‑based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre‑assessment and assessment
- Create an enhanced set of introductory activities (e.g. Advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem‑solving simulations
- Debrief students
- Propose interest‑based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure
- Provide peer tutoring
- Use a strong student as a "buddy"
- Use books on tape

- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

Core Instructional and Supplemental Materials
Teaching Resource Book

Technology resources :
https://www.commonlit.org/
https://kahoot.com/
https://www.activelylearn.com/
ReadWorks
Brainpop.com

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations
- ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations
- https://www.activelylearn.com/

Supplemental Texts for Students Exceeding Grade Level Expectations
- https://www.commonlit.org/

Teacher Notes/Reflection:

Unit 5: Informational	Duration: 30 days

Standards/Learning Targets
Focus Standards (Major Standards)

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

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

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

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

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

RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.

RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.

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

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

A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
B. Capitalize appropriate words in titles.
C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
E. Use appropriate pronouns with clear referents.
F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
H. Paraphrase a main idea or event in order to vary sentence structure and word use.
I. Organize ideas into paragraphs with main ideas and supporting details.

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

A. Introduce a topic clearly.
B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).
E. Provide a conclusion related to the information or explanation presented.

W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

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

F. Ensure subject-verb and pronoun-antecedent agreement.

G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

H. Use coordinating and subordinating conjunctions.

I. Produce simple, compound, and complex sentences.

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

A. Use sentence-level context as a clue to the meaning of a word or phrase.
B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.

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.

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

A. Identify and know the meaning of the most common prefixes and derivational suffixes.
B. Decode words with common Latin suffixes.
C. Decode multisyllable words.
D. Read grade-appropriate irregularly spelled words.

E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

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B. Consider writing as a process, including self-evaluation, revision and editing.
C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

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.

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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.

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	- https://www.commonlit.org/ - https://kahoot.com/ - https://www.activelylearn.com/ - http://www.bookadventure.com/Home.aspx - https://www.readworks.org/

Knowledge and Skills	
Content	**Skills**
Unit Essential Questions - How does the writing process support my writing? - How can I support my findings with appropriate evidence? - How do readers use evidence to support their comprehension of the text ? - How does the reader use text structure (ex. stanza, scene) to enhance the meaning. **Enduring Understandings** - Writing is strengthened through the writing process involving revising and editing. - Clear and focused questions support the researchers' finding information. - Effective researchers validate the credibility and relevance of the information. - Students develop skills and strategies necessary to interpret poetry through independently and proficiently reading, comprehending, and writing about them.	***Students will be able to..*** - Cite relevant evidence from text with 70% accuracy using the NJDOE rubric. - Recount stories using text evidence to support answers. - Distinguish between singular, plural, personal, and indefinite pronouns in writing 80% accurately. - Identify point of view with the use of a point of view graphic organizer. - Acquire and use academic vocabulary through reading and writing. - Engage in collaborative discussions with peers on a regular basis. - Identify subject and object pronouns in writing accurately 80% of the time. - Ensure subject-verb and pronoun-antecedent agreement accurately in writing 80% of the time. - Form and use possessive pronouns in writing accurately 80% of the time. - Ask and answer questions that develop understanding of the text more clearly. - Read and interpret poetry by breaking down each stanza or line to understand it clearly.

	● Draw evidence from literature with supporting text evidence and citing certain points. ● Distinguish linking verbs ● Identify the author's point of view with the use of an author's point of view graphic organizer. ● Conduct extended research using a graphic organizer to organize facts. Use the NJDOE rubric to achieve a minimum of 70%. ● Use prefixes as clues to the meaning of a word in writing accurately 80% of the time. ● Describe text structure: compare and contrast using a compare/contrast graphic organizer ● Reread for understanding of text. ● Form and use regular and irregular verbs in writing at least 80% of the time correctly. ● Identify Greek and Latin roots in writing with 80% accuracy. ● Use sentence clues to understand the meaning of a word. ● Describe text structure; cause and effect while using the cause/effect graphic organizer. ● Produce simple, compound, and complex sentences. ● Demonstrate understanding of multiple-meaning words within reading 80% of the time correctly. ● Determine theme by using a theme graphic organizer. ● Demonstrate understanding of metaphors in reading with 80% accuracy.
Instructional Plan	
Suggested Activities	**Resources**
Reading Skill: Annotate Information from Text/Images	Resources for **on-grade** students: ● Graphic organizer with sentence stems ● Partners

