

SPARTA TWP. PUBLIC SCHOOLS

Grade 3 Language Arts Curriculum

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Adapted from:

New Jersey Student Learning Standards

Reviewed by:

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VISION

The Sparta Language Arts department is committed to offering our students rigorous and challenging curricula that enable them to fully develop critical and creative thinking and communication skills. Through this, we will guide our students to evolve into articulate, global citizens who persevere through challenges and voice their ideas with maturity and sensibility. Our combined efforts will provide them with the tools to transfer these acquired skills to various disciplines and real-world applications to better prepare them to contribute to and succeed in the 21st century.

BELIEF STATEMENTS

- Foster an appreciation for reading and writing beyond their schooling
- Build confident, conscientious, independent readers and writers
- Expose students to multiple communication mediums to encourage digital citizenship
- Develop communication skills through the areas of reading, writing, speaking, listening, word study, and literary analysis
- Respond to the varying demands of audience, task, purpose, and discipline
- Guide students through the process from learning to read to reading to learn
- Teach students how to think, not what to think
- Challenge students to broaden their global perspectives and attitudes through open and respectful discourse, collaboration, and analysis
- Stress the value and skill of active listening
- Cultivate a sense of personal responsibility and accountability
- Promote shared responsibility for the education of our youth
- Aim to equip students both to read the world and write the future
- Inspire our students to surpass their own expectations

COURSE OVERVIEW

The Sparta School District elementary English Language Arts program has been constructed within a balanced literacy philosophy. In this model, students learn and develop skills through the Reading and Writing Workshop model in conjunction with guided reading and strategy groups, as well as direct, explicit, systematic instruction in Word Study.

COMPONENTS OF THE COURSE

Reading Components: To achieve NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- **Read Aloud:** Read Aloud is a planned instructional strategy that involves the teacher reading to the whole class or small groups of students each day for a specified period of time. The teacher initiates discussion before the reading to activate prior knowledge and/ or build background, and (which) prompts students to make meaningful predictions. The teacher reads the selection as a whole. Discussion follows the reading, with attention given to aesthetic responses to literature, direct instruction of strategies that help develop reading comprehension, or the craft of writing (e.g., effective lead sentences, beginning/middle/end, using descriptive language). Favorite texts, selected for special features, can be reread many times. When possible, the read aloud should align with the reading workshop unit of study.
- **Shared Reading:** Shared Reading is a planned instructional strategy that involves a teacher/ expert reader introducing and reading an enlarged text, small selection, or a short passage, that each student can see (big book, overhead/ Interactive Board projection, charts). Text is selected in order to demonstrate a specific strategy and provides each student the opportunity to participate and behave like a reader. It creates a body of known texts that can be used for rereading, independent reading, as well as a resource for writing and word/ vocabulary study. As with a Read Aloud, Shared Reading involves children in an enjoyable reading experience.
- **Guided Reading/Strategy Groups (Grades K-5):** Guided Reading is a planned instructional strategy in which the teacher works with a small group of children who are at a similar stage of reading development. The teacher selects and introduces a new text and supports the students' reading of the whole text (nonfiction, fiction, literary magazines, newspapers, science/social studies selected chapters/ passages) by themselves, making teaching points during or after the reading. Unlike Read Aloud and Shared Reading, Guided Reading and Strategy Groups provide the opportunity for teachers to teach and students to apply demonstrated strategies independently.
- **Literature Circles/ Book Club Discussions/Reciprocal Reading: (Grades 1-5):** Literature Circles/Book Club Discussions are implemented in the classroom to help students develop a deeper appreciation and understanding of texts. During discussions students have the opportunity to share their personal responses about a piece of literature. When used as an instructional strategy, the teacher must be presented as a member and facilitator of the Literature Circle/ Book Club Discussion group. The students and teacher will collaborate on assigned reading and meeting times and engage in in-depth discussions about the portion of the text read.

- **Independent Reading:** Independent Reading is an instructional strategy that involves supporting and guiding students as they read independently. Teachers help students choose books at their independent reading level through book talks and mini-lessons. For example, teachers may guide students to choose a book in a particular genre, or teachers may use independent reading as a vehicle to analyze authors' writing styles. The goals of independent reading are the following:
 - To increase the time students read (building reading stamina)
 - To give students the opportunity to practice reading and use reading comprehension strategies
 - To enable students to manage and keep records of their reading
- **Word Study:** Word Study is a structured opportunity for students to learn more about the way words work within the balanced literacy model (phonological awareness, phonics, spelling, and vocabulary). Students will be immersed in phonics instruction after the instruction of phonological awareness has been explored. Phonemic awareness and phonics are not the same, but are mutually dependent. Phonics instruction connects the sounds of language (phonemes) to the written symbols (graphemes) that represent them. Phonics instruction is commonly understood as the sound-symbol relationship. Students will also learn additional sight words, words that are not phonetically based and are instructed through various modalities that support memorization and automaticity. Throughout the year, students will apply the skills instructed to decode (read) and encode (spell) words they come into contact with on a daily basis. In addition, Word Study is an approach to studying words- their meanings and spellings through the focus of morphology.

Writing Components: To achieve NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- **Modeled Writing:** Modeled Writing is a planned instructional strategy that involves the teacher modeling the writing process to the whole class or small group of students. Modeled Writing is a useful component of any writing workshop. It can be used as a mini-lesson to teach a specific skill or strategy. In this component the teacher controls the entire writing process while the students observe.
- **Shared Writing:** Shared Writing is a planned instructional strategy in which the teacher models and demonstrates the process of putting children's ideas into written language. The teacher guides children to compose messages and acts as their scribe. The message is reread many times. Teachers may use a combination of shared writing for children and interactive writing.
- **Interactive Writing:** Interactive Writing is an instructional strategy that can be done in large or small groups. It is the writing of a large-print piece, which can be a list, chart, book page or another form of writing. There is a high level of teacher support. All children participate in composing and constructing various aspects of writing. The teacher models and demonstrates the writing process but also involves individual children. The teacher selects letters, words, or other writing actions (capitalization, punctuation, etc.) for individual children to do; the pen or marker is then shared. The piece of writing is read many times by the groups during the process (to provide insight into the thought process that occurs during writing).
- **Independent Writing:** Independent Writing is an instructional strategy that involves supporting and guiding students as they write independently. The students independently compose and write using

known words and constructs the spelling of unknown words. Students know how to use the resources in the room (print rich environment, word wall, dictionaries, thesaurus) to help construct, revise, and edit their writing piece.

- **Grammar:** Increase knowledge of writing conventions and mechanics through mini lessons and daily practices of reading and writing.

SCOPE AND SEQUENCE

(Pacing Guide)

Weeks Taught <i>(Approx. 40 Total)</i>	Units of Study - Reading
Unit 1: 6-8 weeks	Launching Reading
Unit 2: 8-10 weeks	Reading Fiction
Unit 3: 8-10 weeks	Reading Nonfiction
Unit 4: 4-6 weeks	Reading Poetry
Ongoing	Strategies for Being an Exceptional Reader; Guided Reading/ Literature Groups/ Book Clubs/ Reciprocal Reading and Word Study

Weeks Taught <i>(Approx. 40 Total)</i>	Units of Study - Writing
Unit 1: 6-8 weeks	Launching Writing
Unit 2: 8-10 weeks	Narrative Writing
Unit 3: 2-3 weeks	Opinion Writing
Unit 4: 8-12 weeks	Nonfiction Writing Biography Mini-Unit
Unit 5: 2-4 weeks	Poetry Writing Mini-Unit
Ongoing	Word Study

Unit Overview			
CONTENT AREA:	English Language Arts	GRADE LEVEL	3
UNIT 1:	Launching Reading		
UNIT SUMMARY			
Building a Community of Readers is the first unit that students experience in Third Grade. The unit will offer the foundation for students and teachers to become acquainted with one another as a community of readers along with the classroom library. A community of readers recognizes readers as individuals, small group, and within the whole. The unit will offer the structure and understanding of the Reading Workshop model and routines that will support effective and productive learning for the remainder of the school year. It will also build an understanding of how one chooses appropriate material for independent reading.			
NEW JERSEY STUDENT LEARNING STANDARDS			
RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at grade level text-complexity or above, with scaffolding as needed. RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. RF.3.4. Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).			

- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion

SL.3.2.

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

SL3.3.

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

SL3.6.

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1.

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

Produce simple, compound, and complex sentences.

L.3.5.

Demonstrate understanding of word relationships and nuances in word meanings.

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

21st CENTURY LIFE AND CAREER READY PRACTICES

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity

TECHNOLOGY STANDARDS

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

CROSS CURRICULAR CONNECTIONS

Humanities/Social Studies- Readers establish goals and purposes when reading to learn new information in content areas. Students will learn how essential questions help them to read purposely and critically to build enduring understandings.

READING ACROSS CONTENT AREAS	WRITING ACROSS CONTENT AREAS
Students will utilize skills learned in this unit such as visualizing, making connections, making inferences, and drawing conclusions to support their knowledge in other subject areas such as science, social studies, and math.	Students will utilize skills learned in this unit such as making their writing clear and appropriate to the task to help students convey their knowledge in written form in other subject areas such as science, social studies, and math.
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
• Individuals read for a variety of purposes. • Effective reading communities work best with clearly communicated procedures and routines. • Each individual has a role in creating and maintaining their reading community. • Readers discuss and share what they read. • Reading takes place when appropriate material is chosen.	• What role does reading have in your life? • How can we work as a class, in small groups, and individually to become better readers? • What does a reading community look like and how do I recognize myself as an individual reader in the community?
UNIT LEARNING TARGETS (Students will know how to...)	
• Identify and model effective listening behaviors (e.g., making eye contact, nodding, thinking of questions to ask, responding). (RL.3.1., RI.3.1., SL.3.1.B.) • Recognize that printed material can be organized by various characteristics (genre, reading level, etc.). • Recognize that systems of organization can guide one's selection of printed material. • Identify, choose and read a variety of printed material for a variety of purposes ("just right" book: instructional, independent, frustration). (RF.3.4.A., RL.3.10., RI.3.10.) • Compare various genres (e.g. mystery, realistic fiction, fantasy, historical fiction, traditional literature, science fiction, poetry, biography, informational). • Recognize the use of similes in various genres. (L.3.5.A.) • Establish reading goals (personal and community). • Produce simple, compound and complex sentences when speaking. (L.3.1.I.) • Identify and demonstrate effective reading behaviors/habits (e.g., reading environment: choosing a location, lighting; posture, volume, to maintaining focus, prior knowledge, to identify reading materials). (SL.3.1.A.-D., SL.3.2., SL.3.6.) • Develop a respect for individual differences in ability, preference, and style among readers and communicators. (SL.3.1.B.D.) • Identify and demonstrate techniques and procedures for responding to text in a reading community (oral or non-verbal communication in whole group, small group settings). (SL.3.1 A.-D., SL.3.3.) • Participate in independent and community reading experiences such as shared, guided, partner, and read aloud. (RL.3.10., RI.3.10.)	

