

# English Language Arts- Grade 3

Standards for English Language Arts Literacy are based on the Common Core State Standards, adopted by the New Jersey Board of Education in 2010 and implemented in 2012. The curriculum was again revised in 2016 and adapted to the New Jersey Student Learning Standards and officially adopted by the Egg Harbor Township School Board for the 2017-2018 school year.

The curriculum is a living and breathing document that is updated each trimester to reflect technology, authentic resources and the needs of the student population.

## Introduction

During the school year, the teacher will establish a literature-rich climate by utilizing the provided reading/writing trade books and novels located in the classroom and school library aligned to the NJ state standards. Benchmarks will allow the teacher to determine what needs to be modeled during future mini-lessons and guided reading groups. Reading and writing should be integrated to include elements of grammar and reading, spelling, mechanics, traits of writing, and the writing process. The integration of Science and Social Studies texts and topics provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. Instruction should take place in the form of mini-lessons, targeted small group instruction, and guided reading/writing groups in order to meet the needs of all learners.

Standards based curriculum will be delivered through reading and writing units of study to promote independence and research based best practices that integrate literacy across the contents and promote autonomy, equity and mastery.

## [Units of Study Overview](#)

This document outlines in detail the answers to following four questions:

1. What do we want our students to know?
2. How do we know if they learned it?
3. What do we do if they did not learn it?
4. What do we do when they do learn it?

Board Approval- August 2020

**Trimester 1**

**Timeframe: Trimester 1 (60 Days)**

**Desired Results**

**Content Standards**

**Progress Indicators for Reading Literature**

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

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

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

**Progress Indicators for Reading Informational Text**

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.

**Progress Indicators for Reading Foundational Skills** (all year as needed)

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.

**Progress Indicators for Writing**

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 when useful to support comprehension.

B. Develop the topic with facts, definitions, and details.

C. Use linking words and phrases to connect ideas within categories of information.

D. Provide a conclusion.

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

A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

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

C. Use temporal words and phrases to signal event order.

D. Provide a sense of closure

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.7. Conduct short research projects that build knowledge about a topic.

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.

### **Progress Indicators for Language (all year within writing)**

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

- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- B. Form and use regular and irregular plural nouns.
- C. Use abstract nouns (e.g., childhood).
- D. Form and use regular and irregular verbs.
- E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- F. Ensure subject-verb and pronoun-antecedent agreement.

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

- A. Capitalize appropriate words in titles.
- B. Use commas in addresses.
- C. Use commas and quotation marks in dialogue.
- D. Form and use possessives.
- E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
- F. Use spelling patterns and generalizations in writing 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.

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

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

- A. Distinguish the literal and nonliteral meanings of words and phrases in context
- B. Identify real-life connections between words and their use
- C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

### **Progress Indicators for Speaking and Listening (all year)**

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

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

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

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

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.

### **Primary Interdisciplinary Connections**

Infused within the unit are connections to the NJSLS for Science and Social Studies.

### **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate**

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

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

### **21st Century Themes/Careers**

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at [www.NJ.gov/education/aps/cccs/career/](http://www.NJ.gov/education/aps/cccs/career/)

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

| Understandings   | Essential Questions   |
|--|---|
| <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Students should build reading stamina and use the workshop model to support and practice their learning.</li> <li>• Students should understand the importance of complex characters and how they affect the plot and theme.</li> <li>• Students should understand point of view and how stories told from different points of view may affect the reader.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Students should understand the importance of connecting reading to writing.</li> <li>• Students should understand the importance of characters and how they affect the plot and theme.</li> <li>• Analyze how character or plot interact over the course of a text.</li> </ul>              | <p><b>OVERARCHING:</b><br/> Why do people read?<br/> How does reading help me learn?<br/> How are reading and writing connected?</p> <p><b>TOPICAL:</b><br/> What am I learning from reading __ (text) __?<br/> How does reading __ (text) __ help me ____ (insert reading or writing skill) ____?</p>  |
| Knowledge<br>Students will know...   | Skills<br>Students will be able to...   |
| <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Ask questions to deepen understanding of a text</li> <li>• Provide specific examples and evidence from personal experience and text</li> <li>• Derive meanings of words from context</li> <li>• Follow a text with complex plot and multiple problems</li> <li>• Notice when a fiction writer is communicating a moral or theme</li> <li>• Notice recurring themes in traditional literature</li> <li>• Understand that structures in fiction build on one another and use details from the beginning to understand information later</li> <li>• Notice and infer how the illustrations in a text reflect the theme and contribute to mood</li> <li>• Connect texts by a range of categories like character, author,</li> </ul> | <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• <b>Ask and answer questions:</b> Students should ask and answer questions and make connections to help with comprehension.</li> <li>• <b>Infer:</b> Student should draw inferences from the text, including using illustrations to help.</li> <li>• <b>Figurative language:</b> Students should understand the difference between literal and nonliteral language</li> <li>• <b>Context Clues:</b> Students should use strategies to determine unknown words within a text.</li> <li>• <b>Theme:</b> Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details and patterns in those details to determine central messages or themes.</li> <li>• <b>Characters:</b> Students identify the main characters in a story and describe them using literal and inferential story details. Students should note and analyze how the actions of characters influence the story</li> </ul> |

genre, etc.

- Make connections among texts that have the same author
- Notice how an author reveals characters

### **WRITING**

- Explore definitions of new words by writing about them
- Make notes about the need to clarify information (questions and confusion)
- Notice and write about the characteristics of genre
- Compose notes, lists, letters, or statements to remember important information about a text.
- Develop an interesting story with believable characters and realistic plot
- Create a problem and how characters react to the problem
- Use vivid details and dialogue to show rather than tell how characters feel
- Notice and make note of significant information from illustrations
- Write about how the illustrations communicate the writer's message
- Write about a character's actions and consequences

events.

- **Text Structure:** Readers should determine how the parts of a story are connected or organized (time order, topic), and how those parts build on one another not only in stories, but in dramas and poems. Readers should also be able to identify the parts of a literary text: chapters, stanzas, scenes, etc.
- **Point of View:** Establish the point of view of a text and determine how the reader's point of view is different from the narrator's or the characters.
- **Using Illustrations:** Discuss how the text and images work together to make the reader feel a certain way (mood). Interpret what the illustrations tell a reader about the text and how they help clarify the words.
- **Comparing texts:** Readers can identify similarities and differences in books with the same author and characters, including the central message, theme, lesson, and/or moral of the stories and how the texts details, characters, and central messages are alike and different

### **WRITING**

- **Write About Reading:** Students should begin a reader's notebook where they apply whole group instruction to their independent reading.
- **Narrative Writing:** Students are expected to organize ideas for a narrative by engaging the reader with a story hook, establishing a situation or story background with a narrator and characters. The narrative should present an organized sequence of events that uses various narrative techniques, such as dialogue, to develop plot, incorporate vivid details and establish chronology by using appropriate transitional words and phrases.
- **Literary Essay:** Students need to be able to explain character's actions in a text and how the illustrations, setting, or events in the story helped the reader understand.

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| <ul style="list-style-type: none"> <li>● Notice and write about character change and infer reasons related to events in the plot</li> </ul> | <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>● Word Study (learning word patterns rather than memorizing unconnected words)</li> <li>● Read fluently and comprehend text</li> </ul> |
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**Assessment**

| Performance Task   | Evidence   |
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| <p><b><u>Narrative Writing W.3.3</u></b><br/>           *Teacher choice of text*</p> <p><b>Narrative Writing:</b> Students are expected to organize ideas for a narrative by engaging the reader with a story hook, establishing a situation or story background with a narrator and characters. The narrative should present an organized sequence of events that uses various narrative techniques, such as dialogue, to develop plot, incorporate vivid details and establish chronology by using appropriate transitional words and phrases.</p> <p>Extend or write an alternate ending to a story.</p> <p><b><u>Literary Analysis W.3.2/RL.3.7 &amp; 9</u></b><br/>           *Deckawoo Drive Series*</p> <p>In an essay, students should explain how the illustrations or part of the plot helps the reader understand a character’s actions</p> | <ul style="list-style-type: none"> <li>● Reader’s Notebook</li> <li>● Writer’s Notebook</li> <li>● Writing Rubric</li> <li>● F&amp;P Benchmark</li> <li>● Common Assessments</li> <li>● Trimester Benchmark Test</li> <li>● Conferencing evidence</li> </ul> |

**LEARNING ACTIVITIES/RESOURCES**

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| <p>Guided Reading Collection<br/>           Interactive Read Alouds<br/>           Shared Reading and Words that Sing<br/>           Peardeck</p> <p>*Open Resource Links:</p> <ul style="list-style-type: none"> <li>● <a href="#">The Teaching Channel</a></li> <li>● <a href="#">Commonlit.org</a></li> <li>● <a href="#">4Teachers.org</a></li> <li>● <a href="#">Readwritethink.org</a></li> <li>● <a href="#">Literacy Design Collaborative</a></li> <li>● <a href="#">OER Commons</a></li> <li>● <a href="#">Engage NY</a></li> <li>● <a href="#">Hudson County Curriculum Consortium</a></li> </ul> |
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| <b>Trimester 2</b> | <b>Timeframe:</b> Trimester 2 (60 Days) |
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**Desired Results**

**Content Standards**

### **Progress Indicators for Reading Literature**

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

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

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.

### **Progress Indicators for Reading Informational Text**

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

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

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text.

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

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

### **Progress Indicators for Reading Foundational Skills** (all year as needed)

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.

### **Progress Indicators for Writing**

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- B. Provide reasons that support the opinion.
- C. Use linking words and phrases to connect opinion and reasons.
- D. Provide a conclusion

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

- A. Introduce a topic and group related information together; include text features when useful to support comprehension.
- B. Develop the topic with facts, definitions, and details.
- C. Use linking words and phrases 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.

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.

### **Progress Indicators for Language (all year within writing)**

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

- G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- H. Use coordinating and subordinating conjunctions.
- I. Produce simple, compound, and complex sentences.

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

- B. Use commas in addresses.
- E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
- F. Use spelling patterns and generalizations in writing words.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases for effect.
- B. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- B. Determine the meaning of the new word formed when a known affix is added to a known word.
- C. Use a known root word as a clue to the meaning of an unknown word with the same root.
- 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.

### **Progress Indicators for Speaking and Listening (all year)**

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

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

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

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

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

### **Primary Interdisciplinary Connections**

Infused within the unit are connections to the NJSLs for Science and Social Studies

#### **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**

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

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

### **21st Century Themes/Careers**

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at [www.NJ.gov/education/aps/cccs/career/](http://www.NJ.gov/education/aps/cccs/career/)

- 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
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP 7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

| Understandings  | Essential Questions   |
|---|---|
| <p><b>READING</b></p> <ul style="list-style-type: none"> <li>● Students will examine how characters affect plot and distinguish their own point of view from the author's.</li> <li>● Students will expand strategies for navigating expository text.</li> <li>● Students will practice strategies for reading short texts and/or excerpts.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>● Students learn to create a thesis/topic statement and support with evidence.</li> <li>● Students should research and write a type of expository nonfiction.</li> <li>● Students will practice writing in response to short text and mixed media.</li> </ul> | <p><b>OVERARCHING:</b></p> <p>How are reading and writing connected?</p> <p>What strategies help me be a better reader or writer?</p> <p><b>TOPICAL:</b></p> <p>What am I learning from reading__(title)___?</p> <p>How does writing about ___(title)_____ help demonstrate my knowledge?</p> |
| <p align="center"><b>Knowledge</b></p> <p><b>Students will know...</b></p>  | <p align="center"><b>Skills</b></p> <p><b>Students will be able to...</b></p>   |

## READING

- Use academic language to talk/write about literary features
- Notice and understand specific characteristics of fiction genre
- Understand there can be different interpretations of text
- Understand nonfiction can be narrative or expository in nature
- Understand a text can have more than one message or main idea
- Use academic language to talk about nonfiction
- Use background knowledge of history to understand simple biography, autobiography, memoir
- Notice narrative structure in biography
- Synthesize new information and ideas and revise thinking in response
- Connect texts by a range of categories
- Gain new understandings from searching for and using information found in text, graphics and sidebars
- Notice author's style and language

## READING

- **Analyze Characters, Events and Setting:** Readers explain how and why individuals, events, and ideas develop and interact over the course of a text.
- **Point of View:**
  - *Literary and Informational:* Readers compare and contrast the point of view of the author to that of their own.
- **Main Idea:** Students identify the main idea and find the most important details that helped to determine the main idea.
- **Vocabulary:** Students identify general academic words and phrases in a text relevant to a grade 3 topic or subject area.
- **Main Idea:** Students must identify the main idea and find the most important details that strengthen the main idea. They must also explain the text in their own words.
- **Sequence of events:**
  - *Literary:* Students will identify and interpret relationships in informational text between time, sequence and cause/effect.
  - *Informational:* Make a clear link between sentences and paragraphs when reading. Explain how ideas in a text are connected using language referring to the organization of ideas and how an author supports specific points
- **Comparing Texts:** Students should be able to pick out key and relevant details on a single topic between two texts, eliminate nonessential information, and combine information from two texts on a single topic.
- **Vocabulary:** Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific). Differentiate between literal and nonliteral language
- **Integration of media:** Students can compare different presentations of a text using concrete details, quotations, and other information from each presentation of the work.

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| <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Organize and present information in paragraphs to demonstrate a clear understanding of structure to group ideas</li> <li>Express opinions about facts or information learned</li> <li>Understand that a writer creates an expository text for readers to learn about a topic</li> <li>Understand that a writer must be knowledgeable in a topic to write about it</li> <li>Introduce information in categories and provide interesting details</li> </ul> | <ul style="list-style-type: none"> <li><b>Text features:</b> Examine various text features to understand specific information in the text. Synthesize the various text features and the text itself to understand the ideas in the text. Explain how the different text features aid understanding</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li><b>Write About Reading:</b> Students should continue using their reader’s notebook to apply whole group instruction to their independent reading.</li> <li><b>Opinion Writing:</b> Opinion pieces clearly state opinion and supply the reasoning for thinking.</li> <li><b>Research Based Writing:</b> Students should explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.</li> </ul> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>Word Study (learning word patterns rather than memorizing unconnected words)</li> <li>Read fluently and comprehend text</li> </ul> |
|--|---|

**Assessment**

| Performance Task   | Evidence   |
|--|--|
| <p><b><u>Narrative Writing W.3.3</u></b><br/>*Best Pets*</p> <p><b>Opinion Writing:</b> Opinion pieces clearly state opinion and supply the reasoning for thinking. Students need to use evidence, reasoning, and facts to support their viewpoint. Students also build their argument by linking their ideas together through a variety of sentence structures and more complex sentences.</p> <p><b><u>Research Based Writing W.3.2, 7 &amp; 8</u></b><br/>*TEACHER CHOICE*</p> <p><b>Research Based Writing:</b> Students should explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic . They should also gather information to support a topic, select relevant information from texts to support main ideas or claims, and group like ideas to organize writing</p> | <ul style="list-style-type: none"> <li>Reader’s Notebook</li> <li>Writer’s Notebook</li> <li>Writing Rubric</li> <li>F&amp;P Benchmark</li> <li>Common Assessments</li> <li>Trimester Benchmark Test</li> <li>Conferencing evidence</li> </ul> |

**LEARNING ACTIVITIES/RESOURCES**

Guided Reading Collection  
Interactive Read Alouds  
Shared Reading and Words that Sing  
Peardeck

\*Open Resource Links:

- [The Teaching Channel](#)
- [Commonlit.org](#)
- [4Teachers.org](#)
- [Readwritethink.org](#)
- [Literacy Design Collaborative](#)
- [OER Commons](#)
- [Engage NY](#)
- [Hudson County Curriculum Consortium](#)

**Trimester 3**

**Timeframe:** Trimester 3

**Desired Results**

**Content Standards**

### **Progress Indicators for Reading Literature**

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

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

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.

### **Progress Indicators for Reading Informational Text**

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.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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

### **Progress Indicators for Reading Foundational Skills** (all year as needed)

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.

### **Progress Indicators for Writing**

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 when useful to support comprehension.

- B. Develop the topic with facts, definitions, and details.
- C. Use linking words and phrases 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.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.

### **Progress Indicators for Language (all year within writing)**

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.

- F. Use spelling patterns and generalizations in writing 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.

- C. Use a known root word as a clue to the meaning of an unknown word with the same root.

- 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.

### **Progress Indicators for Speaking and Listening (all year)**

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.

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

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

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

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

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

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.

### **Primary Interdisciplinary Connections**

Infused within the unit are connections to the NJSL for Science and Social Studies

#### **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**

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

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

#### **21st Century Themes/Careers**

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at [www.NJ.gov/education/aps/cccs/career/](http://www.NJ.gov/education/aps/cccs/career/)

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.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Understandings**

**Essential Questions**

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| <p><b><u>READING</u></b></p> <ul style="list-style-type: none"> <li>• Students will explore mystery genre and its unique traits.</li> <li>• Students become strong readers through collaboration and inquiry across multiple genres.</li> </ul> <p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>• Genre writing in response to genre reading</li> <li>• Students will apply reading standards to writing.</li> </ul>   | <p><b>OVERARCHING:</b><br/>How are reading and writing connected?</p> <p>What strategies help me be a better reader or writer?</p> <p>How can I apply reading and writing strategies across multiple genres?</p> <p><b>TOPICAL:</b><br/>What am I learning from reading__(title)___?</p> <p>How does writing about __(title)_____ help demonstrate my knowledge?</p>  |
| <p style="text-align: center;"><b>Knowledge</b></p> <p><b>Students will know...</b></p>  | <p style="text-align: center;"><b>Skills</b></p> <p><b>Students will be able to...</b></p>  |
| <p><b><u>READING</u></b></p> <ul style="list-style-type: none"> <li>• Notice and understand characteristics of specific fiction genres</li> <li>• Notice and discuss narrative structure</li> <li>• Analyze texts to determine aspects of a writer’s style</li> <li>• Use understanding of structure to monitor and correct reading</li> <li>• Notice a writer’s use of language</li> <li>• Use academic language to talk about literary/genre features</li> </ul> <p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>• Make notes to clarify information</li> <li>• Represent a longer series of events from a text</li> <li>• Notice and write about the characteristics of genre</li> <li>• Describe relationships between characters, differentiate between main characters, and write about character change.</li> </ul> | <p><b><u>READING</u></b></p> <ul style="list-style-type: none"> <li>• <b>Mystery:</b> Students should explore the unique traits of mystery and how it compares and contrasts to that of fiction in general.</li> <li>• <b>Comparing Texts:</b> Students should be able to pick out key and relevant details on a single topic between two texts, eliminate nonessential information, and combine information from two texts on a single topic.</li> <li>• <b>Vocabulary:</b> Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific). Differentiate between literal and nonliteral language</li> <li>• <b>Book Clubs:</b> Students become stronger readers through collaborative learning and inquiry.</li> </ul> <p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>• <b>Write About Reading:</b> When reading texts, students refer to the text to draw conclusions as well as answer directly stated questions.</li> <li>• Students should continue using their reader’s notebook to apply whole group instruction to their independent reading.</li> <li>• <b>Opinion Writing:</b> Opinion pieces clearly state opinion and supply the reasoning for thinking.</li> <li>• <b>Research Based Writing:</b> Students</li> </ul> |

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| <ul style="list-style-type: none"> <li>When reading texts, students refer to the text to draw conclusions as well as answer directly stated questions.</li> </ul> | <p>should explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.</p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>Word Study (learning word patterns rather than memorizing unconnected words)</li> <li>Read fluently and comprehend text</li> </ul> |
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**Assessment**

| Performance Task   | Evidence   |
|--|--|
| <p><b><u>Writing About Reading/Genre</u></b><br/><b><u>W.3.10/RL.3.10</u></b></p> <p>When reading texts, students refer to the text to draw conclusions as well as answer directly stated questions.</p> | <ul style="list-style-type: none"> <li>Reader's Notebook</li> <li>Writer's Notebook</li> <li>Writing Rubric</li> <li>F&amp;P Benchmark</li> <li>Common Assessments</li> <li>Trimester Benchmark Test</li> <li>Conferencing evidence</li> </ul> |

**LEARNING ACTIVITIES/RESOURCES**

|   |
|---|
| <p>Guided Reading Collection<br/>Interactive Read Alouds<br/>Shared Reading and Words that Sing<br/>Peardeck<br/>*Open Resource Links:</p> <ul style="list-style-type: none"> <li><a href="#">The Teaching Channel</a></li> <li><a href="#">Commonlit.org</a></li> <li><a href="#">4Teachers.org</a></li> <li><a href="#">Readwritethink.org</a></li> <li><a href="#">Literacy Design Collaborative</a></li> <li><a href="#">OER Commons</a></li> <li><a href="#">Engage NY</a></li> <li><a href="#">Hudson County Curriculum Consortium</a></li> </ul> |
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**Assessments, Accomodations, and Modifications**

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| <p><b>Special Education</b></p> | <ul style="list-style-type: none"> <li>Learning Ally</li> </ul> |
|---------------------------------|---|

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|  | <ul style="list-style-type: none"> <li>• Additional guided reading time based on targeted intervention</li> <li>• Skills groups and practice via small group instruction and/or MobyMax individualized learning path</li> <li>• Phonics First small group instruction</li> <li>• Use of graphic organizers to complete assignments</li> </ul>   |
| <b>English Language Learners</b>         | <ul style="list-style-type: none"> <li>• Additional guided reading time based on targeted intervention</li> <li>• Skills groups and practice via small group instruction and/or MobyMax individualized learning path</li> <li>• Phonics First small group instruction</li> <li>• Use of graphic organizers to complete assignments</li> <li>• Use of listening centers</li> <li>• Use of word walls</li> <li>• Alternate assessments that demonstrate non-verbal understanding</li> <li>• Use of visuals and manipulatives</li> </ul>   |
| <b>504 Plans</b>                         | <ul style="list-style-type: none"> <li>• Extended time</li> <li>• Listening centers</li> <li>• Phonics First</li> <li>• Graphic organizers</li> <li>• Written, visual or audible supports and/or alternatives</li> </ul>  |
| <b>Students at Risk (I&amp;RS - Rtl)</b> | <p>Tier 1</p> <ul style="list-style-type: none"> <li>• Guided reading</li> <li>• Word work</li> <li>• Differentiated literacy centers</li> <li>• Small group instruction formed through formative assessment and progress monitoring data</li> </ul> <p>Tier 2</p> <ul style="list-style-type: none"> <li>• Additional Guided Reading time based on targeted intervention</li> <li>• MobyMax individualized learning path</li> <li>• Skills small group instruction formed through formative assessment and progress monitoring data</li> </ul> <p>Tier 3</p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention (LLI)</li> <li>• Phonics First</li> <li>• MobyMax individualized learning path</li> <li>• Title 1/Remedial pull-out focused on targeted intervention and strategy</li> <li>• Maximum guided reading instruction</li> </ul> |
| <b>Gifted and Talented</b>               | <ul style="list-style-type: none"> <li>• Skills groups and practice via small group instruction and/or MobyMax individualized learning</li> </ul>   |

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|                                | <p>path</p> <ul style="list-style-type: none"><li>● Word Work</li><li>● Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans</li></ul>   |
| <b>Alternative Assessments</b> | <ul style="list-style-type: none"><li>● Formative<ul style="list-style-type: none"><li>○ Running records</li><li>○ Conferring</li><li>○ Anecdotal notes</li><li>○ Reader's Response Journals</li><li>○ Visual/Manipulative demonstrations</li><li>○ Oral response</li></ul></li><li>● Summative<ul style="list-style-type: none"><li>○ Project-based</li><li>○ Student choice</li><li>○ Demonstrations</li><li>○ Visual choice to show comprehension</li><li>○ Written responses</li><li>○ Oral responses</li></ul></li><li>● Performance Tasks (Use of Technology)<ul style="list-style-type: none"><li>○ <a href="#">MobyMax</a> individualized assigned assessments</li><li>○ <a href="#">LinkIt!</a> Standards based assessments</li><li>○ <a href="#">Kahoot</a></li><li>○ Socrative</li><li>○ Plickers</li></ul></li></ul> |