I Do: Read aloud mentor text picture book: The Boy Who Invented the Popsicle by Anne Renaud, https://www.youtube.com/watch?v=nc6i96ok94o Introduce a graphic organizer to annotate what you notice and note about the authors ideas in the mentor text. Summarize the expectations for each box. **We Do:** Reread short passages from the mentor text as a class and fill out the first column of the graphic organizer together. **You Do:** S reads another passage on their own and fills out the second column. *Hand in for teacher review **Extended Research/ Speaking and Listening** **Lesson:**Genius Hour PowerPoint **I Do :** Introduce passion/genius hour projects using powerpoint or anchor charts. Create a topic board. **We Do:** Students will add their topics onto board and discuss with class. Teacher will model how to create questions from the topic board. **They Do:** Students will create their questions and begin their research once approved by the teacher ***Students will present their projects to their peers and teacher**	● Anchor Charts ● Word banks Resources for students **approaching** grade level expectations: ● Graphic organizer partially filled out by teacher ● Highlighters for close reading strategies ● Writer's checklist ● EZreaders Resources for students **exceeding** grade level expectations: ● Compare and contrast the character's traits throughout the story Useful links / online resources ● Print Material ● White board ● Computer ● Smart Board ● IPads/Laptops ● ELMO Document Reader ● District Approved and Selected novels ● NJDOE Rubric for Narrative Writing ● NJDOE Rubric for PCRs ● Picture Books ○ Picture Books for teaching skills ● Smekens Using Mentor Text to Teach Writing ● Safe Search Kids ● https://jr.brainpop.com/- Writing Skills

Suggested Options for Differentiation
English Language Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education
- Model assignments
- Provide Brain Breaks
- Chunk assignments
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Choral reading

- Chants, songs
- Assign a picture or movement to vocabulary words
- Small group instruction‑guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Follow all IEP modifications
- Scriber for students who can't write
- Technology resources

504 Plans
- Follow all 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction‑ Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted and Talented
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest‑based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre‑assessment and assessment
- Create an enhanced set of introductory activities (e.g. Advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum

- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem‑solving simulations
- Debrief students
- Propose interest‑based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure
- Provide peer tutoring
- Use a strong student as a "buddy"
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

Core Instructional and Supplemental Materials
Teaching Resource Book

Technology resources :

https://www.commonlit.org/
https://kahoot.com/
https://www.activelylearn.com/
ReadWorks
Brainpop.com

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations
● ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations
● https://www.activelylearn.com/
Supplemental Texts for Students Exceeding Grade Level Expectations
● https://www.commonlit.org/

Teacher Notes/Reflection:

Unit 6: Opinion	Duration: 30 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme in literary texts (e.g. fables, folktales and myths from diverse cultures).	

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

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.

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

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

RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.

RI.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.

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

   A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
   B. Capitalize appropriate words in titles.
   C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
   D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
   E. Use appropriate pronouns with clear referents.
   F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
   G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
   H. Paraphrase a main idea or event in order to vary sentence structure and word use.
   I. Organize ideas into paragraphs with main ideas and supporting details.

W.AW.3.1. Write opinion texts to present an idea with reasons and information.

A. Introduce an opinion clearly.
B. Support the opinion with facts, definitions, reasons, text evidence, or other information and examples related to the topic.
C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).
D. Provide a conclusion related to the opinion presented.

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

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

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

F. Ensure subject-verb and pronoun-antecedent agreement.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
B. Choose words and phrases for effect.
C. Recognize and observe differences between the conventions of spoken and written English

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

A. Use sentence-level context as a clue to the meaning of a word or phrase.
B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Supporting and Additional Standards

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.

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

    A. Identify and know the meaning of the most common prefixes and derivational suffixes.
    B. Decode words with common Latin suffixes.
    C. Decode multisyllable words.
    D. Read grade-appropriate irregularly spelled words.
    E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

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

    A. Read grade-level text with purpose and understanding.
    B. Read grade-level text orally with accuracy, appropriate rate, and expression.
    C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

    EE. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
    FF. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
    GG. Identify language of word origin, as noted in dictionaries.
    HH. Spell singular and plural possessives (teacher's; teachers')
    II. E. Change y to i (cried) in words with suffixes, when required
    JJ. F.Spell regular two- and three-syllable words that:
        xi. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.

xii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.