LEARNING ACTIVITIES: (Students will be able to engage in...)

- Creation of Reader's Notebook
- Interactive Read Alouds
- Mini-Lessons
- Model, shared, and guided practice
- Partner/pair share
- Individual reading logs
- Flexible grouping
- Partner reading
- Read aloud/mentor texts
- Choral, echo and repeated readings
- Understanding leveled libraries
- Grouping strategies
- Teacher lead "book talks"
- Posters/anchor charts (classroom listening/sharing rules, classroom procedures, reading strategies)
- Skill-based workstations
- Listening activities
- Choosing "just-right" books

EVIDENCE OF LEARNING:

FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
• Appropriate book selections • Reading Inventory • Reader's Notebook • Anecdotal Notes • Individual Reading Conferences • Whole/small group discussion with monitoring understanding (eg., ticket-out, whip around) • Individual Reading Logs	• DRA2 Reading Assessment • Speaking and Listening Rubric	• Assessments to meet varied reading levels • Students have the ability to present information orally. • Reduced information • Information spread out over multiple pages • Word lists for varied levels • Progress monitoring • Fluency passages • STAR • Visual cues
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
• Schoolwide Reading Fundamentals Launching Unit • Storyworks, Jr.		• Interactive Board • Computers/Chromebooks

● Read Alouds/Mentor texts: <i>The Plot Chickens</i> by Mary Jane and Herm Auch, <i>Henry & the Buccaneer Bunnies</i> by Carolyn Crimi, <i>The Bee Tree</i> by Patricia Polacco, <i>The Girl Who Hated Books</i>, by Manjusha Pawagi, <i>Balloons Over Broadway</i> by Melissa Sweet, <i>Swirl by Swirl Spirals in Nature</i> by Joyce Sidman, <i>The Crayon Box that Talked</i> by Shane DeRolf, <i>Spoon</i> by Amy Krouse Rosenthal, <i>Thank You Mr. Falker</i> by Patricia Polacco, <i>Mr. Lincoln's Way</i> by Patricia Polacco ● Shared Texts: Schoolwide Reading Fundamentals Launching Unit Teacher Professional Resources ● Guiding Readers and Writers, Grades 3-5, Teaching Comprehension, Genre and Content Literacy by I. Fountas and G. Pinnell (Intro. to Reading: pg. 142-162). ● The Reading Strategies Book by Jennifer Serravallo ● Mosaic of Thought by Keene and Zimmerman ● Lucy Calkins, Units of Study ● Strategies That Work, Harvey and Goudvis ● Reading With Meaning, Debbie Miller ● Growing Readers, Kathy Collins	● Document camera ● GAFE ● FM System ● Online resources: Click the links below to access additional resources used to design this unit: ● www.schoolwide.com ● www.storyworksjr.com ● http://tc.readingandwritingproject.com/ ● http://www.scholastic.com/teachers/ ● www.readworks.org ● SpellingVocabulary City
DIFFERENTIATION:	
Sparta Twp. Public Schools Differentiation Strategies	
TEACHER NOTES:	

Unit Overview			
CONTENT AREA:	English Language Arts	GRADE LEVEL	3
UNIT 2:	Reading Fiction		
UNIT SUMMARY			
Students will enjoy reading and being read to using a wide variety and deep engagement of high-quality literature texts. Students will become familiar with a variety of fiction genres including the reading of realistic fiction, personal narratives, folk tales and historical fiction. Students will delve deeply into the understanding of story grammar including: characters, setting, sequence of events, cause and effect, problem and solution using realistic fiction texts. Students will understand that the main purpose of reading literature is to entertain the reader and develop a deeper understanding of how these and all stories work. Student will have opportunities to compare and contrast texts to develop skills in critical reading.			
NEW JERSEY STUDENT LEARNING STANDARDS			
RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.			
RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.			
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.			
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.			
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.			
RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a			

story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.9.

Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

RL.3.10.

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

SL.3.1.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly

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

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

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

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

SL.3.2.

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

SL.3.3.

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

SL.3.6.

Speak in complete sentence when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1.

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

I. Produce simple, compound, and complex sentences

L.3.4.

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

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

L.3.5.

Demonstrate understanding of 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).

21st CENTURY LIFE AND CAREER READY PRACTICES

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity

TECHNOLOGY STANDARDS

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

CROSS CURRICULAR CONNECTIONS

Humanities/Social Studies- Using folktales to teach about different Native American cultures

READING ACROSS CONTENT AREAS

Students will utilize skills learned in this unit such as **identifying themes, and asking and answering questions** to support their knowledge in other subject areas such as science, social studies, and math.

WRITING ACROSS CONTENT AREAS

Students will utilize skills learned in this unit such as **determining what information is important and revising and editing their work** to help students convey their knowledge in written form in other subject areas such as science, social studies, and math.

ENDURING UNDERSTANDINGS

Students will understand that:

- Realistic fiction texts have common themes which reflect the shared needs and desires of people.

ESSENTIAL QUESTIONS

- What can realistic fiction teach us and how can it be applied to real life?
- How does understanding and identifying literary features aid in comprehending and appreciating

● Realistic fiction is based on modern times with realistic problems and settings. ● In order to develop deeper understanding of text, readers use a variety of comprehension strategies such as, predicting, questioning, retelling, determining importance, sensory imaging, connecting, and inferring. ● Fictional literature has identifiable and common story elements (character, setting, plot, problem/solution) to effectively tell a complete story. ● Folktales from different cultures have common themes which reflect the shared needs and desires of people around the world. ● Folktales reflect the oral traditions and cultures of the countries represented. ● Myths are ways of explaining the unexplainable; that some are based on fantastic beings, but some are based on known people and events. ● Historical fiction stories are based on true elements of our past (e.g., <i>Sarah, Plain and Tall</i>).	literature? ● What are the origins of fables and folktales and how are they unique? ● What can fables, folktales and myths teach us and how can it be applied to real life? ● What elements of story differ in folktales and historical fiction?
UNIT LEARNING TARGETS (Students will know how to...)	
● Ask and answer questions to demonstrate understanding using evidence from the text (QAR). (RL.3.1.) ● Use comprehension strategy of “Questioning the text” referring back to the text as the basis for the answers. (RL.3.1.) ● Retell stories. (RL.3.2.) ● Determine the theme, lesson or moral and demonstrate with text evidence.(RL.3.2.) ● Identify characters and their traits, feelings and motivations. (RL.3.3.) ● Identify how the characters actions contribute to the sequence of events. (RL.3.3.) *link this objective with cause and effect, problem and solution. ● Refer to parts of stories and describe how each successive part builds on earlier sections. (RL.3.5.) ● Use the meaning of words and phrases in the text literal from nonliteral language. (RL.3.4., L.3.4.A., L.3.5.A.-C.); identify literal and figurative language (idioms). ● Identify the point of view of the narrator or those of the characters in the text. (RL.3.6.) ● Identify how specific text’s illustrations contribute to what is conveyed by the words in a story. (RL.3.7.) ● Compare and contrast the characters, themes, setting, and plots of stories written by the same author. (RL.3.9.) – through picture books. ● Read and comprehend literature. (RL.3.10.)	

- Produce simple, compound and complex sentences when speaking. (L.3.1.I.)
- Participate actively and appropriately in discussions about realistic fiction. (SL.1.A.-D., SL.3.2., SL.3.3. SL.3.6.)
- Continuously use the reading comprehension strategies of “Visualizing”, “Inferring Meaning”, and “Making Connections” in order to read 3rd grade comprehensive text at a proficient level. (RL.3.10.)

LEARNING ACTIVITIES: (Students will be able to...)

- Interactive Read Alouds
- Mini-Lessons
- Model, shared, and guided practice
- Reader’s notebook
- Flexible groups
- Partner reading
- Independent reading
- Retellings
- Teacher lead book talks
- Whole group and small group book talks
- Partner/pair Share
- Individual reading logs
- Posters/anchor charts
- Skill-based work stations
- Listening activities
- Leveled books
- Think alouds
- Graphic organizers
- Book review

EVIDENCE OF LEARNING:

FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
● Graphic organizers (compare/contrast, venn diagram, story elements) ● Reader’s notebook ● Book discussions ● Readers Theatre ● Group presentation ● Comprehension questions and checks Oral and written response/ retell/summary ● Student/teacher conferences	Note- Use first text selection, “Cranky Me” by Eileen Spinelli from Highlights Magazine as an Interactive Read-Aloud, modeling test-taking strategies before administering the second text as a summative measure (pages 138-152, Schoolwide Reading Fundamentals Fiction Unit binder). ● Students read “No Ordinary Frog” by Neal Levin from Highlights Magazine and independently and	● Assessments to meet varied reading levels ● Students have the ability to present information orally. ● Reduced information ● Information spread out over multiple pages ● Word lists for varied levels ● Progress monitoring ● Fluency passages ● STAR ● Visual cues

● Peer/self evaluations ● Teacher observation ● Whole/small group; monitoring/checking for understanding through “ticket-out”, whip around, etc.	proficiently answer questions specific to the task. (pages 145-148, Schoolwide Reading Fundamentals Fiction Unit binder) Answer key, rubric and item analysis checklist are on pages 150-152. ● Speaking and Listening Rubric	
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Teacher Instructional Resources: ● Schoolwide Reading Fundamentals Fiction Unit ● Storyworks, Jr. ● Read Alouds/Mentor texts: Anansi Does the Impossible!: An Ashanti Tale retold by Verna Aardema, Anansi the Spider: A Tale from the Ashanti by Gerald McDermott, Fables by Arnold Lobel, The Mary Celeste: An Unsolved Mystery from History by Jane Yolen and Heidi Elisabet Yolen Stemple, Mirette on the High Wire by Emily Arnold McCully, Zen Shorts by Jon J. Muth, <i>My Rotten Red-Headed Older Brother</i> and <i>The Keeping Quilt</i> by Patricia Polacco, <i>The Giving Tree</i> by Shel Silverstein, <i>The Missing Piece</i> by Shel Silverstein, <i>Miss Rumphius</i> by Barbara Cooney, <i>A Day’s Work</i> by Eve Bunting, <i>Grandfather’s Journey</i> by Allen Say, <i>The Relative’s Came</i> by Cynthia Rylant, <i>Own Moon</i> by Jane Yolen, <i>The Hundred Dresses</i> by Eleanor Estes, <i>Fly Away Home</i> by Eve Bunting ● Shared Texts: Schoolwide Reading Fundamentals Fiction Unit ● Realistic Fiction Extended Texts: <i>Because of Winn Dixie</i> by Kate DiCamillo, <i>The Chalkbox Kid</i> and <i>The Paintbrush Kid</i> by Clyde Robert Bulla, <i>The Lemonade War</i> by Jacqueline Davies, <i>A Taste of Blackberries</i> by Doris Smith, <i>Chocolate Fever</i> by Robert Kimmel Smith, <i>Freckle Juice</i> by Judy Blume or <i>The One in the Middle is the Green Kangaroo</i> by Judy Blume ● Point of View: <i>True Story of the Three Little Pigs</i> by Jon Scieszka, <i>The Frog Prince Continued</i> by Jon Scieszka, <i>Two Bad Ants</i> by Chris Van Allsburg, <i>Hey Little Ant</i> by Phillip Hoose, <i>Duck! Rabbit!</i> Amy Kraus Rosenthal, <i>Diary of a Worm</i>, <i>Fly or Spider</i> by Doreen Cronin, <i>The English Roses</i> and <i>Friends for Life</i> by Madonna (the composed list offers both realistic and fantasy resources, please discuss the differences between the genres) ● Series of Picture Books: <i>Ira Sleeps Over</i>, <i>Ira Says Goodbye</i> by Bernard Weber; authors: Patricia Polacco, Eve Bunting		● Interactive Board ● Computers/Chromebooks ● Document camera ● GAFE ● FM System ● Online resources: Click the links below to access additional resources used to design this unit: ● www.schoolwide.com ● www.storyworksjr.com ● http://tc.readingandwritingproject.com/ ● http://www.scholastic.com/teachers/ ● www.readworks.org ● SpellingVocabulary City

• Literal and Nonliteral meanings: <i>Amelia Bedelia</i> series, <i>Scholastic Dictionary of Idioms</i> by Marvin Terban • <i>Folktales of Latin America</i> by Vivian M. Cuesta • Authors: Grimm, Anansi, Aesop • <i>Sarah, Plain and Tall</i> by Patricia MacLachlan • Various Historical Fiction books about famous Americans such as “<i>Amelia and Eleanor Go for a Ride</i>” by Pam Munoz Ryan and Brian Selznick • Various Native American Myths • <i>The Indian in the Cupboard</i> by Lynne Reid Banks • <i>Math Curse</i> by Jon Sceizska and Lane Smith Teacher Professional Resources: • Lucy Calkins, Units of Study • The Reading Strategies Book by Jennifer Serravallo • Strategies That Work, Harvey and Goudvis • Reading With Meaning, Debbie Miller • Lessons in Comprehension, Frank Serafini • Growing Readers, Kathy Collings • 7 Keys to Comprehension; Susan Zimmermann • Mosaic of Thought; Susan Zimmerman • Conferring: The Keystone of Readers Workshop; Patrick Allen • Guided Reading, Fountas and Pinnell • Guided Comprehension in the Primary Grades, Maureen McLaughlin • The Big Book of Graphic Organizers; Jennifer Jacobson & Dottie Raymer • Reading Passages that Build Comprehension; Linda Ward Beech	
DIFFERENTIATION:	
Sparta Twp. Public Schools Differentiation Strategies	
TEACHER NOTES:	
• Utilize new resource- Schoolwide Reading Fundamentals Narrative Unit • Comprehension skills and strategies: retell/sequence ideas and details, compare/contrast relationships among characters, events, and ideas. Connect to themes/perspectives. Monitor understanding of text using reading strategies: predict, visualize, question, reread, infer, and summarize. Characterizations (attitudes, actions, motivations, thoughts, traits, and comparison of relationships).	

Unit Overview			
CONTENT AREA:	English Language Arts	GRADE LEVEL	3
UNIT 3:	Reading Nonfiction		
UNIT SUMMARY			
Students will enjoy reading and being read to using a wide variety and deep engagement of high-quality informational texts. Students will add to their repertoire of strategies for reading a variety of genres including nonfiction and narrative nonfiction. Students will strengthen their knowledge about the various text features, their use, and how they contribute to and clarify a text. Key strategies the students will develop include: determining importance, locating the main idea and supporting details, questioning and talking back to the text, determining the meaning of and using new content-specific vocabulary, and applying analytical thinking to compare and contrast. Students will identify that the purpose of informational texts is to inform and offer information related to a topic of interest or study.			
NEW JERSEY STUDENT LEARNING STANDARDS			
RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.			
RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.			
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject areas.			
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.			
RI.3.6. Distinguish their own point of view from that of the author of a text			

RI.3.7.

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

RI.3.8.

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

RI.3.9.

Compare and contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

RI.3.10.

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

SL.3.1.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly

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

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

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

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

SL.3.2.

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

SL.3.3.

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

SL.3.4.

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant,

descriptive details, speaking clearly at an understandable pace.

SL.3.6.

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations).

L.3.1.

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

Produce simple, compound, and complex sentences

L.3.3.

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

Choose words and phrases for effect.

L.3.4.

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

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

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

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

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

21st CENTURY LIFE AND CAREER READY PRACTICES

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity

TECHNOLOGY STANDARDS

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews

CROSS CURRICULAR CONNECTIONS

Humanities/Social Studies- Students will learn how to link the meanings of new vocabulary terms taught to their own background knowledge and to use context clues and text features to independently determine the meaning of content-specific words

READING ACROSS CONTENT AREAS

Students will utilize skills learned in this unit such as **utilizing nonfiction text features and working with different text structures** to support their knowledge in other subject areas such as science, social studies, and math.

WRITING ACROSS CONTENT AREAS

Students will utilize skills learned in this unit such as **identifying main idea and details, comparing and contrasting and identifying cause and effect** to help students convey their knowledge in written form in other subject areas such as science, social studies, and math.

ENDURING UNDERSTANDINGS

Students will understand that:

- Informational text conveys information/facts about the natural and social world as well as history.
- Informational text has features that help the reader more easily navigate the text and often provides additional information to help students comprehend the content.
- Readers know how to focus their thinking around the important information in a text in order to understand the main idea.

ESSENTIAL QUESTIONS

- How do readers use informational text to find and share information?
- What characteristics make informational text unique?
- What strategies do effective readers use to understand informational text?

UNIT LEARNING TARGETS (Students will know how to...)

- Read, use and identify the characteristics of nonfiction materials to gain information and content knowledge. (RI.3.1, RI.3.3)
- Preview texts to determine structure, features and activate prior knowledge and questions about topic. (RI.3.1)
- Determine important ideas and messages in chunks of informational text (paragraph, page, chapter. (RI.3.2., RI.3.8.)
- Determine if information is important, distracting or just interesting. (RI.3.1.)
- Identify and use text features and search tools to facilitate understanding of informational text. (RI.3.5., L.3.4.A., L.3.4.D.)
- Respond to text with reactions and questions. (RI.3.1.)
- Compare one's point of view to that of the author of the text. (RI.3.6.)

- Use graphic aids such as illustrations, pictures, drawings, and maps to gain information. (RI.3.)
- Identify and describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI 3.8.)
- Introduce compare and contrast details on the same topic found in a variety of texts. (RI.3.9.)
- Accumulate information to revise thinking, adding and synthesizing new information. (RI.3.9., RI.3.10.)
- Read and comprehend a variety of informational text. (RI.3.10.)
- Use general academic and domain-specific words and phrases in speaking and writing. (L.3.6)
- Use words and phrases for effect. (L.3.3.A.)
- Produce simple, compound and complex sentences when speaking. (L.3.1.I.)
- Participate actively and appropriately in discussions about informational texts. (SL.1.A.-D., SL.3.2., SL.3.3., SL.3.4., SL.3.6.)
- Summarize to explain the big ideas of a text to a partner. (SL.1.A.-D., SL.3.2., SL.3.3., SL.3.4., SL.3.6.)
- Determine or clarify the meaning of new words and new phrases using a variety of strategies. (RI.3.4., L.3.4.A.-D.)

LEARNING ACTIVITIES: (Students will be able to...)

- Interactive Read Alouds
- Mini-Lessons
- Model, shared, and guided practice
- Reader's notebook
- Think aloud
- Graphic organizers: facts, compare and contrast, story maps, venn diagrams
- Posters/anchor charts (classroom listening/sharing
- Questions and responses
- Reading conference
- Skill-based workstations
- Flexible grouping
- Partner reading
- Partner/pair share
- Text browsing (locate parts of a text)
- Connection drawings
- Peer conferencing
- Sharing/discussions

EVIDENCE OF LEARNING:

FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
● Graphic organizers ● Vocabulary notebook ● Reader's notebook	● Note- Use first text selection, "Owls Are Mysterious Creatures" from Zoobooks:	● Assessments to meet varied reading levels ● Students have the ability

• Illustrations of concepts/understanding • Oral and written responses/summary • Exit tickets • Rubrics • Observations	Owls as an Interactive Read-Aloud, modeling test-taking strategies before administering the second text as a summative measure (pages 122-136, Schoolwide Reading Fundamentals Nonfiction Unit binder). • Students read “Different Kinds of Owls” from Zoobooks: Owls and independently and proficiently answer questions specific to the task. (pages 129-132, Schoolwide Reading Fundamentals Nonfiction Unit binder) Answer key, rubric and item analysis checklist are on pages 133-136. • Speaking and Listening Rubric	to present information orally. • Reduced information • Information spread out over multiple pages • Word lists for varied levels • Progress monitoring • Fluency passages • STAR • Visual cues
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Teacher Instructional Resources: • Schoolwide Reading Fundamentals Nonfiction Unit • Storyworks, Jr. • <i>Time for Kids</i>, Scholastic News • Read Alouds/Mentor texts: <i>Amazing Animals: Chimpanzees</i> by Sarah Albee, <i>Animal Tongues</i> by Dawn Cusick, <i>A Butterfly is Patient</i> by Dianna Hutts Aston, <i>Look to the North: A Wolf Pup Diary</i> by Jean Craighead George, <i>Snowflake Bentley</i> by Jacqueline Briggs Martin, <i>Waiting for Ice</i> by Sandra Markle • Shared Texts: Schoolwide Reading Fundamentals Nonfiction Unit • Articles: Magazine, newspaper, websites • Content Area Textbooks • Biographies • Leveled nonfiction books Teacher Professional Resources: • Lucy Calkins, Units of Study • The Reading Strategies Book by Jennifer Serravallo • <i>Navigating Nonfiction in Narrative and Hybrid Text. A Guide to the Reading Workshop</i>, Heinemann, Calkins, L. and Tolan, K. • <i>Make it Real: Strategies for Success with Informational Texts</i>,		• Interactive Board • Computers/Chromebooks • Document camera • GAFE • FM System • Online resources: Click the links below to access additional resources used to design this unit: • www.schoolwide.com • www.storyworksjr.com • http://tc.readingandwritingproject.com/ • http://www.scholastic.com/teachers/ • www.readworks.org • SpellingVocabulary City

Heinemann, by Hoyt, L. • <i>Strategies That Work</i>, Harvey and Goudvis • <i>Reading With Meaning</i>, Debbie Miller • <i>Lessons in Comprehension</i>, Frank Serafini • <i>Growing Readers</i>, Kathy Collings • <i>7 Keys to Comprehension</i>; Susan Zimmermann • <i>Mosaic of Thought</i>; Susan Zimmerman • <i>Conferring: The Keystone of Readers Workshop</i>; Patrick Allen • <i>Guided Comprehension in the Primary Grades</i>, Maureen McLaughlin • <i>The Big Book of Graphic Organizers</i>; Jennifer Jacobson & Dottie Raymer • <i>Reading Passages that Build Comprehension</i>; Linda Ward Beech	
DIFFERENTIATION:	
Sparta Twp. Public Schools Differentiation Strategies	
TEACHER NOTES:	
• Utilize new resource- Schoolwide Reading Fundamentals Nonfiction Unit	

Unit Overview			
CONTENT AREA:	English Language Arts	GRADE LEVEL	3
UNIT 4:	Reading Poetry		
UNIT SUMMARY			
Students will develop a greater appreciation of language through the study of poetry. In this unit, students will read, interpret, and respond to poetry through independent and shared practices. Students will identify similes, metaphors, and other literary devices (figurative language) in the text. Students will read poetry aloud and silently to build fluency and understanding, and to support the development of their own language			
NEW JERSEY STUDENT LEARNING STANDARDS			
RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.			
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.			
RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at grade level text-complexity or above, with scaffolding as needed.			
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain own ideas and understanding in light of the discussion.			

SL.3.2.

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

SL.3.6.

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1.

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

L.3.3.

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

L.3.5.

Demonstrate understanding of word relationships and nuances in word meanings.

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

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

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6.

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

21st CENTURY LIFE AND CAREER READY PRACTICES

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity

TECHNOLOGY STANDARDS

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

CROSS CURRICULAR CONNECTIONS	
Humanities/Social Studies- Readers stop to ponder important ideas when reading in the content area. Students learn how to monitor and/ or clarify their comprehension, to acquire or challenge information, to seek explanations, and to challenge ideas	
READING ACROSS CONTENT AREAS	WRITING ACROSS CONTENT AREAS
Students will utilize skills learned in this unit such as determining the meaning of vocabulary words and analyzing text for meaning to support their knowledge in other subject areas such as science, social studies, and math.	Students will utilize skills learned in this unit such as developing creative ideas to help students convey their knowledge in written form in other subject areas such as science, social studies, and math.
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that: • Poetry has freedom from many of the conventions of other forms of writing. • There are many styles of poetry (e.g. free-verse, rhyming, diamante, cinquains, limericks). • Poetry is read for meaning	• How do readers recognize poetry types and their characteristics? • How do we read poetry and develop our own interpretations?
UNIT LEARNING TARGETS (Students will know how to...)	
• Read and reread poetry to become familiar with a variety of poems, texts, and poets and think and talk well about them (e.g., Acrostic, Alphabet, Cinquain, Free Verse, etc.). (RL.3.1., RL.3.5.) • Read and reread poetry using strategies to discover meaning. (L.3.5., SL.3.2.) • Read and reread poetry to determine figurative language (metaphor, simile, limerick), word relationships and word meanings. (RL.3.4., L.3.5.) • Identify qualities of poetry by study various characteristics. (RL.3.5.) • Read a variety of poetry at the appropriate text complexity level. (RL.3.10.) • Read and reread poems to support level of fluency: orally with accuracy, appropriate rate and expression. (RL.3.10.) • Compare and contrast poems. (RL.3.5.) • Infer and form interpretations about poetry. (RL.3.5.) • Ask questions to clarify meaning. (RL.3.1., SL.3.1.) • Revise thinking as understanding of the poem grows. (RL.3.1.) • Read and respond to poems (illustration, dramatic readings and performances, personal connections). (RL.3.1., RL.3.5.) • Support opinions or interpretations with lines from the poem. (RL.3.5.) • Identify and define poetic terms (e.g., stanza). (R.L. 3.5.) • Collaborate with reading partners to think, talk, and perform favorite poems. (SL.3.1.A.-D., SL.3.6., L.3.1., L.3.3., L.3.6.) • Use effective listening behaviors (e.g., making eye contact, nodding thinking of questions to ask,	

responding). (SL.3.1.B.)

- Demonstrate appropriate use of guidelines for discussion such as taking turns when speaking and building on other's thoughts, feelings and opinions. (SL.3.1.A., SL.3.1.B., SL.3.1.C.)
- Express ideas, feelings, understanding clearly using appropriate tone and volume to task and situation. (SL.3.1.D.)
- Produce complete sentences to share ideas when appropriate. (SL.3.6., L.3.1.I.)
- Recognize and respect others' perspectives during discussions. (SL.3.1.B.)
- Participate in independent and community reading experiences and collaborative discussions in shared, guided, partner, independent and read aloud. (RL.3.10., SL.3.1.A., SL.3.1.B., SL.3.1.C., SL.3.6., SL.3.1.D., L.3.6.)

LEARNING ACTIVITIES: (Students will be able to...)

- Interactive Read Alouds
- Mini-Lessons
- Model, shared, and guided practice
- Reader's Notebook
- Anchor charts
- Flexible groups
- Readers Theatre
- Teacher/peer conferencing
- Think alouds
- Graphic organizers
- Poem reviews
- Large & small group discussions
- Poem project

EVIDENCE OF LEARNING:

FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
● Graphic organizers ● Reader's notebook ● Peer/self evaluations ● Teacher observation ● Student/teacher conferences ● Whole/small group; monitoring/checking for understanding through "ticket-out", whip around, et	● Note- Use first poem, "Coming Arm in Arm" by Shelley Karlen as an Interactive Read-Aloud, modeling test-taking strategies before administering the second text as a summative measure (pages 116-129, Schoolwide Reading Fundamentals Poetry Unit binder). ● Students read "What Happened to Winter" by Shelley Karlen and independently and proficiently	● Assessments to meet varied reading levels ● Students have the ability to present information orally. ● Reduced information ● Information spread out over multiple pages ● Word lists for varied levels ● Progress monitoring ● Fluency passages ● STAR ● Visual cues

	answer questions specific to the task. (pages 123-125, Schoolwide Reading Fundamentals Poetry Unit binder) Answer key, rubric and item analysis checklist are on pages 126-128. • Speaking and Listening Rubric	
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Teacher Instructional Resources: • Schoolwide Reading Fundamentals Poetry Unit • Storyworks, Jr. Mentor Texts: • <i>Every Second Something Happens: Poems for the Mind and Senses</i> by christine San Jose and Bill Johnson, <i>Falling Down the Page: A Book of List Poems</i> by Georgia Heard, <i>The Hound Dog's Haiku and Other Poems for Dog Lovers</i> by Michael J. Rosen, <i>Reading, Rhyming, and 'Rithmetic</i> by Dave Crawley, <i>The Underwear Salesman: And Other Jobs for Better of Verse</i> by J. Patrick Lewis, <i>A whiff of Pine, a Hint of Skunk: A Forest of Poems</i> by Deborah Ruddell • <i>Every Thing On It</i> by Shel Silverstein, <i>Where the Sidewalk Ends</i> by Shel Silverstein, <i>Falling Up</i> by Shel Silverstein • <i>The New Kid on the Block</i> by Jack Prelutsky • Schoolwide Reading Fundamentals Poetry Unit Shared Texts Teacher Professional Resources: • <i>Units of Study</i>, Lucy Calkins • The Reading Strategies Book by Jennifer Serravallo • <i>Kids Poems: Teaching Third and Fourth Grades to Love Writing Poetry</i>, R. Routman • <i>Sing a Song of Poetry</i>, by Gay Su Pinnell and Irene C. Fountas • <i>A Poem A Day</i> by Helen H. Moore • <i>Phonics Through Poetry</i> by Babs Bell Hajdusiewicz • <i>Poem of the Week</i> Selected by Maria Fleming • <i>Instant Poetry Frames for Primary Poets</i> by Betsy Franco • <i>Poetry-Writing Activities</i> by Jacqueline Sweeney • <i>Climb Inside a Poem</i>, Georgia Heard and Lester Laminack • <i>Awakening the Heart: Exploring Poetry in Elementary and Middle School</i> by G. Heard and N. Shihab		• Interactive Board • Computers/Chromebooks • Document camera • GAFE • FM System • Online resources: Click the links below to access additional resources used to design this unit: • www.schoolwide.com • www.storyworksjr.com • http://tc.readingandwritingproject.com/ • http://www.scholastic.com/teachers/ • www.readworks.org • SpellingVocabulary City
DIFFERENTIATION:		

[Sparta Twp. Public Schools Differentiation Strategies](#)

TEACHER NOTES:

- Utilize new resource- Schoolwide Reading Fundamentals Nonfiction Unit
- Poetry is written to provide mental images and evoke emotion
- Poetry comes in various forms
- poetry is meant to be read aloud

Unit Overview			
CONTENT AREA:	English Language Arts	GRADE LEVEL	3
UNIT: Ongoing and Embedded	Strategies for Being an Exceptional Reader; Guided Reading/ Literature Groups/ Book Clubs/ Reciprocal Reading		
UNIT SUMMARY			
Students will focus on continuing to build the strategies that good readers utilize when reading. The unit focuses on strategies to aid in recognizing and using conventions to aid in decoding, word recognition, as well as fluency which supports reading with accuracy and expression. Good readers will also learn the metacognitive strategies for deepening the understanding of texts. In addition, students will practice self-monitoring and use self-correcting strategies to aid in successful comprehension.			
NEW JERSEY STUDENT LEARNING STANDARDS			
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words			
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
21st CENTURY LIFE AND CAREER READY PRACTICES			
CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity			
TECHNOLOGY STANDARDS			
8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.			

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

CROSS CURRICULAR CONNECTIONS

Humanities/Social Studies- Readers ask questions for different purposes when reading the content areas. Students will learn how to generate questions to clarify and monitor their comprehension, acquire or challenge information, seek explanations, and analyze ideas.

READING ACROSS CONTENT AREAS

Students will utilize skills learned in this unit such as **communicating ideas clearly and actively listening to others** to support their knowledge in other subject areas such as science, social studies, and math.

WRITING ACROSS CONTENT AREAS

Students will utilize skills learned in this unit such as **supporting answers with text evidence** to help students convey their knowledge in written form in other subject areas such as science, social studies, and math.

ENDURING UNDERSTANDINGS

Students will understand that:

- Fluent readers gain meaning by reading with expression and use various reading strategies throughout the reading process.
- And effective reader must learn to decode print with automaticity, read texts fluently and accurately, and understand what has been read to gain meaning

ESSENTIAL QUESTIONS

- How does using comprehension strategies help build a better reader?
- What reading strategies can we use to become a better reader?
- How do readers construct meaning from text?
- How does reading fluently and accurately help you understand what you read?

UNIT LEARNING TARGETS (Students will know how to...)

- Read with purpose and understanding. (RF.3.4.A.)
- Read for meaning and stop when meaning breaks down to problem solve with strategies.
- Read text orally with accuracy, appropriate rate and expression. (RF.3.4.B.)
- Reread as necessary to confirm and self-correct word recognition and understanding. (RF.3.4.C.)
- Demonstrate ability to use comprehension strategies (e.g., predicting, sensory/imagery, inferring) (RF.3.4.A.)
- Use letter-sound information and pictures (visual), meaning (semantics), and/or language structure (syntax) to comprehend text. (RF.3.3.B., RF.3.3.C.)
 - Letters and sounds (looks right) – Meaning (sounds right) - Sentence structure (makes sense)
- Use print strategies to figure out tricky words.
- Monitor and self-correct to make sure reading makes sense, with attention to context clues. (RF.3.4.C.)
 - Self-correct when it doesn't look right, sound right or make sense.
- Develops automaticity with high frequency words.

- Recognize and read high-frequency words with automaticity to aid comprehension. (RF.3.3.D.) read like speaking
- Use punctuation to determine pacing and intonation. (RF.3.4.B.)
- Use cross-checking for reading strategies to confirm word recognition and meaning. (RF.3.4.C.)

LEARNING ACTIVITIES: (Students will be able to...)

- Guided reading and flexible skill groups
- Mini-lessons
- Partner reading
- Independent reading
- Think alouds
- Anchor charts
- Reader's theatre
- Audio recordings
- Choral/echo and repeated readings
- Impress method
- Reading conferences
- Model and guided practice
- Shared reading
- Read aloud/model text
- Story maps
- Re-reading/repeated reading of text

EVIDENCE OF LEARNING:

FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
● Student participation ● Anecdotal records ● Teacher observation ● Running records (miscue analysis) ● Recordings ● Reading conferences *Utilize sample activities as a formative assessment. ● Checklist/folders ● Reading notebook ● Guided reading group notes ● Peer/self evaluations	● Individual Reading conferences ● Running records (miscue analysis) ● Fluency Assessments ● DRA2	● Assessments to meet varied reading levels ● Students have the ability to present information orally. ● Reduced information ● Information spread out over multiple pages ● Word lists for varied levels ● Progress monitoring ● Fluency passages ● STAR ● Visual cues

Whole/small group; monitoring/checking for understanding through “ticket-out”, whip around, etc.		
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
- Schoolwide Reading Fundamentals - Pearson, GHGR Leveled readers - Storyworks, Jr. - Scholastic Leveled Readers - Rigby PM Readers 3-Minute Reading Assessment, Timothy V. Rasinski and Nancy Padak - Read Alouds/Mentor Texts - Calkins Units of Study/Curricular Plans Teacher Professional Resources: - Strategies That Work, Harvey and Goudvis - Reading With Meaning, Debbie Miller - Growing Readers by Kathy Collins - Lessons in Comprehension, Frank Serafini - Guided Reading, Fountas and Pinnell		- Interactive Board - Computers/Chromebooks - Document camera - GAFE - FM System - Online resources: Click the links below to access additional resources used to design this unit: www.schoolwide.com www.storyworksjr.com http://tc.readingandwritingproject.com/ http://www.scholastic.com/teachers/ www.readworks.org SpellingVocabulary City
DIFFERENTIATION:		
Sparta Twp. Public Schools Differentiation Strategies		
TEACHER NOTES:		
Throughout the year, students are to participate in guided reading, literature groups, and reciprocal reading; experiencing a wide variety of text including both literature and informational		

Unit Overview			
CONTENT AREA:	English Language Arts	GRADE LEVEL	3
UNIT 1:	Launching Writing (How Writers Work)		
UNIT SUMMARY			
In this unit, students will become acquainted with one another and themselves as writers. They will recognize that writers write in different ways, using different writing components and styles for different purposes and for different audiences. In this unit students will build an understanding of their role in the development of their own writing skills and those of other community members and create an environment in which facilitates further writing development.			
NEW JERSEY STUDENT LEARNING STANDARDS			
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			
W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.			
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce simple, compound, and complex sentences.			

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. Recognize and observe differences between the conventions of spoken and written standard English.

21st CENTURY LIFE AND CAREER READY PRACTICES

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity

TECHNOLOGY STANDARDS

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

CROSS CURRICULAR CONNECTIONS

Humanities/Social Studies- Writers will learn how to summarize or concisely restate the major ideas learned in the content area.

READING ACROSS CONTENT AREAS	WRITING ACROSS CONTENT AREAS
Students will utilize skills learned in this unit such as visualizing, making connections, making inferences, and drawing conclusions to support their knowledge in other subject areas such as science, social studies, and math.	Students will utilize skills learned in this unit such as making their writing clear and appropriate to the task to help students convey their knowledge in written form in other subject areas such as science, social studies, and math.
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS

• Writing is an important method of communicating our thoughts and ideas to others. • Good writers consider their reader when they write. • Good writers write differently for different purposes and audiences.	• What role does writing have in our lives? • Why do writers write the way that they do? • In what ways can we improve our writing and that of our classmates?
UNIT LEARNING TARGETS (Students will know how to...)	
• Discuss, model and practice what good writers look like during writing. (SL.3.1.) • Develop a respect for individual differences in ability, preference, and style among readers and communicators. (SL.3.1., SL.3.3.) • Recognize that printed material can be organized by various characteristics (genre, reading level, etc.) • Recall previous writing experiences including personal strengths, needs, and interests. • Establish writing goals (personal and writing community). • Compare and contrast strategies writers use in their writing. • Participate in teacher led, in groups and independent writing activities. (SL.3.1.) • Generate ideas for writing: hearing stories, recalling experiences, brainstorming and use graphic organizers. (W.3.10.) • Create/record ideas and experiences in a writer's notebook at school and at home. • Recognize and model the use of different writing techniques appropriate to genre, purpose and audience (W.3.4., L.3.3.) • Incorporate similes in descriptive writing tasks. • Produce simple, compound and complex sentences when speaking and writing. (L.3.1.I.) • Use checklist and reread drafts for meaning, to add details to improve writing with teacher/peer support. • Recognize editing a writing piece for capitalization, organization, spelling and punctuation as part of the writing process. • Use conventional spelling for high-frequency words. (L.3.2.E.) • Use spelling patterns and generalizations in writing words. (L.3.2.F.) • Utilize reference materials, including beginning dictionaries to check and correct spellings. (L.3.2.G.) • Share/read writing with an audience throughout the writing process for the purpose of strengthening the writing. (SL.3.1., SL.3.1.A-D., SL.3.3.) • Participate in independent and community writing experiences such as shared, guided, and partner. (W.3.10., SL.3.1.,)	
LEARNING ACTIVITIES: (Students will be able to...)	
• Creation of Writer's Notebook • Mini-lessons • Think alouds • Modeling writing through sample experiences • Shared, guided and independent writing	

• Reading response journals • Writing prompts • Quick writes or writing prompts • Small and large group discussions • Small group and individual conferencing • Mentor texts/read alouds		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
• Response journals • Writer's notebook • Quick writes or writing prompts • Small and large group discussions Small group and individual conferencing	• Beginning of year writing task- Opinion writing	• Visual cues • Graphic organizers • Varied level of teacher support through conferencing • Google Voice (speech to text)
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Teacher Instructional Resources: • Pearson Write Habits, Unit 1 pgs. 14-35 • Pearson GHGR, Unit 1 pgs. 26-27 • Mentor texts: <i>Amelia's Notebook</i> by Marissa Moss, <i>The Writer's Notebook</i> by Ralph Fletcher, <i>Clementine</i> by Penny Packer, <i>The Lemonade War</i> by Jacqueline Davies, <i>The English Roses</i> by Madonna, <i>Owen and Mzee</i> by Craig Hatkoff • Storyworks, Jr. Teacher Professional Resources: • 6 + 1 Traits www.thewritesource.com • Units of Study - Lucy Calkins • Conferring: The Keystone of Readers Workshop; Patrick Allen		• Interactive Board • Computers/Chromebooks • Document camera • GAFE • FM System • Online resources: Click the links below to access additional resources used to design this unit: • www.schoolwide.com • www.storyworksjr.com • http://tc.readingandwritingproject.com/ • http://www.scholastic.com/teachers/ • www.readworks.org • SpellingVocabulary City
DIFFERENTIATION:		
Sparta Twp. Public Schools Differentiation Strategies		
TEACHER NOTES:		
Utilize Schoolwide Writing resource		

Unit Overview			
CONTENT AREA:	English Language Arts	GRADE LEVEL	3
UNIT 2:	Writing Fiction/Personal Narrative (Patricia Polacco Author Study)		
UNIT SUMMARY			
Students will write narratives which describe personal experiences. They will use clear, descriptive language appropriate to their audience. The purpose and goal is to engage the reader which then helps the reader to understand something specific about the author's personality, values, life experiences, or point of view.			
NEW JERSEY STUDENT LEARNING STANDARDS			
W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes of sources and sort evidence into provided categories. W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			

SL.3.3.

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

SL.3.4.

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

SL.3.6.

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1.

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

Produce simple, compound, and complex sentences.

W.3.4.

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5.

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

W.3.8.

Recall information from experiences or gather information from print and digital sources; take brief notes of sources and sort evidence into provided categories.

W.3.10.

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

SL.3.3.

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

SL.3.4.

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

SL.3.6.
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1.
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Produce simple, compound, and complex sentences.

21st CENTURY LIFE AND CAREER READY PRACTICES

CRP1. Act as a responsible and contributing citizen and employee
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP11. Use technology to enhance productivity

TECHNOLOGY STANDARDS

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

CROSS CURRICULAR CONNECTIONS

Humanities/Social Studies- Writers will integrate new details from a content area text with their existing knowledge in order to create a piece of writing.

READING ACROSS CONTENT AREAS

Students will utilize skills learned in this unit such as **identifying themes, and asking and answering questions** to support their knowledge in other subject areas such as science, social studies, and math.

WRITING ACROSS CONTENT AREAS

Students will utilize skills learned in this unit such as **determining what information is important and revising and editing their work** to help students convey their knowledge in written form in other subject areas such as science, social studies, and math.

ENDURING UNDERSTANDINGS

Students will understand that:

- A personal narrative is generated from the writer's own life experiences.

ESSENTIAL QUESTIONS

- How do writers construct personal narratives based on real ideas, invents or observations?
- How do writers construct an effective personal narrative using the writing process?

● A personal narrative is focused, detailed and chronological and engages the reader.	
UNIT LEARNING TARGETS (Students will know how to...)	
● Establish and focus on a moment/part of a real or imagined experience/event. (W.3.3., W.3.8.) ● Use prewriting strategies (such as: brainstorming, graphic organizers, oral storytelling, free-writing, notes and/or logs). (W.3.3.) ● Establish a situation and introduce a narrator and/or characters. (W.3.3.A.) ● Organize events into a natural sequence. (W.3.3.A.) ● Use transition words to show sequence of events. (W.3.3.C.) ● Use dialogue and descriptions of actions, thoughts and feelings to develop experiences. (W.3.3.B.) ● Use dialogue to develop experiences and show character's feelings and emotions to situations. (W.3.3.B., L.3.6.) ● Appropriately use commas and quotation marks in dialogue. (L.3.2.C.) ● Show the response of characters to situations. (W.3.3.B.) ● Provide a concluding statement or section. (W.3.3.D.) ● Produce an organized narrative piece that provides clarity and cohesiveness and is appropriate to task, purpose, and audience. (W.3.4.) ● Plan, revise, and edit writing with guidance and support of peers and adults in order to strengthen writing. (W.3.5.) ● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two). (W.3.10.) ● Identify and produce simple, compound, and complex when speaking and writing. (L.3.1., L.3.1.I.) ● Capitalize appropriate words in a title. (L.3.2.A.) ● Use conventional spelling for high-frequency words. (L.3.2.E.) ● Use spelling patterns to assist in spelling words. (L.3.2.F.) ● Consult references to determine and/or confirm spelling of words. (L.3.2.G.) ● Orally share realistic fiction writing with an audience. (SL.3.3., SL.3.4., SL. 3.6.)	
LEARNING ACTIVITIES: (Students will be able to...)	
● Mini-lessons ● Writer's notebook ● Mentor texts/read alouds ● Teacher/peer conferencing/editing ● Think alouds ● Writing prompts ● One on one editing w/ teacher ● Small and Large Group Discussions ● Independent writing ● Whole class writing	
EVIDENCE OF LEARNING:	

FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
• Writer's notebook • Writing prompts • Small and Large Group Discussions	• Personal Narrative Published Piece	• Visual cues • Graphic organizers • Varied level of teacher support through conferencing • Google Voice (speech to text)
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Teacher Instructional Resources: Mentor Texts: <i>My Rotten Red Headed Older Brother</i> by Patricia Polacco <i>Babushka's Doll</i> by Patricia Polacco <i>Chicken Sunday</i> by Patricia Polacco <i>Mrs. Mack</i> by Patricia Polacco <i>Kitten's First Full Moon</i> by Kevin Henkes <i>Rollercoaster</i> by Marla Frazze <i>A Picnic in October</i> by Eve Bunting Teacher Instructional Resources: • Pearson, GHGR Unit 2 Pearson • Write Habits Lucy Calkins, Units of Study • Storyworks, Jr. Teacher Professional Resources: • Guiding Readers and Writers, Grades 3-5, Teaching Comprehension, Genre and Content Literacy by I. Fountas and G. Pinnell • Mentor texts: <i>Crow Call</i> by Lois Lowery, <i>Big Mama's</i> by Donald Crews • Conferring: The Keystone of Readers Workshop; Patrick Allen • The Big Book of Graphic Organizers; Jennifer Jacobson & Dottie Rayme		• Interactive Board • Computers/Chromebooks • Document camera • GAFE • FM System • Online resources: Click the links below to access additional resources used to design this unit: • www.schoolwide.com • www.storyworksjr.com • http://tc.readingandwritingproject.com/ • http://www.scholastic.com/teachers/ • www.readworks.org • SpellingVocabulary City
DIFFERENTIATION:		
Sparta Twp. Public Schools Differentiation Strategies		
TEACHER NOTES:		
Utilize Schoolwide Writing resource		

Unit Overview			
CONTENT AREA:	English Language Arts	GRADE LEVEL	3
UNIT 3:	Opinion Writing		
UNIT SUMMARY			
Students will write to express their own opinion or to argue a point of view. They will use evidence from text and or reasoning to support their point of view and to persuade others. Students will analyze the persuasive writing of others to identify the components of those types of writing and will incorporate those components into their own writing.			
NEW JERSEY STUDENT LEARNING STANDARDS			
W.3.1. A.-D. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
W3.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
W.3.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
W.3.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
W3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes and audiences.			
SL.3.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.			
SL.3.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
SL.3.6. Adopt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.3. Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style and to comprehend more fully when reading or listening.	
21st CENTURY LIFE AND CAREER READY PRACTICES	
CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity	
TECHNOLOGY STANDARDS	
8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue. 8.1.2.B.1 Illustrate and communicate original ideas and/or stories using multiple digital tools and resources. 8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews	
CROSS CURRICULAR CONNECTIONS	
Humanities/Social Studies- Writers demonstrate key content understanding by formulating opinions and supporting their point of view with text-based evidence.	
READING ACROSS CONTENT AREAS	WRITING ACROSS CONTENT AREAS
Students will utilize skills learned in this unit such as analyzing different points of view and identifying fact and opinion to support their knowledge in other subject areas such as science, social studies, and math.	Students will utilize skills learned in this unit such as supporting an opinion with text evidence to help students convey their knowledge in written form in other subject areas such as science, social studies, and math.
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that: • An opinion is what you think or believe about something.	• How do you write to convey an opinion? • How do you organize information to persuade a reader to accept an opinion

• An opinion can be stated in a variety of formats. • To communicate and persuade others of an opinion you must support with reasons.	
UNIT LEARNING TARGETS (Students will know how to...)	
• Introduce a topic or text and state an opinion about chosen topic. (W.3.1., W.3.1.A.) • Use a prewriting graphic organizer to organize thoughts and ideas. (W.3.1.A.) • Collect specific evidence to support and elaborate claims. (W.3.8.) • Utilize personal knowledge or information from print and digital sources in opinion writing. (W.3.8.) • Write a conclusion. (W.3.1.) • List reasons for an opinion in an organizational structure. (W.3.1.A.) • Provide factual reasons, information and details to support point of view. (W.3.1.B., RL.3.1., RI.3.1.) • Use linking words and phrases to develop a logical progression of ideas and thoughts(eg. because, therefore, since, for example) to connect opinion and reasons. (W.3.1.C., L.3.3.A.) • Group related information, reasons, and details in paragraphs and an organized structure to support opinion and purpose. (W.3.1.A.) • Produce a multiparagraph organizational opinion piece that provides clarity and cohesiveness and is appropriate to task, purpose and audience. (W.3.4.) • Provide a conclusion. (W.3.1.D.) • Plan, revise, and edit writing with guidance and support of peers and adults in order to strengthen writing. (W.3.5.) • Use technology (e.g., the internet) to produce and publish research writing with some guidance and support from adults. (W.3.6.) • Publish in a variety of formats (W.3.6.) • Demonstrate keyboarding skills to type a minimum of one page in a single sitting. (W.3.6.) • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two). (W.3.10.) • Use words and phrases for effect. (L.3.3.A.) • Write in the first person varying sentence structures to create voice (simple, compound, and complex). (L.3.1., L.3.1.I.) • Write in paragraphs in correct format. • Use comparative and superlative adjectives and adverbs. (L.3.1.H.) • Capitalize appropriate words in a title. (L.3.2.A.) • Use conventional spelling for high-frequency words. (L.3.2.E.) • Use spelling patterns to assist in spelling words. (L.3.2.F.) • Consult references to determine and/or confirm spelling of words. (L.3.2.G.) • Orally share informative/explanatory writing with an audience. (SL.3.3., SL.3.4., SL.3.6.)	
LEARNING ACTIVITIES: (Students will be able to...)	
• Mini-lessons • Writer's Notebook • Shared, guided and independent writing • Flexible groups • Mentor texts/read alouds	

• Teacher/peer conferencing/editing • Think alouds • One on one editing w/ teacher • Writing prompts • Small and Large Group Discussions • Independent writing • Whole class writing • Writing Prompt		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
• Writer's notebook • Graphic organizers • Drafts • Conferences • Rubric Analysis of Independent writing samples • Self editing	• Pre and Post Opinion Writing Prompt	• Visual cues • Graphic organizers • Varied level of teacher support through conferencing • Google Voice (speech to text)
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
• <i>Units of Study/Curricular Plans</i> by Lucy Calkins • http://rwproject.tc.columbia.edu • Pearson, <i>GHGR Writing, Unit 7; Write Habits, Unit 7, Lesson 19</i> • <i>Storyworks, Jr.</i> Mentor Texts: • <i>I Wanna Iguana</i> by Karen Orloff • <i>The Miraculous Journey of Edward Tulane</i> by Kate DiCamillo • <i>Time for Kids, Scholastic News</i> • Articles: Magazine, newspaper, websites • Content Area Textbooks • Teacher chosen reading resources • Leveled nonfiction books		• Interactive Board • Computers/Chromebooks • Document camera • GAFE • FM System • Online resources: Click the links below to access additional resources used to design this unit: • www.schoolwide.com • www.storyworksjr.com • http://tc.readingandwritingproject.com/ • http://www.scholastic.com/teachers/ • www.readworks.org • SpellingVocabulary City
DIFFERENTIATION:		
Sparta Twp. Public Schools Differentiation Strategies		

TEACHER NOTES:

Unit Overview			
CONTENT AREA:	English Language Arts	GRADE LEVEL	3
UNIT 4:	Nonfiction/Biography Writing		
UNIT SUMMARY			
Students will understand that the purpose of informational text is to communicate information related to a specific topic. Students will analyze informational writing (informational text, feature articles) by others to identify its components and will include those components in their own writing. Students will write various length pieces which share information through explanation on a specific topic in a clear organized manner for the reader. Students will include evidence from texts, research, and personal experience as appropriate			
NEW JERSEY STUDENT LEARNING STANDARDS			
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion. W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to			

interact and collaborate with others.

W.3.7.

Conduct short research projects that build knowledge about a topic.

W.3.8.

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10.

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

SL.3.1.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

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

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

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

SL.3.2.

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

SL.3.3.

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

SL.3.4.

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

SL.3.6.

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1.

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

Produce simple, compound, and complex sentences.

L.3.2.

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

Capitalize appropriate words in titles.

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

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

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3.

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

Choose words and phrases for effect.

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).

21st CENTURY LIFE AND CAREER READY PRACTICES

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity

TECHNOLOGY STANDARDS

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews

CROSS CURRICULAR CONNECTIONS

Humanities/Social Studies- Writers of informative/ explanatory texts revise their writing to convey information more clearly. Students will learn how to use linking words and phrases to connect ideas.

READING ACROSS CONTENT AREAS	WRITING ACROSS CONTENT AREAS
Students will utilize skills learned in this unit such as utilizing nonfiction text features and working with different text structures to support their knowledge in other subject areas such as science, social studies, and math.	Students will utilize skills learned in this unit such as identifying main idea and details, comparing and contrasting and identifying cause and effect to help students convey their knowledge in written form in other subject areas such as science, social studies, and math.
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that: ● Research writing is based on information gathered from sources other than the writer's own imagination or everyday experiences. ● Researchers use a variety of sources and strategies to gather and record information. ● Researchers organize notes to allow them to categorize information. ● Researchers present their reports to an appropriate audience.	● Why do writers conduct research? ● How do writers use a research process to find and share information?
UNIT LEARNING TARGETS (Students will know how to...)	
● Read, use and identify the characteristics of nonfiction materials to gain information and content knowledge. (RI.3.1, RI.3.3) ● Preview texts to determine structure, features and activate prior knowledge and questions about topic. (RI.3.1) ● Determine important ideas and messages in chunks of informational text (paragraph, page, chapter. (RI.3.2., RI.3.8.) ● Determine if information is important, distracting or just interesting. (RI.3.1.) ● Identify and use text features and search tools to facilitate understanding of informational text. (RI.3.5., L.3.4.A., L.3.4.D.) ● Respond to text with reactions and questions. (RI.3.1.) ● Compare one's point of view to that of the author of the text. (RI.3.6.) ● Use graphic aids such as illustrations, pictures, drawings, and maps to gain information. (RI.3..) ● Identify and describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI 3.8.) ● Introduce compare and contrast details on the same topic found in a variety of texts. (RI.3.9.) ● Accumulate information to revise thinking, adding and synthesizing new information. (RI.3.9., RI.3.10.) ● Read and comprehend a variety of informational text. (RI.3.10.) ● Use general academic and domain-specific words and phrases in speaking and writing. (L.3.6) ● Use words and phrases for effect. (L.3.3.A.) ● Produce simple, compound and complex sentences when speaking. (L.3.1.I.)	

- Participate actively and appropriately in discussions about informational texts. (SL.1.A.-D., SL.3.2., SL.3.3., SL.3.4., SL.3.6.)
- Summarize to explain the big ideas of a text to a partner. (SL.1.A.-D., SL.3.2., SL.3.3., SL.3.4., SL.3.6.)
- Determine or clarify the meaning of new words and new phrases using a variety of strategies. (RI.3.4., L.3.4.A.-D.)

LEARNING ACTIVITIES: (Students will be able to...)

- Interactive Read Alouds
- Mini-Lessons
- Model, shared, and guided practice
- Reader's notebook
- Think aloud
- Graphic organizers: facts, compare and contrast, story maps, venn diagrams
- Posters/anchor charts (classroom listening/sharing
- Questions and responses
- Reading conferences
- Skill-based workstations
- Flexible grouping
- Partner reading
- Partner/pair share
- Text browsing (locate parts of a text)
- Connection drawings
- Peer conferencing
- Sharing/discussions

EVIDENCE OF LEARNING:

FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
● Graphic organizers ● Vocabulary notebook ● Reader's notebook ● Illustrations of concepts/understanding ● Oral and written responses/summary ● Exit tickets ● Rubrics ● Observations ● Creation of biography report	● Note- Use first text selection, "Owls Are Mysterious Creatures" from Zoobooks: Owls as an Interactive Read-Aloud, modeling test-taking strategies before administering the second text as a summative measure (pages 122-136, Schoolwide Reading Fundamentals Nonfiction Unit binder). ● Students read "Different Kinds of Owls" from Zoobooks:	● Visual cues ● Graphic organizers ● Varied level of teacher support through conferencing ● Google Voice (speech to text)

	Owls and independently and proficiently answer questions specific to the task. (pages 129-132, Schoolwide Reading Fundamentals Nonfiction Unit binder) Answer key, rubric and item analysis checklist are on pages 133-136. ● Speaking and Listening Rubric	
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Teacher Instructional Resources: ● Schoolwide Reading Fundamentals Nonfiction Unit ● Storyworks, Jr. ● <i>Time for Kids</i>, Scholastic News ● Read Alouds/Mentor texts: <i>Amazing Animals: Chimpanzees</i> by Sarah Albee, <i>Animal Tongues</i> by Dawn Cusick, <i>A Butterfly is Patient</i> by Dianna Hutts Aston, <i>Look to the North: A Wolf Pup Diary</i> by Jean Craighead George, <i>Snowflake Bentley</i> by Jacqueline Briggs Martin, <i>Waiting for Ice</i> by Sandra Markle ● Shared Texts: Schoolwide Reading Fundamentals Nonfiction Unit ● Articles: Magazine, newspaper, websites ● Content Area Textbooks ● Biographies ● Leveled nonfiction books Teacher Professional Resources: ● Lucy Calkins, Units of Study ● The Reading Strategies Book by Jennifer Serravallo ● <i>Navigating Nonfiction in Narrative and Hybrid Text. A Guide to the Reading Workshop</i>, Heinemann, Calkins, L. and Tolan, K. ● <i>Make it Real: Strategies for Success with Informational Texts</i>, Heinemann, by Hoyt, L. ● <i>Strategies That Work</i>, Harvey and Goudvis ● <i>Reading With Meaning</i>, Debbie Miller ● <i>Lessons in Comprehension</i>, Frank Serafini ● <i>Growing Readers</i>, Kathy Collings ● <i>7 Keys to Comprehension</i>; Susan Zimmermann ● <i>Mosaic of Thought</i>; Susan Zimmerman ● <i>Conferring: The Keystone of Readers Workshop</i>; Patrick Allen ● <i>Guided Comprehension in the Primary Grades</i>, Maureen		● Interactive Board ● Computers/Chromebooks ● Document camera ● GAFE ● FM System ● Online resources: Click the links below to access additional resources used to design this unit: ● www.schoolwide.com ● www.storyworksjr.com ● http://tc.readingandwritingproject.com/ ● http://www.scholastic.com/teachers/ ● www.readworks.org ● SpellingVocabulary City

McLaughlin • <i>The Big Book of Graphic Organizers</i> ; Jennifer Jacobson & Dottie Raymer • <i>Reading Passages that Build Comprehension</i> ; Linda Ward Beech	
DIFFERENTIATION:	
Sparta Twp. Public Schools Differentiation Strategies	
TEACHER NOTES:	
Utilize Schoolwide Writing resource	

Unit Overview			
CONTENT AREA:	English Language Arts	GRADE LEVEL	3
UNIT 5:	Poetry Writing Mini-Unit		
UNIT SUMMARY			
Students will develop a greater appreciation of language through the study of poetry. After students have spent time listening and discussing various poems by numerous poets, they will create and write poetry using their images and emotions or students can use rhythm and beat.			
NEW JERSEY STUDENT LEARNING STANDARDS			
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.3.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			

W.3.8.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

W.3.10

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

SL.3.1A.-D.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

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

Explain own ideas and understanding in light of the discussion

SL.3.2.

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

SL.3.3.

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

SL.3.4.

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

SL.3.5.

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

SL.3.6.

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1.

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

L.3.2.

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

L.3.3.

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

L.3.4.A.

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.5.A.-C.

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

L.3.6.

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

21st CENTURY LIFE AND CAREER READY PRACTICES

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity

TECHNOLOGY STANDARDS

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews

CROSS CURRICULAR CONNECTIONS

Humanities/Social Studies - Writers will utilize poetic structures to convey content in a meaningful way through written expression

READING ACROSS CONTENT AREAS

Students will utilize skills learned in this unit such as **the integration of poetic structures** to support their knowledge in other subject areas such as science, social studies, and math.

WRITING ACROSS CONTENT AREAS

Students will utilize skills learned in this unit as a way to **vary written expression using emotion and poetic structure** to help students convey their knowledge in written form in other subject areas such as science, social studies, and math.

ENDURING UNDERSTANDINGS

Students will understand that:

- Poets write poems as a result of observing, listening, and living their lives
- Poetry can be written in many different forms. Poets use mentor poems to help them craft their own poems.

ESSENTIAL QUESTIONS

- How do writers make sense of poetry?
- How do writers use a mentor poem?

UNIT LEARNING TARGETS (Students will know how to...)

- Experience a variety of poetry specific to the genre (e.g., Acrostic, Alphabet, Cinquain, Free Verse, etc.). (W.3.5.)
- Study mentor texts for organizational structure and text features and apply the characteristics to their own writing. (W.3.4.)
- Use their writing notebook to gather ideas from poems and try strategies to generate poetry. (W.3.8.)
- Use sensory details to create images. Choose words carefully using the exact word to evoke an idea or image. (L.3.4., L.3.5.)
- Experiment with saying things in new ways (figurative language and literary devices) (L.3.4., L.3.5.)
- Experiment with metaphors and similes. (L.3.4., L.3.5.)
- Use a prewriting graphic organizer when examining a topic to organize thoughts/ideas to help in conveying information clearly. (W.3.5)
- Craft poetry with attention to shape, space/line breaks, and punctuation which create mood and affect how to write a poem. (W.3.4.)
- Identify and define poetic terms (e.g., stanza). (R.L. 3.5.)
- Include illustrations and details when useful to aid in comprehension of poem being presented. (W.3.4., W.3.5., SL.3.5.)
- Produce an organized piece that provides clarity and cohesiveness and is appropriate to task, purpose, and audience. (W.3.4.)
- Recall relevant information from experiences or gather relevant information from print and digital sources to support selected topic. (W.3.8.)
- Use words and phrases for effect. (L.3.3.A.)

- Use general academic and domain-specific words and phrases in speaking and writing. (L.3.6.) Identify and produce simple, compound, and complex sentences. (L.3.1.I.)
- Edit for capitalization (dates, months, days of week; names of streets, cities, states, countries; titles of books, magazines, movies; titles of people). (L.3.2.A.)
- Use conventional spelling for high-frequency words. (L.3.2.E.)
- Use spelling patterns to assist in spelling words. (L.3.2.F.) Consult references to determine and/or confirm spelling of words. (L.3.2.G.)
- Plan, revise and edit writing with guidance and support of peers and adults throughout the writing process for the purpose of strengthening the writing. (W.3.4., W.3.5., W.3.10., L.3.2. A.,E.,F.,G., L.3.3.A.)
- Use technology (e.g., the internet), keyboarding skills, to produce and publish a piece of poetry with some guidance and support from adults. (in a variety of formats (posters, oral presentation, slides, word processor etc.) (W.3.6., W.3.7., W.3.8))
- Participate actively and appropriately in discussions about poetry texts. (SL.3.1.A.-D., SL.3.2., SL.3.3., SL.3.4., SL.3.6.)
- Recognize and respect others' perspectives during discussions. (SL.3.1.B.)
- Summarize to explain the big ideas of a poem to a partner. (SL.3.1.A.-D., SL.3.2., SL.3.3., SL.3.4., SL.3.6.)
- Write routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two). (W.3.10.)
- Express ideas and feelings clearly using appropriate tone and volume to task and situation. (L.3.1.A., L.3.1.D., SL.3.4., SL.3.6.,)
- Collaborate with reading partners to read, dramatize, and share poetry with partners to explore the sounds, meaning, and genre. (SL.3.1.A.-D., SL.3.3., SL.3.4., SL.3.6.)
- Produce complete sentences to share ideas when appropriate. (L.3.1.I., SL.3.6.)
- Participate in independent and community writing experiences and collaborative discussions in shared, guided, partner, and independent writing. (L.3.1.I., SL.3.1.A., SL.3.1.B., SL.3.1.C., SL.3.1.D., SL.3.3., SL.3.6., L.3.6.)

LEARNING ACTIVITIES: (Students will be able to...)

- Writing notebook
- Mini-lessons
- Anchor charts
- Modeling Shared, guided and independent writing
- Large & small group discussions
- Poem projects and reports
- Connection drawings
- Peer conferencing
- Sharing/discussions
- Mentor texts/read alouds
- Teacher/peer conferencing
- Think alouds
- Graphic organizers
- Poem reviews

EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
• Writer's notebook • Graphic organizers • Poem discussions • Whole/small group; monitoring/checking for understanding through "ticket-out", whip around, etc. • Conferences • Peer/self evaluations • Teacher observation	• Students will create a compilation of a variety of published poetry pieces. • Speaking and Listening Rubric	• Visual cues • Graphic organizers • Varied level of teacher support through conferencing • Google Voice (speech to text) • Varied word lists
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Teacher Instructional Resources: • Pearson, GHGR, Unit 1: Week 2 • Mentor Texts: See examples provided in Poetry Reading Unit • Teacher Professional Resources: • Units of Study/Curricular Plans, Lucy Calkins • Storyworks, Jr. • Kids Poems: Teaching Third and Fourth Grades to Love Writing Poetry, R. Routman • Sing a Song of Poetry, by Gay Su Pinnell and Irene C. Fountas • A Poem A Day by Helen H. Moore • Phonics Through Poetry by Babs Bell Hajdusiewicz • Poem of the Week Selected by Maria Fleming • Instant Poetry Frames for Primary Poets by Betsy Franco • Poetry-Writing Activities by Jacqueline Sweeney • Climb Inside a Poem, Georgia Heard and Lester Laminack • Awakening the Heart: Exploring Poetry in Elementary and Middle School by G. Heard and N. Shihab		• Interactive Board • Computers/Chromebooks • Document camera • GAFE • FM System • Online resources: Click the links below to access additional resources used to design this unit: Interactive Board Computers http://www.readwritethink.org/materials/acrostic/ www.storyworksjr.com http://www.gigglepoetry.com/poetryclass/acrostic.html http://www.eduplace.com/tales/content/wwt_045.html http://www.eduplace.com/activity/poem_cinquain.html http://reading.ecb.org/ This website takes students and teachers (separately) through the comprehension strategies explaining what they are and

	how they apply to independent reading. Very visual and entertaining. http://www.readinglady.com/ This website features lessons based on comprehension strategies and the books “Strategies that Work” and “Mosaic of Thought.” http://pbskids.org/ Fun website that features various genres of poetry www.readingrockets.org/ Offers strategies, lessons, activities and ideas designed to help young children learn to read.
DIFFERENTIATION:	
Sparta Twp. Public Schools Differentiation Strategies	
TEACHER NOTES:	
Utilize Schoolwide Writing resource	

Unit Overview			
CONTENT AREA:	English Language Arts	GRADE LEVEL	3
UNIT: Ongoing and embedded	Word Study		
UNIT SUMMARY			
The approach to studying words – their meanings, spellings, and foundations – is different than the prior spelling programs of years past. Word knowledge supports reading and transfers to writing. Reading skills include phonics, word structure, word recognition, word meaning, and vocabulary development. Writing skills include spelling, vocabulary, usage and syntax, and conventions. All are included in this unit.			
NEW JERSEY STUDENT LEARNING STANDARDS			
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words.			
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. 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 keywords and phrases.			
L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).			
21st CENTURY LIFE AND CAREER READY PRACTICES			
CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason.			

CRP11. Use technology to enhance productivity	
TECHNOLOGY STANDARDS	
8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue. 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews	
CROSS CURRICULAR CONNECTIONS	
Humanities/Social Studies - Students will utilize word attack strategies and the structure of language to access text and information.	
READING ACROSS CONTENT AREAS	WRITING ACROSS CONTENT AREAS
Students will utilize skills learned in this unit such as word knowledge that supports reading as a way to access information in other subject areas such as science, social studies, and math.	Students will utilize skills learned in this unit such as word knowledge that supports writing to help students convey their knowledge in written form in other subject areas such as science, social studies, and math.
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that: • Phonics involves the relationship between sounds and their spellings • The knowledge of vocabulary leads to deeper understanding of text • Vocabulary is acquired through reading, writing, speaking and listening	• How does conventional spelling promote common understanding? • How do letter sounds and patterns help a reader identify unknown words? • How can context clues be used to understand new words? • How can parts of a word help determine the meaning of a new word? • Why is it important to learn new vocabulary words?
UNIT LEARNING TARGETS (Students will know how to...)	
• Identify and know the meaning of the most common prefixes and derivational suffixes. (RF.3.3.A.) • Decode words with common Latin suffixes. (RF.3.3.B.) • Decode multisyllable words. (RF.3.3.C.) • Read grade-appropriate irregular spelled words. (RF.3.3.D.) • Determine the meaning of a new word formed when a known affix is added to a known word. (L.3.4.B.) • Use a known root word as a clue to help understand an unknown word with the same root. (L.3.4.C.)	

- Use print and digital resources to determine or clarify the meaning of key words and phrases. (L.3.4.D.)
- Identify real-life connections between words and their use. (L.3.4.B.)
- Distinguish shades of meaning among related words and describe states of mind or degrees of certainty. (L.3.4.C.)
- Use words that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them) (L.3.6.)

LEARNING ACTIVITIES: (Students will be able to...)

- Word study: sound/picture/object/word sorts
- Pattern/word/syllable/sorts
- Vocabulary notebooks
- Tracing of Red Words/sight words (VAKT)
- Flexible grouping
- Dictionary work
- Word walls (interesting words, content words, sight words, etc.)
- Guess My Word
- Making words
- Word Building Puzzles and Activities
- Matching and memory games with vocabulary words/pictures
- Class dictionary
- Language Experience Charts
- Literacy/work stations
- Mentor texts/ read alouds
- Songs, poems, literature and rhymes
- Daily oral language
- Elkonin boxes

EVIDENCE OF LEARNING:

FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
● Quizzes ● Performance Tasks (sorts) ● Group discussions ● Spelling Assessments ● Word lists ● Running records ● Writing Samples ● Dictation ● Whole/small group; ● monitoring/checking for	● Pre- and Post- Elementary Spelling Inventory Assessment ● Spelling Assessments	● Varied word lists ● Small group administration ● Extended time on word list

• understanding through “ticket-out”, whip around, etc.		
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Teacher Instructional Resources: • Words Their Way: Pearson Learning Group • Orton-Gillingham manual • Children Dictionaries • Storyworks, Jr. • Read Alouds/Mentor Texts Teacher Professional Resources: • Building Academic Vocabulary, Marzano • Vocabulary Games for the Classroom, Carlton and Marzano • Making Words, Cunningham, Hall and Heggie • Phonics from A to Z: A Practical Guide by Wiley Blevins		• Interactive Board • Computers • Document camera • GAFE • Online resources (Encyclopedia, topic specific websites, etc.) Click the links below to access additional resources used to design this unit: Interactive whiteboard, Elmo projector, Classroom computers www.spellingcity.com http://www.vocabularya-z.com/ http://www.myvocabulary.com/ http://www.merriam-webster.com/word-of-the-day/ http://www.merriam-webster.com/game/index.htm http://www.sadlier-oxford.com/pr_of_development.cfm (Sadlier Professional Development Series) www.onelook.com www.americancorpus.org www.etymonline.com www.wordsmith.org www.storyworksjr.com www.verbivore.com/rllink.htm http://wik.ed.uiuc.edu/index.php/Phonic_awareness
DIFFERENTIATION:		
Sparta Twp. Public Schools Differentiation Strategies		

TEACHER NOTES:
Utilize Schoolwide Writing resource

[Link to sample lessons](#)