G. Spell common words in English, including regular and irregular forms.

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

A. Introduce a topic clearly.
B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).
E. Provide a conclusion related to the information or explanation presented.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

A. Identify audience, purpose, and intended length of composition before writing.
B. Consider writing as a process, including self-evaluation, revision and editing.
C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

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.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

New Jersey Student Learning Standards for English Language Arts Anchor Standards for Writing

Learning Standards

Primary Interdisciplinary Connections

6.1.5.CivicsPI.1: Describe the ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

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

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Evidence of Student Learning

Performance Tasks/Use of Technology:	**Other Assessments**
- Conferencing/Individual Small group - Open Ended Questions - Observations - Google Slide/power points - https://www.commonlit.org/ - https://kahoot.com/ - https://www.activelylearn.com/ - https://info.flipgrid.com/	**Formative** - Quizzes - Exit slips - Peer/Self Assessments - Think Pair Share 1,2,3 response - Strategic Questioning

● https://padlet.com/	● https://info.flipgrid.com/ ● https://kahoot.com/ ● https://padlet.com/ ● https://www.socrative.com/ **Summative** ● Unit Assessments ● Final Processed Writing Piece ● Oral presentations **Benchmark** ● District Created **Alternative** ● https://www.commonlit.org/ ● https://kahoot.com/ ● https://www.activelylearn.com/ ● https://learnzillion.com/ela ● http://www.bookadventure.com/Home.aspx ● https://www.readworks.org/

Knowledge and Skills	
Content	**Skills**
Unit Essential Questions ● How does the author's purpose influence the format of the writing? ● What evidence can I use to support my opinion? ● How do readers use evidence to support their comprehension of the text ? ● How does the author's point of view influence the message? **Enduring Understandings**	Students will be able to.. ● Cite relevant evidence from text answering essential questions using the NJDOE rubric with 70% accuracy. ● Identify the problem and solution using the graphic organizer to find information in the text. ● Visualize using key words from the text. ● Distinguish verbs in predicates and use in writing with 80% accuracy. ● Write a well developed opinion piece using the NJDOE rubric. ● Engage in collaborative discussions with peers.

● Readers evaluate an author's opinion by examining valid reasoning and relevant and sufficient evidence in order to determine the validity of the claim. ● Proficient readers assess the author's point of view or purpose and determine how it shapes the content and style of the text. ● Readers cite concrete evidence from a text to support their analyses of what the text says explicitly.	● Describe character, setting, plot; cause and effect and sequence by using a paragraph graphic organizer. ● Draw evidence from literature by finding text evidence. ● Revise and edit an opinion piece using an editing checklist. ● Revise and edit an opinion letter using an editing checklist for letter writing with mentor texts ● Determine main idea and key details when using a main idea/key details graphic organizer. ● Summarize text to show understanding by writing a paragraph to summarize a story. ● Form and use the simple verb tenses in writing with 80% accuracy. ● Identify and use future-tense verbs in writing with 80% accuracy. ● Ensure subject-verb and pronoun-antecedent agreement in writing with 80% accuracy.

Instructional Plan

Suggested Activities	Resources
Reading Skill: Compare/Contrast **I Do:** Introduce a graphic organizer to compare 2 fiction texts. Summarize the expectations for each box. **We Do:** Read short literature passages as a class and fill out the first column of the graphic organizer together. **You Do:** S reads another passage on their own and fill out the second column, comparing it to passage #1.	Resources for **on-grade** students: ● Graphic organizer with sentence stems ● Partners ● Anchor Charts ● Word banks Resources for students **approaching** grade level expectations: ● Graphic organizer partially filled out by teacher ● Highlighters for close reading strategies ● Writer's checklist ● EZreaders

*Hand in for teacher review

Extended Research/ Speaking and Listening
Lesson: Genius Hour PowerPoint

I Do : Introduce passion/genius hour projects using powerpoint or anchor charts. Create a topic board.

We Do: Students will add their topics onto board and discuss with class. Teacher will model how to create questions from the topic board.

They Do: Students will create their questions and begin their research once approved by the teacher

*Students will present their projects to their peers and teacher

Resources for students **exceeding** grade level expectations:
- Compare and contrast the character's traits throughout the story

Useful links / online resources
- Print Material
- White board
- Computer
- Smart Board
- IPads/Laptops
- ELMO Document Reader
- District Approved and Selected novels
- NJDOE Rubric for Narrative Writing
- NJDOE Rubric for PCRs
- Picture Books
  - Picture Books for teaching skills
- Smekens Compare Two Texts T-chart - https://www.smekenseducation.com/plan-texttotext-comparisons-wit2/
- Safe Search Kids
- https://jr.brainpop.com/- Compare/Contrast https://jr.brainpop.com/readingandwriting/comprehension/compareandcontrast/

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- Organize integrated problem‑solving simulations

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Teaching Resource Book

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https://www.activelylearn.com/
ReadWorks
Brainpop.com

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations
- ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations

- https://www.activelylearn.com/

Supplemental Texts for Students Exceeding Grade Level Expectations

- https://www.commonlit.org/

Teacher Notes/Reflection: