

**MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT  
3rd GRADE ENGLISH LANGUAGE ARTS CURRICULUM**



**2016 ELA Standards with companion June 2020 NJSLs  
Board Approval: August 18, 2022**

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**New Jersey English Language Arts Standards:**  
[2016 New Jersey Student Learning Standards - ELA](#)

**2016 New Jersey Student Learning Standards for English Language Arts**

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that:

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts; and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

**The NJSLS-ELA feature the following elements:**

- Anchor Standards: general expectations consistent across grades that must be met for students to be prepared to enter college and workforce training programs ready to succeed.
- Strands: Broad ideas nested within each of the anchor standards that describe the areas of focus for the NJSLS-ELA.
- Progress Indicators: define grade-specific expectations and frame a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

- Companion Standards: Grades 6-12 feature content area-specific guidance in history/social studies, science, and technical subjects based on anchor standards, and include expectations refined by the unique literacy requirements of the particular discipline(s).

**Reading (NJSLA.R):** Text complexity and the growth of comprehension

The Reading anchor standards place equal emphasis on the sophistication of what students read and the skill with which they read. NJSLA.R defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

**Writing (NJSLA.W):** Text types, responding to reading, and research

The Writing anchor standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. NJSLA.W stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

**Speaking and Listening (NJSLA.SL):** Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

**Language (NJSLA.L):** Conventions, effective use, and vocabulary

The Language anchor standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

**New Jersey Computer Science and Design Thinking Standards**  
[2020 New Jersey Student Learning Standards: Computer Science and Design Thinking](#)

**New Jersey Career Readiness, Life Literacies, and Key Skills Standards**  
[2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills](#)

**Pacing Guide**

Topic	Unit #	Unit Length
Growing and Learning/Figure it Out	1	9 weeks
Figure it Out/One of a Kind	2	9 weeks
One of a Kind/Meet the Challenge	3	9 weeks
Take Action/Think it Over	4	9 weeks

Unit # 1	
Unit Title	Growing and Learning/Figure it Out
Reading Genre(s)	UNIT 1: Weeks 1 & 2: Narrative Nonfiction & Expository Text Weeks 3 & 4: Realistic Fiction & Expository Text Weeks 5 & 6: Argumentative Text UNIT 2:

	Weeks 1&2: Expository Text
Writing Tasks	<p>Personal Narrative</p> <p>Unit 1:</p> <p>Grammar Weeks 1 &amp; 2: Sentences and Fragments, Statements and Questions, Capitalization and Punctuation, Commands and Exclamations</p> <p>Grammar Weeks 3 &amp; 4: Subjects and Predicates</p> <p>Grammar Weeks 5 &amp; 6: Simple and Compound Sentences, Punctuate Simple and Compound Sentences</p> <p>Unit 2:</p> <p>Grammar Weeks 1 &amp; 2 - Kinds of Nouns, Singular &amp; Plural Nouns</p>
Recommended Pacing	9 weeks
Unit Summary	<p>Students will be introduced to a new community through entering Third grade in a new classroom with new classmates. This unit will set the tone for what is expected in their new community and everything else this year. The focus will be on helping students become avid readers and writers. Establishing these routines and expectations will empower students throughout their academic journey. The main purpose of this unit is to enable students to understand narrative elements, theme, text structure, and main idea through fiction and nonfiction texts. Students will also focus on reading strategies they will utilize throughout the year such as visualizing, asking and answering questions, and making predictions.</p> <p>The theme throughout this unit of study is “Learning and Growing as a Community”, as each story and informational text discusses a variety of traditions, cultures, and how communities are created, as well as how people need to work together to solve problems. It is through various texts and characters that students will be able to find common ground and internalize the messages into their own lives. In Writing, students will express their opinions about characters and different communities that they have learned about through text.</p>
Career Readiness, Life Literacies,	<p>CRLK1. Act as a responsible and contributing community members and employee.</p> <p>CRLK2. Attend to financial well-being.</p> <p>CRLK3. Consider the environmental, social and economic impacts of decisions.</p>

and Key Skills Standards	<p>CRLKS4. Demonstrate creativity and innovation.</p> <p>CRLKS5. Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>CRLKS6. Model integrity, ethical leadership and effective management.</p> <p>CRLKS7. Plan education and career paths aligned to personal goals.</p> <p>CRLKS8. Use technology to enhance productivity increase collaboration and communicate effectively.persereve in solving them.</p> <p>CRLKS9. Work productively in teams while using cultural/global competence.</p> <p>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p> <ul style="list-style-type: none"> <li>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).</li> <li>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</li> </ul> <p>Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.</p> <ul style="list-style-type: none"> <li>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</li> <li>9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).</li> </ul> <p>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p> <ul style="list-style-type: none"> <li>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li> </ul>
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	<ul style="list-style-type: none"> <li>• 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</li> <li>• 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>• 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul> <p>You can give back in areas that matter to you.</p> <ul style="list-style-type: none"> <li>• 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</li> </ul> <p>Culture and geography can shape an individual's experiences and perspectives.</p> <ul style="list-style-type: none"> <li>• 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</li> </ul>
Computer Science and Design Thinking (Technology)	<p>8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.</p> <p>8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.</p> <p>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</p>
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of texts include <i>Room to Grow</i> ; <i>Gary the Dreamer</i> ; <i>The Dream Catcher</i> ; <i>Yoon and the Jade Bracelet</i> , <i>Empanada Day</i>
Amistad	" <i>All Aboard: Elijah McCoy's Steam Engine</i> " - Students will explore the history of slavery through the point of view of a young boy and his parents who traveled to Canada through the Underground Railroad.
Holocaust	Family Traditions/Cultural Traditions: Students will create a culture quilt, binding together lists of family/community traditions practiced.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>• Good readers and writers learn about different cultures and traditions through a variety of text.</li> <li>• Good writers use a variety of strategies that enables them to form and style, in order to write for different purposes, audiences and contexts.</li> <li>• Learners will understand the proper structure of collaborative conversation.</li> </ul>	<p>Unit 1:  Week 1&amp;2: How do people from different cultures contribute to a community?  Week 3&amp;4: What can traditions teach you about cultures?  Week 5&amp;6: How do landmarks help us understand our country's story?  Unit 2:  Weeks 1 &amp; 2: How do people make government work?</p>
District/School Required Texts and Media Formats	District/School Supplementary Resources
<p><u>Wonders</u> Reading Program Weekly Units - McGraw Hill</p> <ul style="list-style-type: none"> <li>• Leveled Readers - IRLA/<u>Wonders</u></li> <li>• Intervention Letter Cards</li> </ul> <p><u>WonderWorks</u>- Wonders Intervention Program- McGraw Hill</p> <p><b>Reading Wonders:</b>  <b>Week 1 &amp; 2: "Room to Grow"</b></p>	<p><b>Supplementary Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>I Can Statements</u></a></li> <li>• <a href="#"><u>Read Write Think</u></a></li> <li>• <a href="#"><u>ReadWorks</u></a></li> <li>• <a href="#"><u>Scholastic</u></a></li> <li>• <a href="#"><u>Teaching Skills with Children's Literature as Mentor Text</u></a></li> <li>• <a href="#"><u>Core Standards: Appendix B</u></a></li> </ul>
District/School Formative Assessments	District/School Summative Assessments
<ul style="list-style-type: none"> <li>• iReady</li> <li>• Wonders BiWekly Progress Monitoring Assessments</li> <li>• Sonday Essentials Mastery Checks</li> <li>• Anectodal Records</li> </ul>	<ul style="list-style-type: none"> <li>• iReady Diagnostic Benchmarks</li> <li>• Unit Pre/Post Assessments in Linkit</li> <li>• Writing Assessment-Opinion</li> </ul>

	<ul style="list-style-type: none"> <li>Lexile identified through iReady Data/Wonders Oral Reading Fluency</li> </ul>
<b>Instructional Best Practices</b>	
<ul style="list-style-type: none"> <li>Identifying Similarities and Differences</li> <li>Summarizing and Note Taking</li> <li>Reinforcing Effort and Providing Recognition</li> <li>Homework and Practice</li> <li>Modeling</li> <li>Cooperative Learning</li> <li>Setting Objectives and Providing Feedback</li> <li>Cues, Questions, and Advance Organizers</li> <li>Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Managing response rates</li> <li>Checks for Understanding</li> <li>Diagrams, Charts and Graphs</li> <li>Coaching</li> <li>Reading Partners</li> <li>Visuals</li> <li>Collaborative Problem Solving</li> <li>Active Engagement Strategies</li> <li>Required Reading and Writing Artifacts (e.g. Word Wall, Rubrics, Student Work display with rubric scores, teacher feedback, student reflection, Reading Journal (notebook), student portfolios, conference logs, data charts/logs, etc.)</li> </ul>
<b>Learning Plan</b>	
<b>NJSLS</b>	<b>Learning Targets and Exemplar Lessons:</b>
Unit 1: Weeks 1 & 2: <ul style="list-style-type: none"> <li>L.3.1i Produce simple, compound, and complex sentences.</li> <li>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> </ul>	Making Connections <ol style="list-style-type: none"> <li>Closely read a text to show understanding.</li> <li>Make personal connections to the text.</li> <li>Make connections to other texts.</li> <li>Make global connections to the text.</li> </ol> Ask & Answer Questions

<ul style="list-style-type: none"> <li>● L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> <li>● L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>● L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.</li> <li>● L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</li> <li>● L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</li> <li>● 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).</li> <li>● RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>● RF.3.3c Decode multisyllable words.</li> <li>● RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>● 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.</li> <li>● <b>RI.3.5</b> Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>● <b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to</li> </ul>	<p>9. Answer factual questions that require reasoning from the reader.</p> <p>10. Answer inferential questions that require reasoning from the reader.</p> <p>11. Ask factual questions that require reasoning from the reader.</p> <p>12. Ask inferential questions that require reasoning from the reader.</p> <p><b>Main Idea</b></p> <ol style="list-style-type: none"> <li>1. Identify the theme/central messages in a text.</li> <li>2. Identify the main idea of a text.</li> </ol> <p><b>Key Details</b></p> <ol style="list-style-type: none"> <li>3. Identify details to support the main idea.</li> <li>4. Analyze how the details of the text help to support the central idea or theme.</li> <li>5. Analyze how the details of the text help to reveal the central idea or theme.</li> </ol> <p><b>Words in Literal Text</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to explain the meaning of academic words and phrases as they are used in literal text.</li> <li>2. Demonstrate the ability to explain the meaning of domain-specific words and phrases as they are used in literal text.</li> <li>3. Differentiate between literal and nonliteral language.</li> </ol> <p><b>Define and Identify Points of View</b></p> <ol style="list-style-type: none"> <li>1. Define the point of view in a text.</li> </ol>
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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).
- **RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **SL.3.1c** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **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.3.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **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.3.8** Recall information from experiences or gather information from print and digital sources; take brief

2. Identify the reader's point of view.

3. Identify the narrator's point of view.

4. Identify the character's point of view.

### **Identify and Compare Points of View**

1. Establish the point of view of a text.
2. Identify how the reader's point of view is different from the narrator's.
3. Identify how the reader's point of view is different from the main characters.
4. Compare the reader's point of view with the author's point of view.

### **Follow Sonday Essentials Scope and Sequence to meet RF.3.3 Standards:**

#### **Unit 1 = 45 Days of Instruction**

- Lessons 1-5: Short vowels, ay, ee, sh, s blends, l blends, r blends, sight word review
- Lessons 6-10: ch, th, qu, fszl, -ck, VCe, Sight word review
- Lessons 11-15: End blends, -st, -nd, -nt, -mp, -sk, -ft, -lt, -lk, -sp, -ct, -ng, -nk
- Lessons 16 - 20: Compound words; y, e, o ar; Suffixes: -s, -es
- Lessons 21-25: oo, or, all, oy, oi, Sight words: says, want, any, been

notes on sources and sort evidence into provided categories.

- **W.3.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Weeks 3 & 4:

- **L.3.1i** Produce simple, compound, and complex sentences.
- **L.3.2e** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- **L.3.2f** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- **L.3.2g** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- **L.3.4a** Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.3.4d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.
- **L.3.5b** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- **L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
- **RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- Lessons 26 - 30: Syllable Types: Closed, Open, Silent E, Syllable Division patterns, vccv, v/cv, vc/v
- Lessons 31-35: wh, er, oo; Sight Words have, give, live
- Lessons 36 - 40: -ing, -er, oo; Sight Words could, should, would
- Lessons 41-45: -tch, ch, -dge, Soft g

1. Distinguish the base root from the affix.
2. Identify and define common prefixes and suffixes.
3. Identify and define common Latin suffixes.
4. Decode words that have a Latin suffix.
5. Use strategies to read multi-syllable words.

- **RF.3.3a** Identify and know the meaning of the most common prefixes and derivational suffixes.
- **RF.3.3c** Decode multisyllable words.
- **RF.3.4b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RI.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- **RI.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **RI.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).
- **SL.3.1c** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.3.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

- **W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ]
- **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.3.8** 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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Weeks 5 & 6

- **L.3.1h** Use coordinating and subordinating conjunctions.
- **L.3.1i** Produce simple, compound, and complex sentences.
- **L.3.2e** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- **L.3.2f** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- **L.3.2g** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- **L.3.4a** Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.3.4d** 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).
- **RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- **RF.3.3c** Decode multisyllable words.
- **RF.3.4b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **RI.3.1** Ask and answer questions 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.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **RI.3.7** Use information gained from illustrations (e.g., 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.3.9** Compare and contrast 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 informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
- **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<ul style="list-style-type: none"> <li>● <b>RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li> <li>● <b>SL.3.1b</b> 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).</li> <li>● <b>SL.3.2</b> 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.</li> <li>● <b>SL.3.4</b> 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.</li> <li>● <b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</li> </ul> <p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> <li>● <b>W.3.1b</b> Provide reasons that support the opinion.</li> <li>● <b>W.3.2b</b> Develop the topic with facts, definitions, and details.</li> <li>● <b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>● <b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</li> <li>● <b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief</li> </ul>	
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notes on sources and sort evidence into provided categories.

- **W.3.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 2:

Weeks 1 &2:

- **L.3.1a** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- **L.3.1b** Form and use regular and irregular plural nouns.
- **L.3.1c** Use abstract nouns (e.g., childhood).
- **L.3.1i** Produce simple, compound, and complex sentences.
- **L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.3.2e** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- **L.3.2f** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- **L.3.2g** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- **L.3.4a** Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.3.4b** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

- **L.3.4c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- **L.3.4d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.
- **L.3.5b** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- **L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
- **RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- **RF.3.3a** Identify and know the meaning of the most common prefixes and derivational suffixes.
- **RF.3.3c** Decode multisyllable words.
- **RF.3.4b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **RI.3.1** Ask and answer questions 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.3.5** 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.

- **RL.3.7** Use information gained from illustrations (e.g., 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 informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- **RI.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.3.1c** Ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others.
- **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.
- **W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- **W.3.3a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.3.3b** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- **W.3.3c** Use temporal words and phrases to signal event order.
- **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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Writing Tasks

#### Portfolio Pieces:

- Writing: Opinion
- [Unit 1 Writing Prompt](#)
- [NJSLA Writing Lessons](#)

#### Grammar & Vocabulary:

- Use nouns, pronouns, verbs, adjectives, and adverbs in writing
- Use regular and irregular plural nouns
- Use abstract nouns
- Use capitalization, punctuation, and spelling when writing
- Capitalize appropriate words in titles
- Incorporate unit vocabulary words in writing

**Routine Writing:**

- Exit Ticket / DOL
- Quick Write
- Book Review
- Note Taking

**Content Vocabulary**

Unit 1:

Weeks 1 & 2: Ask & Answer Questions, Headings & Maps, Text Structure: Chronology, & Author's Purpose

Weeks 3 & 4: Visualize, Character Perspective, Character Development, Author's Purpose

Weeks 5 & 6: Ask and Answer Questions, Captions, Maps, Sidebars, Central Idea, Relevant Details, Author's Claim

Unit 2:

Weeks 1 & 2: Reread, Headings and Bar Graphs, Author's Claim, Author's Purpose: Text Structure

**Required Speaking and Listening**

- Whole group discussion
- Pair-Share
- Small group discussions
- Teacher directed discussions
- Student-led presentations
- Follow agreed upon rules for discussion
- Questioning techniques
- Active Listening Strategies
- Oral Presentations

**Suggested Speaking and Listening**

- Create audio recordings
- Class debates
- Readers' Theater
- Oral Report
- Literature Circle
- [Partner talk](#)
- [Accountable talk](#)
- [Literacy TA-Speaking and Listening Activities](#)
- [Learn Zillion-Crafting a Persuasive Speech](#)
- [Literacy Design Collaborative Modules](#)
- [Literacy in Science-Animal Adaptations](#)
- [Collaboration Kit](#)

<ul style="list-style-type: none"> <li>• Oral Reading</li> <li>• Oral response to questions</li> <li>• Book talk</li> </ul>	
<b>Performance Task Options/Interdisciplinary Connections</b>	<b>Professional Resources</b>
<p><b>Science:</b> Students will identify toys and games that they find appealing and investigate their design. Using the engineer’s design process, students will develop and sketch elements to improve a toy or game. They will then write an informational essay stating the rationale behind their respective design changes and how these changes will improve the toy/game.</p>	
<b>Academic Vocabulary</b>	
<p>Unit 1:  Week 1 &amp; 2: admires, classmate, community, contribute, practicing, pronounce, scared, tumbled  Week 3 &amp; 4: celebrate, courage, disappointment, precious, pride, remind, symbols, tradition  Weeks 5 &amp; 6: carved, clues, grand, landmark, massive, monument, national, traces  Unit 2:  Weeks 1 &amp; 2: announced, candidates, convince, decisions, elect, estimate, government, independent</p>	
<b>Modifications/Accommodations for Students with IEPs</b>	<b>Modifications/Accommodations for At-Risk Students</b>
<p><b><u>Sample Accommodations and Modifications:</u></b></p> <ul style="list-style-type: none"> <li>• Modify activities/assignments/projects</li> <li>• Breakdown activities/assignments/projects/assessments into manageable units</li> </ul>	<p><b><u>Sample Accommodations and Modifications:</u></b></p> <ul style="list-style-type: none"> <li>• Breakdown activities/assignments/projects/assessments into manageable units</li> <li>• Additional time to complete activities/assignments/projects/assessments</li> </ul>

- Additional time to complete activities/assignments/projects/assessments
- Provide an option for alternative activities/assignments/projects/assessments
- Allow student to receive reading text in various forms (written, verbal, audio)
- Pre-teach new vocabulary
- Modify Content
- Modify Amount of work given
- Modify Assessment
- Modify Homework
- Re-teach skill if needed
- Allow student to make test corrections or re-take assessment
- Adjust Pacing of Content
- Small Group Instruction
- Individual Intervention/Remediation
- Additional Support Material
- Lower-Level Text
- Guided Notes
- Graphic Organizers

Resources:

[Decodable Reader Volume 1 Tier 3](#)  
[Decodable Reader Volume 2 Tier 3](#)  
[Decodable Reader Volume 3 Tier 3](#)  
[Decodable Reader Volume 4 Tier 3](#)  
[Decodable Reader Volume 5 Tier 3](#)  
[Decodable Reader Volume 6 Tier 3](#)

- Provide an option for alternative activities/assignments/projects/assessments
- Small Group Instruction
- Intervention/Remediation
- Individual Intervention/Remediation
- Additional Support Materials
- Guided Notes
- Graphic Organizers
- Tutoring

**Resources:**

[Tier 2 Comprehension](#)

[Tier 2 Fluency](#)

[Tier 2 Phonics/Word Study](#)

[Tier 2 Vocabulary](#)

[Tier 2 Writing and Grammar](#)

**\*\*Please see corresponding unit and week to view suggested lessons and reproducibles.\*\***

<p> <a href="#">Decodable Reader Volume 7 Tier 3</a>  <a href="#">Decodable Reader Volume 8 Tier 3</a>  <a href="#">Decodable Reader Volume 9 Tier 3</a>  <a href="#">Foundational Skills Assessment</a>  <a href="#">Foundational Skills Lesson Cards</a>  <a href="#">Foundational Skills Practice Reproducibles</a>  <a href="#">Foundational Skills Reproducibles Blackline Masters</a> </p> <p><b>**Please see corresponding unit and week to view suggested lessons and reproducibles.**</b></p>	
Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
<p><b>Sample Accommodations and Modifications:</b></p> <ul style="list-style-type: none"> <li>● Breakdown activities/assignments/projects/assessments into manageable units</li> <li>● Additional time to complete activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Small Group Instruction</li> <li>● Intervention/Remediation</li> <li>● Individual Intervention/Remediation</li> <li>● Additional Support Materials</li> <li>● Guided Notes</li> <li>● Graphic Organizers</li> <li>● Tutoring</li> </ul> <p><b>Resources:</b></p>	<p><b>Sample Accommodations and Modifications:</b></p> <p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <ul style="list-style-type: none"> <li>● Realia or concrete objects</li> <li>● Physical Models, Pictures, Photographs</li> <li>● Manipulatives</li> <li>● Videos and Films</li> <li>● Gestures, Physical Movements, Music and Songs</li> <li>● Partner Work</li> <li>● Student Mentor or Coach</li> <li>● Labeling</li> <li>● Word Banks</li> <li>● Sentence Starters, Sentence Frames</li> <li>● Graphic Organizers</li> </ul> <p><b>Resources:</b></p> <p> <a href="#">Anchor Text Support Blackline Masters</a>  <a href="#">Shared Read Writing Frames</a> </p>

<a href="#">Tier 2 Comprehension</a> <a href="#">Tier 2 Fluency</a> <a href="#">Tier 2 Phonics/Word Study</a> <a href="#">Tier 2 Vocabulary</a> <a href="#">Tier 2 Writing and Grammar</a> <p><b>**Please see corresponding unit and week to view suggested lessons and reproducibles.**</b></p>	<a href="#">Newcomer Cards</a> <a href="#">Newcomer Teacher's Guide</a> <a href="#">Newcomer Visuals-Smart Start</a> <a href="#">Newcomer Visuals- Unit 1</a> <a href="#">Newcomer Visuals- Unit 2</a> <a href="#">Newcomer Visuals- Unit 3</a> <a href="#">Newcomer Visuals- Unit 4</a> <p><b>**Please see corresponding unit and week to view suggested lessons and reproducibles.**</b></p>
Extensions for Gifted Students	Required/Suggested Activities
<ul style="list-style-type: none"> <li>● Extend activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Modify Content</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Enrichment</li> <li>● Individual Enrichment</li> <li>● Higher-Level Text</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>● Whole Group</li> <li>● Small Groups/Centers</li> <li>● Guided Practice</li> <li>● Independent Practice</li> <li>● Sonday Essentials Phonics Instruction</li> <li>● Measurable Objective</li> <li>● Identify and review objectives for lesson</li> <li>● Guided Reading utilizing Before, During, and After activities</li> <li>● Intervention/Remediation</li> </ul> <p><b>Suggested:</b></p> <ul style="list-style-type: none"> <li>● Projects</li> <li>● Academic Games</li> <li>● Daily 5</li> <li>● Do Now/Warm-Up</li> </ul>

## Unit #2

Unit #2	
Unit Title	Figure it Out/One of a Kind
Reading Genre(s)	UNIT 2: Weeks 3&4: Historical Fiction & Expository Text Weeks 5&6: Poetry UNIT 3: Week 1&2: Expository Text Weeks 3&4: Folktale & Expository Text

Writing Tasks	Unit 2: Respond to Reading, Realistic Fiction, & Poetry Grammar Weeks 3 & 4 - Special Nouns, Combining Sentences Grammar Weeks 5 & 6 - Possessive Nouns Unit 3: Respond to Reading & Opinion Writing Weeks 1 & 2: Action Verbs, Quotation Marks with Dialogue Weeks 3 & 4: Past-Tense Verbs and Future-Tense Verbs
Recommended Pacing	9 weeks
Unit Summary	The theme throughout this unit of study is “Individual Qualities,” as each story and informational text discusses how everyone plays an important role in other people’s lives, as well as how everyone is unique and can provide a certain set of skills for the advancement of our society. This unit spotlights reading skills and habits that are essential in reading nonfiction texts: determining importance and finding main ideas and supporting details; figuring out and using new specific vocabulary and applying analytical skills such as cause and effect. Students will also focus on reading strategies that they will utilize throughout the entire year such as close reading, visualizing, and summarizing. Additionally, students will gather information from various sources, engage the reader with their introductory and concluding paragraphs, as well as use transitional words and phrases to create an informational essay on a topic of their interest.
Career Readiness, Life Literacies, and Key Skills Standards	CRLK1. Act as a responsible and contributing community members and employee. CRLK2. Attend to financial well-being. CRLK3. Consider the environmental, social and economic impacts of decisions. CRLK4. Demonstrate creativity and innovation. CRLK5. Utilize critical thinking to make sense of problems and persevere in solving them

	<p>CRLLKS6. Model integrity, ethical leadership and effective management.</p> <p>CRLLKS7. Plan education and career paths aligned to personal goals.</p> <p>CRLLKS8. Use technology to enhance productivity increase collaboration and communicate effectively.persevere in solving them.</p> <p>CRLLKS9. Work productively in teams while using cultural/global competence.</p> <p>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p> <ul style="list-style-type: none"> <li>● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).</li> <li>● 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</li> </ul> <p>Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.</p> <ul style="list-style-type: none"> <li>● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</li> <li>● 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).</li> </ul> <p>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p> <ul style="list-style-type: none"> <li>● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li> </ul>
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	<ul style="list-style-type: none"> <li>• 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</li> <li>• 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>• 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul> <p>You can give back in areas that matter to you.</p> <ul style="list-style-type: none"> <li>• 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</li> </ul> <p>Culture and geography can shape an individual's experiences and perspectives.</p> <ul style="list-style-type: none"> <li>• 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</li> </ul>
Computer Science and Design Thinking (Technology)	<p>8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.</p> <p>8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.</p> <p>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</p>
Diversity, Equity, and Inclusion	<p>Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of texts include; <i>Moving from Mexico</i>; <i>Gustaf Goes to America</i>; <i>Sailing to America</i>;</p>
Amistad	Addressed in Unit 1

Holocaust	Addressed in Unit 1
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Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• Good readers not only read to seek answers, but think over everything they have read, and synthesize it with everything they already know.</li> <li>• Good writers utilize writing strategies and told to improve their skills in writing various topics, as well as use information from various sources to support it.</li> <li>• Good readers and writers use what they know and their individual qualities to improve themselves.</li> <li>• Good listeners ask and answer questions about information from a speaker.</li> </ul>	<p>Unit 2: Weeks 3 &amp; 4: Why do people immigrate to new places? Weeks 5 &amp; 6: How do people figure things out?</p> <p>Unit 3: Weeks 1 &amp; 2: What do we know about Earth and its neighbors? Weeks 3 &amp; 4: What makes different animals unique?</p>
District/School Required Texts and Media Formats	District/School Supplementary Resources
<p><u>Wonders</u> Reading Program Weekly Units - McGraw Hill</p> <ul style="list-style-type: none"> <li>• Leveled Readers - IRLA/<u>Wonders</u></li> <li>• Intervention Letter Cards</li> </ul> <p><u>WonderWorks</u>- Wonders Intervention Program- McGraw Hill</p>	<p><b>Supplementary Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">I Can Statements</a></li> <li>• <a href="#">Read Write Think</a></li> <li>• <a href="#">ReadWorks</a></li> <li>• <a href="#">Scholastic</a></li> <li>• <a href="#">Teaching Skills with Children's Literature as Mentor Text</a></li> <li>• <a href="#">Core Standards: Appendix B</a></li> </ul>
District/School Formative Assessments	District/School Summative Assessments
<ul style="list-style-type: none"> <li>• iReady</li> <li>• Wonders BiWekly Progress Monitoring Assessments</li> <li>• Sonday Essentials Mastery Checks</li> <li>• Anectodal Records</li> </ul>	<ul style="list-style-type: none"> <li>• iReady Diagnostic Benchmarks</li> <li>• Unit Pre/Post Assessments in Linkit</li> <li>• Writing Assessment-Opinion</li> </ul>

	<ul style="list-style-type: none"> <li>Lexile identified through iReady Data/Wonders Oral Reading Fluency</li> </ul>
<b>Instructional Best Practices</b>	
<ul style="list-style-type: none"> <li>Identifying Similarities and Differences</li> <li>Summarizing and Note Taking</li> <li>Reinforcing Effort and Providing Recognition</li> <li>Homework and Practice</li> <li>Modeling</li> <li>Cooperative Learning</li> <li>Setting Objectives and Providing Feedback</li> <li>Cues, Questions, and Advance Organizers</li> <li>Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Managing response rates</li> <li>Checks for Understanding</li> <li>Diagrams, Charts and Graphs</li> <li>Coaching</li> <li>Reading Partners</li> <li>Visuals</li> <li>Collaborative Problem Solving</li> <li>Active Engagement Strategies</li> <li>Required Reading and Writing Artifacts (e.g. Word Wall, Rubrics, Student Work display with rubric scores, teacher feedback, student reflection, Reading Journal (notebook), student portfolios, conference logs, data charts/logs, etc.)</li> </ul>
<b>Learning Plan</b>	
<b>NJSLS</b>	<b>Learning Targets and Exemplar Lessons:</b>
Unit 2: Week 3&4: <ul style="list-style-type: none"> <li>L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>L.3.1b Form and use regular and irregular plural nouns.</li> <li>L.3.1i Produce simple, compound, and complex sentences.</li> </ul>	<b>A. Making Connections</b> <ol style="list-style-type: none"> <li>Closely read a text to show understanding.</li> <li>Make personal connections to the text.</li> <li>Make connections to other texts.</li> <li>Make global connections to the text.</li> </ol> <b>B. Text Support</b>

<ul style="list-style-type: none"> <li>● L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>● L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>● L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> <li>● L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>● L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</li> <li>● L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>● L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</li> <li>● 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).</li> <li>● RF.3.3d Read grade-appropriate irregularly spelled words.</li> <li>● RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>● RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>● RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> </ul>	<p>5. Refer to specific text to support answers.</p> <p>6. Refer to specific text to make questions.</p> <p>7. Locate evidence in the text to support answers of a factual nature.</p> <p>8. Locate evidence in the text to make questions of a factual nature.</p> <p><b>C. Ask &amp; Answer Questions</b></p> <p>9. Answer factual questions that require reasoning from the reader.</p> <p>10. Answer inferential questions that require reasoning from the reader.</p> <p>11. Ask factual questions that require reasoning from the reader.</p> <p>12. Ask inferential questions that require reasoning from the reader.</p> <p><b>A. Ask and Answer Factual Questions</b></p> <ol style="list-style-type: none"> <li>1. Closely read a text to demonstrate understanding.</li> <li>2. Ask factual questions that require reasoning from the reader.</li> <li>3. Answer factual questions that require reasoning from the reader.</li> </ol> <p><b>B. Ask and Answer Inference Questions (<i>predictions, conclusions, context clues</i>)</b></p> <ol style="list-style-type: none"> <li>4. Ask predictions about the text that require reasoning from the reader.</li> </ol>
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- RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RL.3.1 Ask and answer questions 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, lesson, or moral and explain how it is conveyed 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 sequence of events.
- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.1b 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).
- 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.

5. Answer predictions from the text that require reasoning from the reader.
6. Make conclusion that require reasoning from the reader.
7. Answer conclusion questions

#### **C. Make Connections**

6. Make personal connections to the text when relevant.
7. Make connections to other texts when relevant.
8. Make global connections to the text when relevant.

#### **D. Evidence for Support**

9. Retell specific text to support answers.
10. Retell specific text to craft questions.
11. Point to evidence in the text to support answers.
12. Point to evidence in the text to craft questions of a factual nature.

#### **13. Main Idea**

1. Identify the theme/central messages in a text.
2. Identify the main idea of a text.

#### **14. Key Details**

3. Identify details to support the main idea.
4. Analyze how the details of the text help to support the central idea or theme.
5. Analyze how the details of the text help to reveal the central idea or theme.

#### **Follow Sonday Essentials Scope and Sequence to meet RF.3.3 Standards:**

#### **Unit 2 = 45 Days of Instruction**

1. Lessons 46 - 50: oa, ear, aw (very, again, against)
2. Lessons 51-55: ai, ir, scr, shr, spl, spr, squ, str, the

<ul style="list-style-type: none"> <li>● SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>● W.3.2d Provide a concluding statement or section.</li> <li>● W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> <li>● W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>● W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>● W.3.3c Use temporal words and phrases to signal event order.</li> <li>● W.3.3d Provide a sense of closure.</li> <li>● W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>● W.3.7 Conduct short research projects that build knowledge about a topic.</li> <li>● 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.</li> <li>● W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul> <p>Weeks 5&amp;6:</p> <ul style="list-style-type: none"> <li>● L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>	<ol style="list-style-type: none"> <li>3. Lessons 56-60: igh, ea, ew</li> <li>4. Lessons 61-65: ou, Syllable types: Vowel Pair, Syllable Division Pattern: vcccv</li> <li>5. Lessons 66-70: Syllable Type: R. Syllable Division pattern: Base/Suffix (many, both, buy, sure, always, busy)</li> <li>6. Lessons 71 -75: Prefixes in-, re-, a-, un-, de-. Syllable Division Pattern: Prefix/Base</li> <li>7. Lessons 76- 80: Prefixes: be-, ex-, e- (pull, full, put, push, bush)</li> <li>8. Lessons 81-84: Suffixes: -ed as /ed/, /d/, /t/ (door, floor, don't, won't)</li> <li>9. Lessons 86 - 90: Suffixes: -y, -ly; Syllable Type and Division Pattern: -Cle</li> </ol> <p>Distinguish the base root from the affix. Identify and define common prefixes and suffixes. Identify and define common Latin suffixes. Decode words that have a Latin suffix. Use strategies to read multi-syllable words. Read grade-appropriate irregularly spelled words.</p>
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<ul style="list-style-type: none"> <li>● L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>● L.3.1b Form and use regular and irregular plural nouns.</li> <li>● L.3.1i Produce simple, compound, and complex sentences.</li> <li>● L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● L.3.2d Form and use possessives.</li> <li>● L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>● L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>● L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> <li>● L.3.3a Choose words and phrases for effect.</li> <li>● L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>● L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.</li> <li>● L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>● L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>● L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</li> </ul>	
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- 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).
- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.3.3c Decode multisyllable words.
- RF.3.4a Read on-level text with purpose and understanding.
- RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 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.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- 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.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- SL.3.1b 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).
- SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.5 Create engaging audio recordings of stories or poems that 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.

- 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.3.8 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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 3:

Weeks 1 & 2:

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

· L.3.1i Produce simple, compound, and complex sentences.

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

<ul style="list-style-type: none"> <li>· L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>· L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> <li>· L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>· L.3.4b 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).</li> <li>· L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> <li>· 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).</li> <li>· RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>· RF.3.3c Decode multisyllable words.</li> </ul>	
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<ul style="list-style-type: none"> <li>· RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>· RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>· RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>· 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.</li> <li>· RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>· RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>· RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>	
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<ul style="list-style-type: none"> <li>· SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li>   <li>· 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.</li>   <li>· SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li>   <li>· W.3.7 Conduct short research projects that build knowledge about a topic.</li>   <li>· W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul> <p>Weeks 3 &amp; 4:</p> <ul style="list-style-type: none"> <li>· L.3.1d Form and use regular and irregular verbs.</li>   <li>· L.3.1i Produce simple, compound, and complex sentences.</li>   <li>· L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>	
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<ul style="list-style-type: none"> <li>· L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>· L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>· L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> <li>· L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>· L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>· L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>· 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).</li> <li>· RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> </ul>	
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<ul style="list-style-type: none"> <li>· RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li>   <li>· RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li>   <li>· RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li>   <li>· RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li>   <li>· RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li>   <li>· RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li>   <li>· 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.</li> </ul>	
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<ul style="list-style-type: none"> <li>· RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</li> <li>· 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).</li> <li>· SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>· 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.</li> <li>· SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</li> <li>· SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>· W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> </ul>	
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<ul style="list-style-type: none"> <li>· W.3.7 Conduct short research projects that build knowledge about a topic.</li> <li>· 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.</li> <li>· W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>	
Writing Tasks	
<p><b>Portfolio Pieces:</b></p> <ul style="list-style-type: none"> <li>• Writing: Informative/Explanatory</li> <li>• <b>Unit 2 Writing Prompt</b></li> <li>• <a href="#">NJSLA Writing Lessons</a></li> <li>• • Define and identify nouns, pronouns, verbs, adjectives, and adverbs</li> <li>• • Differentiate regular and irregular plural nouns</li> <li>• • Identify regular and irregular plural nouns • Identify simple verb tenses</li> <li>• • Use capitalization, punctuation, and spelling when writing • Capitalize appropriate words in titles</li> <li>• • Incorporate unit vocabulary words in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Exit Ticket / DOL</li> <li>• Do Now</li> <li>• Book Review</li> <li>• Note Taking</li> </ul>
Content Vocabulary	
Unit 2:	

Weeks 3 & 4: Make Predictions, Character Development, Theme, Cause & Effect  
 Weeks 5 & 6: Alliteration and Rhymed Verse, Limerick and Free Verse, Character Perspective, Rhyme Scheme  
 Unit 3:  
 Weeks 1 & 2: Summarize, Key Words and Charts, Central Idea and Relevant Details, Personification  
 Weeks 3 & 4: Visualize, Theme, Character Perspective, Compare & Contrast

Required Speaking and Listening	Suggested Speaking and Listening
<ul style="list-style-type: none"> <li>• Whole group discussion</li> <li>• Pair-Share</li> <li>• Small group discussions</li> <li>• Teacher directed discussions</li> <li>• Student-led presentations</li> <li>• Follow agreed upon rules for discussion</li> <li>• Questioning techniques</li> <li>• Active Listening Strategies</li> <li>• Oral Presentations</li> <li>• Oral Reading</li> <li>• Oral response to questions</li> <li>• Book talk</li> </ul>	<ul style="list-style-type: none"> <li>• Create audio recordings</li> <li>• Class debates</li> <li>• Readers' Theater</li> <li>• Oral Report</li> <li>• Literature Circle</li> <li>• <a href="#">Partner talk</a></li> <li>• <a href="#">Accountable talk</a></li> <li>• <a href="#">Literacy TA-Speaking and Listening Activities</a></li> <li>• <a href="#">Learn Zillion-Crafting a Persuasive Speech</a></li> <li>• <a href="#">Literacy Design Collaborative Modules</a></li> <li>• <a href="#">Literacy in Science-Animal Adaptations</a></li> <li>• <a href="#">Collaboration Kit</a></li> </ul>
Performance Task Options/Interdisciplinary Connections	Professional Resources

<p><b>Science:</b> Students will construct a persuasive essay about which animals is the superior pet. Students will choose one animal among the following pairs.</p> <ul style="list-style-type: none"> <li>• Dog vs. Cat</li> <li>• Penguin vs. Ostrich</li> <li>• Alligator vs. Frog</li> <li>• Rhino vs. Hippo</li> <li>• Lion vs. Tiger</li> <li>• Hyena vs. Snake</li> <li>• Monkey vs. Gorilla</li> <li>• Fish vs. Turtle</li> <li>• Hamsters vs. Birds</li> <li>• Snails vs. Hermit Crabs</li> </ul>	
<p align="center"><b>Academic Vocabulary</b></p>	
<p>Unit 2: Weeks 3 &amp; 4: arrived, immigrated, inspected, moment, opportunity, photographs, valuable, whispered Weeks 5 &amp; 6: bounce, imagine, inventor, observer, alliteration, free verse, limerick, rhyme <b>Unit 3:</b> Weeks 1 &amp; 2: amount, astronomy, globe, solar system, support, surface, temperature, warmth Weeks 3 &amp; 4: disbelief, dismay, fabulous, features, offered splendid, unique, watchful</p>	
<p align="center"><b>Modifications/Accommodations for Students with IEPs</b></p>	<p align="center"><b>Modifications/Accommodations for At-Risk Students</b></p>
<p><b><u>Sample Accommodations and Modifications:</u></b></p> <ul style="list-style-type: none"> <li>• Modify activities/assignments/projects</li> <li>• Breakdown activities/assignments/projects/assessments into manageable units</li> </ul>	<p><b><u>Sample Accommodations and Modifications:</u></b></p> <ul style="list-style-type: none"> <li>• Breakdown activities/assignments/projects/assessments into manageable units</li> </ul>

<ul style="list-style-type: none"> <li>• Additional time to complete activities/assignments/projects/assessments</li> <li>• Provide an option for alternative activities/assignments/projects/assessments</li> <li>• Allow student to receive reading text in various forms (written, verbal, audio)</li> <li>• Pre-teach new vocabulary</li> <li>• Modify Content</li> <li>• Modify Amount of work given</li> <li>• Modify Assessment</li> <li>• Modify Homework</li> <li>• Re-teach skill if needed</li> <li>• Allow student to make test corrections or re-take assessment</li> <li>• Adjust Pacing of Content</li> <li>• Small Group Instruction</li> <li>• Individual Intervention/Remediation</li> <li>• Additional Support Material</li> <li>• Lower-Level Text</li> <li>• Guided Notes</li> <li>• Graphic Organizers</li> </ul> <p>Resources:</p> <p><a href="#">Decodable Reader Volume 1 Tier 3</a></p> <p><a href="#">Decodable Reader Volume 2 Tier 3</a></p> <p><a href="#">Decodable Reader Volume 3 Tier 3</a></p> <p><a href="#">Decodable Reader Volume 4 Tier 3</a></p> <p><a href="#">Decodable Reader Volume 5 Tier 3</a></p> <p><a href="#">Decodable Reader Volume 6 Tier 3</a></p>	<ul style="list-style-type: none"> <li>• Additional time to complete activities/assignments/projects/assessments</li> <li>• Provide an option for alternative activities/assignments/projects/assessments</li> <li>• Small Group Instruction</li> <li>• Intervention/Remediation</li> <li>• Individual Intervention/Remediation</li> <li>• Additional Support Materials</li> <li>• Guided Notes</li> <li>• Graphic Organizers</li> <li>• Tutoring</li> </ul> <p><b>Resources:</b></p> <p><a href="#">Tier 2 Comprehension</a></p> <p><a href="#">Tier 2 Fluency</a></p> <p><a href="#">Tier 2 Phonics/Word Study</a></p> <p><a href="#">Tier 2 Vocabulary</a></p> <p><a href="#">Tier 2 Writing and Grammar</a></p> <p><b>**Please see corresponding unit and week to view suggested lessons and reproducibles.**</b></p>
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<p> <a href="#">Decodable Reader Volume 7 Tier 3</a>  <a href="#">Decodable Reader Volume 8 Tier 3</a>  <a href="#">Decodable Reader Volume 9 Tier 3</a>  <a href="#">Foundational Skills Assessment</a>  <a href="#">Foundational Skills Lesson Cards</a>  <a href="#">Foundational Skills Practice Reproducibles</a>  <a href="#">Foundational Skills Reproducibles Blackline Masters</a> </p> <p><b>**Please see corresponding unit and week to view suggested lessons and reproducibles.**</b></p>	
Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
<p><b>Sample Accommodations and Modifications:</b></p> <ul style="list-style-type: none"> <li>● Breakdown activities/assignments/projects/assessments into manageable units</li> <li>● Additional time to complete activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Small Group Instruction</li> <li>● Intervention/Remediation</li> <li>● Individual Intervention/Remediation</li> <li>● Additional Support Materials</li> <li>● Guided Notes</li> <li>● Graphic Organizers</li> <li>● Tutoring</li> </ul> <p><b>Resources:</b></p>	<p><b>Sample Accommodations and Modifications:</b></p> <p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <ul style="list-style-type: none"> <li>● Realia or concrete objects</li> <li>● Physical Models, Pictures, Photographs</li> <li>● Manipulatives</li> <li>● Videos and Films</li> <li>● Gestures, Physical Movements, Music and Songs</li> <li>● Partner Work</li> <li>● Student Mentor or Coach</li> <li>● Labeling</li> <li>● Word Banks</li> <li>● Sentence Starters, Sentence Frames</li> <li>● Graphic Organizers</li> </ul> <p><b>Resources:</b></p> <p> <a href="#">Anchor Text Support Blackline Masters</a>  <a href="#">Shared Read Writing Frames</a> </p>

<a href="#">Tier 2 Comprehension</a> <a href="#">Tier 2 Fluency</a> <a href="#">Tier 2 Phonics/Word Study</a> <a href="#">Tier 2 Vocabulary</a> <a href="#">Tier 2 Writing and Grammar</a> <p><b>**Please see corresponding unit and week to view suggested lessons and reproducibles.**</b></p>	<a href="#">Newcomer Cards</a> <a href="#">Newcomer Teacher's Guide</a> <a href="#">Newcomer Visuals-Smart Start</a> <a href="#">Newcomer Visuals- Unit 1</a> <a href="#">Newcomer Visuals- Unit 2</a> <a href="#">Newcomer Visuals- Unit 3</a> <a href="#">Newcomer Visuals- Unit 4</a> <p><b>**Please see corresponding unit and week to view suggested lessons and reproducibles.**</b></p>
Extensions for Gifted Students	Required/Suggested Activities
<ul style="list-style-type: none"> <li>● Extend activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Modify Content</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Enrichment</li> <li>● Individual Enrichment</li> <li>● Higher-Level Text</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>● Whole Group</li> <li>● Small Groups/Centers</li> <li>● Guided Practice</li> <li>● Independent Practice</li> <li>● Sonday Essentials Phonics Instruction</li> <li>● Measurable Objective</li> <li>● Identify and review objectives for lesson</li> <li>● Guided Reading utilizing Before, During, and After activities</li> <li>● Intervention/Remediation</li> </ul> <p><b>Suggested:</b></p> <ul style="list-style-type: none"> <li>● Projects</li> <li>● Academic Games</li> <li>● Daily 5</li> <li>● Do Now/Warm-Up</li> </ul>

## Unit #3

Unit #3	
Unit Title	One of a Kind/Meet the Challenge
Reading Genre(s)	Unit 3: Weeks 5&6: Narrative & Poetry Unit 4: Week 1&2: Realistic Fiction Weeks 3&4: Expository Text & Fable Weeks 5&6: Narrative & Free Verse Poetry
Writing Tasks	Unit 3: Respond to Reading & Opinion Writing Grammar: Weeks 5 & 6: Combining Sentences with Verbs Unit 4: Respond to Reading & Expository Writing Grammar Weeks 1 & 2: Linking Verbs, Contractions with not Weeks 3 & 4: Main and Helping Verbs & Complex Sentences Weeks 5 & 6: Irregular Verbs
Recommended Pacing	9 weeks

Unit Summary	<p>During the course of this unit, students will read various texts about different ways to meet challenges and how people can take action to change the world around them. Through their reading in this unit of study, students are given the opportunity to interpret fiction and nonfiction texts by reading thoroughly and with purpose, while understanding the organizational structures utilized to determine main ideas and supporting details. Students will read several fiction and nonfiction texts that will help them continue to practice strategies such as close reading, summarizing, and asking and answering questions. Additionally, students will further explore author's point of view, theme, cause and effect, and compare and contrast. Students will continue to incorporate vocabulary strategies in reading. In this unit, they will focus on identifying root words, as well as utilize prefixes and sentence clues to identify the meaning of words.</p> <p>In Unit 3, students will use their knowledge of stories, and personal experiences to write narratives. Students will develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Their writing should reflect the desired outcomes as described on the NJSLA Narrative Writing Rubric.</p>
Career Readiness, Life Literacies, and Key Skills Standards	<p>CRLK1. Act as a responsible and contributing community members and employee.</p> <p>CRLK2. Attend to financial well-being.</p> <p>CRLK3. Consider the environmental, social and economic impacts of decisions.</p> <p>CRLK4. Demonstrate creativity and innovation.</p> <p>CRLK5. Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>CRLK6. Model integrity, ethical leadership and effective management.</p> <p>CRLK7. Plan education and career paths aligned to personal goals.</p> <p>CRLK8. Use technology to enhance productivity increase collaboration and communicate effectively.persevere in solving them.</p> <p>CRLK9. Work productively in teams while using cultural/global competence.</p>

	<p>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p> <ul style="list-style-type: none"> <li>● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).</li> <li>● 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</li> </ul> <p>Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.</p> <ul style="list-style-type: none"> <li>● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</li> <li>● 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).</li> </ul> <p>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p> <ul style="list-style-type: none"> <li>● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li> <li>● 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</li> <li>● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> </ul>
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	<ul style="list-style-type: none"> <li>• 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul> <p>You can give back in areas that matter to you.</p> <ul style="list-style-type: none"> <li>• 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</li> </ul> <p>Culture and geography can shape an individual's experiences and perspectives.</p> <ul style="list-style-type: none"> <li>• 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</li> </ul>
Computer Science and Design Thinking (Technology)	<p>8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.</p> <p>8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.</p> <p>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</p>
Diversity, Equity, and Inclusion	<p>Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of texts include <i>Dancing La Raspa</i>; and themes of helping others.</p>
Amistad	Addressed in Unit 1
Holocaust	Addressed in Unit 1

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• Good readers not only read to seek answers, but think over everything they have read, and synthesize it with everything they already know.</li> <li>• Good writers utilize writing strategies and told to improve their skills in writing various topics, as well as use information from various sources to support it.</li> <li>• Good readers and writers use what they know and their individual qualities to improve themselves.</li> <li>• Good listeners ask and answer questions about information from a speaker.</li> </ul>	<p>Weeks 1 &amp; 2: How can you use what you know to help others?</p> <p>Weeks 3 &amp; 4: How do animals adapt to challenges in their habitat?</p> <p>Weeks 5 &amp; 6: How can others inspire us?</p>
District/School Required Texts and Media Formats	District/School Supplementary Resources
<p><u>Wonders</u> Reading Program Weekly Units - McGraw Hill</p> <ul style="list-style-type: none"> <li>• Leveled Readers - IRLA/<u>Wonders</u></li> <li>• Intervention Letter Cards</li> </ul> <p><u>WonderWorks</u>- Wonders Intervention Program- McGraw Hill</p>	<p><b>Supplementary Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">I Can Statements</a></li> <li>• <a href="#">Read Write Think</a></li> <li>• <a href="#">ReadWorks</a></li> <li>• <a href="#">Scholastic</a></li> <li>• <a href="#">Teaching Skills with Children’s Literature as Mentor Text</a></li> <li>• <a href="#">Core Standards: Appendix B</a></li> </ul>
District/School Formative Assessments	District/School Summative Assessments
<ul style="list-style-type: none"> <li>• iReady</li> <li>• Wonders BiWeekly Progress Monitoring Assessments</li> <li>• Sonday Essentials Mastery Checks</li> <li>• Anectodal Records</li> </ul>	<ul style="list-style-type: none"> <li>• iReady Diagnostic Benchmarks</li> <li>• Unit Pre/Post Assessments in Linkit</li> <li>• Writing Assessment-Opinion</li> <li>• Lexile identified through iReady Data/Wonders Oral Reading Fluency</li> </ul>
Instructional Best Practices	

<ul style="list-style-type: none"> <li>• Identifying Similarities and Differences</li> <li>• Summarizing and Note Taking</li> <li>• Reinforcing Effort and Providing Recognition</li> <li>• Homework and Practice</li> <li>• Modeling</li> <li>• Cooperative Learning</li> <li>• Setting Objectives and Providing Feedback</li> <li>• Cues, Questions, and Advance Organizers</li> <li>• Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Managing response rates</li> <li>• Checks for Understanding</li> <li>• Diagrams, Charts and Graphs</li> <li>• Coaching</li> <li>• Reading Partners</li> <li>• Visuals</li> <li>• Collaborative Problem Solving</li> <li>• Active Engagement Strategies</li> <li>• Required Reading and Writing Artifacts (e.g. Word Wall, Rubrics, Student Work display with rubric scores, teacher feedback, student reflection, Reading Journal (notebook), student portfolios, conference logs, data charts/logs, etc.)</li> </ul>
<b>Learning Plan</b>	
<b>NJSLS</b>	<b>Learning Targets and Exemplar Lessons:</b>
<p>Unit 3:</p> <p>Weeks 5 &amp; 6:</p> <ul style="list-style-type: none"> <li>· L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>· L.3.1b Form and use regular and irregular plural nouns.</li> <li>· L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</li> </ul>	<p><b>A. Making Connections</b></p> <ol style="list-style-type: none"> <li>1. Closely read a text to show understanding.</li> <li>2. Make personal connections to the text.</li> <li>3. Make connections to other texts.</li> <li>4. Make global connections to the text.</li> </ol> <p><b>B. Text Support</b></p> <ol style="list-style-type: none"> <li>5. Refer to specific text to support answers.</li> <li>6. Refer to specific text to make questions.</li> </ol>

<ul style="list-style-type: none"> <li>· L.3.1i Produce simple, compound, and complex sentences.</li> <li>· L.3.2b Use commas in addresses.</li> <li>· L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>· L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>· L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> <li>· L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>· L.3.4b 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).</li> <li>· L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>· L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> </ul>	<p>7. Locate evidence in the text to support answers of a factual nature.</p> <p>8. Locate evidence in the text to make questions of a factual nature.</p> <p><b>C. Ask &amp; Answer Questions</b></p> <p>9. Answer factual questions that require reasoning from the reader.</p> <p>10. Answer inferential questions that require reasoning from the reader.</p> <p>11. Ask factual questions that require reasoning from the reader.</p> <p>12. Ask inferential questions that require reasoning from the reader.</p> <p><b>E. Ask and Answer Factual Questions</b></p> <p>8. Closely read a text to demonstrate understanding.</p> <p>9. Ask factual questions that require reasoning from the reader.</p> <p>10. Answer factual questions that require reasoning from the reader.</p> <p><b>F. Ask and Answer Inference Questions (<i>predictions, conclusions, context clues</i>)</b></p> <p>11. Ask predictions about the text that require reasoning from the reader.</p> <p>12. Answer predictions from the text that require reasoning from the reader.</p> <p>13. Make conclusion that require reasoning from the reader.</p>
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<ul style="list-style-type: none"> <li>· 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).</li> <li>· RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>· RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>· RF.3.3b Decode words with common Latin suffixes.</li> <li>· RF.3.3c Decode multisyllable words.</li> <li>· RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>· RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>· RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>· RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in</li> </ul>	<ul style="list-style-type: none"> <li>14. Answer conclusion questions</li> <li><b>G. Make Connections</b> <ul style="list-style-type: none"> <li>9. Make personal connections to the text when relevant.</li> <li>10. Make connections to other texts when relevant.</li> <li>11. Make global connections to the text when relevant.</li> </ul> </li> <li><b>H. Evidence for Support</b> <ul style="list-style-type: none"> <li>15. Retell specific text to support answers.</li> <li>16. Retell specific text to craft questions.</li> <li>17. Point to evidence in the text to support answers.</li> <li>18. Point to evidence in the text to craft questions of a factual nature.</li> </ul> </li> <li>19. <b>Main Idea</b> <ul style="list-style-type: none"> <li>3. Identify the theme/central messages in a text.</li> <li>4. Identify the main idea of a text.</li> </ul> </li> <li>20. <b>Key Details</b> <ul style="list-style-type: none"> <li>6. Identify details to support the main idea.</li> <li>7. Analyze how the details of the text help to support the central idea or theme.</li> <li>8. Analyze how the details of the text help to reveal the central idea or theme.</li> </ul> </li> </ul> <p><b>Follow Sonday Essentials Scope and Sequence to meet RF.3.3 Standards:</b></p> <p><b>Unit 3 = 45 Days of Instruction</b></p> <ul style="list-style-type: none"> <li>1. Lessons 91 - 95: ur, -ind, ild, -old, -ost (other, mother, father, brother)</li> <li>2. Lessons 96 - 100: ea (bread), ear (earth) (aunt, woman, women, friend)</li> </ul>
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<p>technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <ul style="list-style-type: none"> <li>· RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>· RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>· 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).</li> <li>· RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</li> <li>· RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</li> <li>· RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>· SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,</li> </ul>	<ol style="list-style-type: none"> <li>3. Lessons 101 - 105: Contractions: is/has/are/groups, Doubling Rule</li> <li>4. Lessons 106 - 110: Doubling Rules (people, pupil, their, build)</li> <li>5. Lessons 111 - 115: Prefixes: dis-, com-, son-, en-</li> <li>6. Lessons 116 - 120: Contractions: not group, Prefixes: pre-, pro-, per-, sub-</li> <li>7. Lessons 121 - 125: E Rules, Syllable Division Pattern: v/v, Suffix: -ful</li> <li>8. Lessons 126 - 130: Contractions: has/us groups, Suffixes: -tion, -less (pint, shoe, walk, talk, study, copy)</li> <li>9. Lessons 131 - 135: Suffixes: -ness, -ment; E Rule</li> </ol> <ol style="list-style-type: none"> <li>1. Distinguish the base root from the affix.</li> <li>2. Identify and define common prefixes and suffixes.</li> <li>3. Identify and define common Latin suffixes.</li> <li>4. Decode words that have a Latin suffix.</li> <li>5. Use strategies to read multi-syllable words.</li> <li>6. Read grade-appropriate irregularly spelled words.</li> </ol>
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<p>speaking one at a time about the topics and texts under discussion).</p> <ul style="list-style-type: none"> <li>· SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>· 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.</li> <li>· 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.</li> <li>· SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</li> <li>· SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>· W.3.7 Conduct short research projects that build knowledge about a topic.</li> <li>· W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a</li> </ul>	
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single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 4:

Weeks 1 & 2:

- L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - L.3.1d Form and use regular and irregular verbs.
  - L.3.1i Produce simple, compound, and complex sentences.
- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

<ul style="list-style-type: none"> <li>· L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> <li>· L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>· L.3.4b 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).</li> <li>· L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>· 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).</li> <li>· RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>· RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>· RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> </ul>	
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<ul style="list-style-type: none"> <li>· RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li>   <li>· RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li>   <li>· RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li>   <li>· 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).</li>   <li>· RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</li>   <li>· SL.3.1b 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).</li>   <li>· SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> </ul>	
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· 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.

· 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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Weeks 3 & 4:

· L.3.1d Form and use regular and irregular verbs.

· L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

· L.3.1i Produce simple, compound, and complex sentences.

· L.3.2c Use commas and quotation marks in dialogue.

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| <ul style="list-style-type: none"><li>· L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li><li>· L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li><li>· L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li><li>· L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</li><li>· L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li><li>· L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li><li>· L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li><li>· 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</li></ul> |  |
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relationships (e.g., After dinner that night we went looking for them).

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

- RF.3.3c Decode multisyllable words.

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

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

- RI.3.1 Ask and answer questions 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.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.7 Use information gained from illustrations (e.g., 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).
- RL.3.1 Ask and answer questions 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.
- SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- 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.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace;

<p>add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <ul style="list-style-type: none"> <li>· SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>· W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>· W.3.7 Conduct short research projects that build knowledge about a topic.</li> <li>· 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.</li> <li>· W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul> <p>Weeks 5 &amp; 6:</p> <ul style="list-style-type: none"> <li>• L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>	
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- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1d Form and use regular and irregular verbs.
- L.3.1i Produce simple, compound, and complex sentences.
- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

- 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).
- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.3.3c Decode multisyllable words.
- RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RI.3.1 Ask and answer questions 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.3.9 Compare and contrast 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 informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<ul style="list-style-type: none"> <li>• RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li> <li>• RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> <li>• 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.</li> <li>• RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</li> <li>• 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.</li> <li>• SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>• 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.</li> <li>• SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace;</li> </ul>	
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<p>add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <ul style="list-style-type: none"> <li>• W.3.7 Conduct short research projects that build knowledge about a topic.</li> <li>• W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>	
<p style="text-align: center;"><b>Writing Tasks</b></p>	
<p><b>Portfolio Pieces:</b></p> <ul style="list-style-type: none"> <li>• Writing: Narrative</li> <li>• <b>Unit 3 Writing Prompt</b></li> <li>• <a href="#"><u>NJSLA Writing Lessons</u></a></li> <li>• • Define and identify nouns, pronouns, verbs, adjectives, and adverbs</li> <li>• • Examine purpose of nouns, pronouns, verbs, adjectives, and adverbs in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Exit Ticket / DOL</li> <li>• Do Now</li> <li>• Book Review</li> <li>• Note Taking</li> </ul>
<p style="text-align: center;"><b>Content Vocabulary</b></p>	
<p>Unit 3: Weeks 5 &amp; 6: Summarize, Timelines and Captions, Chronology, Author's Purpose</p> <p>Unit 4: Weeks 1 &amp; 2: Ask &amp; Answer Questions, Character Perspective, Character Development, Figurative Language</p> <p>Weeks 3 &amp; 4: Reread, Maps and Captions, Compare &amp; Contrast, Theme</p>	

Weeks 5 & 6: Repetition & Rhyme, Narrative, Free Verse, Haiku, Theme, Imagery	
Required Speaking and Listening	Suggested Speaking and Listening
<ul style="list-style-type: none"> <li>• Whole group discussion</li> <li>• Pair-Share</li> <li>• Small group discussions</li> <li>• Teacher directed discussions</li> <li>• Student-led presentations</li> <li>• Follow agreed upon rules for discussion</li> <li>• Questioning techniques</li> <li>• Active Listening Strategies</li> <li>• Oral Presentations</li> <li>• Oral Reading</li> <li>• Oral response to questions</li> <li>• Book talk</li> </ul>	<ul style="list-style-type: none"> <li>• Create audio recordings</li> <li>• Class debates</li> <li>• Readers' Theater</li> <li>• Oral Report</li> <li>• Literature Circle</li> <li>• <a href="#">Partner talk</a></li> <li>• <a href="#">Accountable talk</a></li> <li>• <a href="#">Literacy TA-Speaking and Listening Activities</a></li> <li>• <a href="#">Learn Zillion-Crafting a Persuasive Speech</a></li> <li>• <a href="#">Literacy Design Collaborative Modules</a></li> <li>• <a href="#">Literacy in Science-Animal Adaptations</a></li> <li>• <a href="#">Collaboration Ki</a></li> </ul>
Performance Task Options/Interdisciplinary Connections	Professional Resources
<p><b><u>Social Studies:</u></b> After learning about the regions of the United States, students will produce a promotional brochure that persuades tourists to visit their region. Students must include both facts and pieces of information that would entice tourists to visit.</p>	
Academic Vocabulary	

Unit 3:

Weeks 5 & 6: agreeable, appreciate, boomed, descendants, population, resources, transportation, vehicles

Unit 4:

Weeks 1 & 2: achievement, apologized, attention, audience, confidence, embarrassed, realized, talents

Weeks 3 & 4: alert, competition, environment, excellent, prefer, protection, related, shelter

Weeks 5 & 6: adventurous, courageous, extremely, weird, free verse, narrative poem, repetition, rhyme

Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
<p><b><u>Sample Accommodations and Modifications:</u></b></p> <ul style="list-style-type: none"><li>● Modify activities/assignments/projects</li><li>● Breakdown activities/assignments/projects/assessments into manageable units</li><li>● Additional time to complete activities/assignments/projects/assessments</li><li>● Provide an option for alternative activities/assignments/projects/assessments</li><li>● Allow student to receive reading text in various forms (written, verbal, audio)</li><li>● Pre-teach new vocabulary</li><li>● Modify Content</li><li>● Modify Amount of work given</li><li>● Modify Assessment</li><li>● Modify Homework</li><li>● Re-teach skill if needed</li><li>● Allow student to make test corrections or re-take assessment</li><li>● Adjust Pacing of Content</li><li>● Small Group Instruction</li><li>● Individual Intervention/Remediation</li></ul>	<p><b><u>Sample Accommodations and Modifications:</u></b></p> <ul style="list-style-type: none"><li>● Breakdown activities/assignments/projects/assessments into manageable units</li><li>● Additional time to complete activities/assignments/projects/assessments</li><li>● Provide an option for alternative activities/assignments/projects/assessments</li><li>● Small Group Instruction</li><li>● Intervention/Remediation</li><li>● Individual Intervention/Remediation</li><li>● Additional Support Materials</li><li>● Guided Notes</li><li>● Graphic Organizers</li><li>● Tutoring</li></ul> <p><b>Resources:</b></p> <p><a href="#"><u>Tier 2 Comprehension</u></a></p> <p><a href="#"><u>Tier 2 Fluency</u></a></p> <p><a href="#"><u>Tier 2 Phonics/Word Study</u></a></p> <p><a href="#"><u>Tier 2 Vocabulary</u></a></p> <p><a href="#"><u>Tier 2 Writing and Grammar</u></a></p>

<ul style="list-style-type: none"> <li>• Additional Support Material</li> <li>• Lower-Level Text</li> <li>• Guided Notes</li> <li>• Graphic Organizers</li> </ul> <p>Resources:</p> <p><a href="#">Decodable Reader Volume 1 Tier 3</a></p> <p><a href="#">Decodable Reader Volume 2 Tier 3</a></p> <p><a href="#">Decodable Reader Volume 3 Tier 3</a></p> <p><a href="#">Decodable Reader Volume 4 Tier 3</a></p> <p><a href="#">Decodable Reader Volume 5 Tier 3</a></p> <p><a href="#">Decodable Reader Volume 6 Tier 3</a></p> <p><a href="#">Decodable Reader Volume 7 Tier 3</a></p> <p><a href="#">Decodable Reader Volume 8 Tier 3</a></p> <p><a href="#">Decodable Reader Volume 9 Tier 3</a></p> <p><a href="#">Foundational Skills Assessment</a></p> <p><a href="#">Foundational Skills Lesson Cards</a></p> <p><a href="#">Foundational Skills Practice Reproducibles</a></p> <p><a href="#">Foundational Skills Reproducibles Blackline Masters</a></p> <p><b>**Please see corresponding unit and week to view suggested lessons and reproducibles.**</b></p>	<p><b>**Please see corresponding unit and week to view suggested lessons and reproducibles.**</b></p>
<p><b>Modifications/Accommodations for Students with 504s</b></p>	<p><b>Modifications/Accommodations for English Language Learners</b></p>
<p><b>Sample Accommodations and Modifications:</b></p> <ul style="list-style-type: none"> <li>• Breakdown activities/assignments/projects/assessments into manageable units</li> </ul>	<p><b>Sample Accommodations and Modifications:</b></p> <p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <ul style="list-style-type: none"> <li>• Realia or concrete objects</li> </ul>

<ul style="list-style-type: none"> <li>• Additional time to complete activities/assignments/projects/assessments</li> <li>• Provide an option for alternative activities/assignments/projects/assessments</li> <li>• Small Group Instruction</li> <li>• Intervention/Remediation</li> <li>• Individual Intervention/Remediation</li> <li>• Additional Support Materials</li> <li>• Guided Notes</li> <li>• Graphic Organizers</li> <li>• Tutoring</li> </ul> <p><b>Resources:</b>  <a href="#">Tier 2 Comprehension</a>  <a href="#">Tier 2 Fluency</a>  <a href="#">Tier 2 Phonics/Word Study</a>  <a href="#">Tier 2 Vocabulary</a>  <a href="#">Tier 2 Writing and Grammar</a></p> <p><b>**Please see corresponding unit and week to view suggested lessons and reproducibles.**</b></p>	<ul style="list-style-type: none"> <li>• Physical Models, Pictures, Photographs</li> <li>• Manipulatives</li> <li>• Videos and Films</li> <li>• Gestures, Physical Movements, Music and Songs</li> <li>• Partner Work</li> <li>• Student Mentor or Coach</li> <li>• Labeling</li> <li>• Word Banks</li> <li>• Sentence Starters, Sentence Frames</li> <li>• Graphic Organizers</li> </ul> <p><b>Resources:</b>  <a href="#">Anchor Text Support Blackline Masters</a>  <a href="#">Shared Read Writing Frames</a>  <a href="#">Newcomer Cards</a>  <a href="#">Newcomer Teacher's Guide</a>  <a href="#">Newcomer Visuals-Smart Start</a>  <a href="#">Newcomer Visuals- Unit 1</a>  <a href="#">Newcomer Visuals- Unit 2</a>  <a href="#">Newcomer Visuals- Unit 3</a>  <a href="#">Newcomer Visuals- Unit 4</a></p> <p><b>**Please see corresponding unit and week to view suggested lessons and reproducibles.**</b></p>
Extensions for Gifted Students	Required/Suggested Activities
<ul style="list-style-type: none"> <li>• Extend activities/assignments/projects/assessments</li> <li>• Provide an option for alternative activities/assignments/projects/assessments</li> <li>• Modify Content</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• Whole Group</li> <li>• Small Groups/Centers</li> <li>• Guided Practice</li> </ul>

<ul style="list-style-type: none"> <li>● Adjust Pacing of Content</li> <li>● Small Group Enrichment</li> <li>● Individual Enrichment</li> <li>● Higher-Level Text</li> </ul>	<ul style="list-style-type: none"> <li>● Independent Practice</li> <li>● Soliday Essentials Phonics Instruction</li> <li>● Measurable Objective</li> <li>● Identify and review objectives for lesson</li> <li>● Guided Reading utilizing Before, During, and After activities</li> <li>● Intervention/Remediation</li> </ul> <p><b>Suggested:</b></p> <ul style="list-style-type: none"> <li>● Projects</li> <li>● Academic Games</li> <li>● Daily 5</li> <li>● Do Now/Warm-Up</li> </ul>
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Unit #4	
Unit Title	Take Action/Think It Over
Reading Genre(s)	<p>Unit 5:</p> <p>Weeks 1&amp;2: Biography</p> <p>Weeks 3&amp;4: Fairy Tale, Expository Text</p> <p>Weeks 5&amp;6: Argumentative Text, Expository Text</p> <p>Unit 6:</p> <p>Weeks 1&amp;2: Biography, Fantasy</p> <p>Weeks 3&amp;4: Drama/Myth</p>

	Weeks 5&6: Narrative Poetry
Writing Tasks	<p>Unit 5: Respond to Reading, Opinion Writing Grammar: Weeks 1 &amp; 2: Singular &amp; Plural Nouns, Subject &amp; Object Pronouns Weeks 3 &amp; 4: Pronoun-Verb Agreement, Possessive Pronouns Weeks 5 &amp; 6: Pronoun-Verb Contractions</p> <p>Unit 6: Respond to Reading, Expository Writing Grammar: Weeks 1&amp;2: Adjectives and Articles, Adjectives that Compare Weeks 3&amp;4: Adverbs, Adverbs that Compare Weeks 5&amp;6: Prepositions, Prepositional Phrases</p>
Recommended Pacing	9 weeks
Unit Summary	<p>Throughout this last unit of study, students will read various texts that will focus on making important decisions, as well as appreciating the value of what they have. Students will read several nonfiction and fiction texts that will help them continue to practice strategies such as rereading, and making predictions; as well as, asking and answering text dependent questions. In addition, they will continue to explore author's point of view, theme, cause and effect, problem and solution, and compare and contrast. Students will continue to incorporate vocabulary strategies in reading. At the end of the unit, students will be able to answer how people decide on what is important in their lives.</p> <p>In this unit, writers will focus on identifying root words, prefixes and suffixes, Greek and Latin roots, as well as context clues to identify the meaning of unknown words. In writer's workshop, students will use the writing process and mentor texts to create an informative</p>

	<p>piece; focusing on thesis statement, organizing information from multiple sources, and transitional words or phrases.</p>
Career Readiness, Life Literacies, and Key Skills Standards	<p>CRLK1. Act as a responsible and contributing community members and employee.</p> <p>CRLK2. Attend to financial well-being.</p> <p>CRLK3. Consider the environmental, social and economic impacts of decisions.</p> <p>CRLK4. Demonstrate creativity and innovation.</p> <p>CRLK5. Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>CRLK6. Model integrity, ethical leadership and effective management.</p> <p>CRLK7. Plan education and career paths aligned to personal goals.</p> <p>CRLK8. Use technology to enhance productivity increase collaboration and communicate effectively.persevere in solving them.</p> <p>CRLK9. Work productively in teams while using cultural/global competence.</p> <p>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p> <ul style="list-style-type: none"> <li>● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).</li> <li>● 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</li> </ul> <p>Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.</p>

	<ul style="list-style-type: none"> <li>● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</li> <li>● 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).</li> </ul> <p>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p> <ul style="list-style-type: none"> <li>● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li> <li>● • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</li> <li>● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>● • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul> <p>You can give back in areas that matter to you.</p> <ul style="list-style-type: none"> <li>● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</li> </ul> <p>Culture and geography can shape an individual’s experiences and perspectives.</p> <ul style="list-style-type: none"> <li>● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</li> </ul>
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Computer Science and Design Thinking (Technology)	8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of texts include <i>Mae Jemison</i> , <i>Astronaut</i>
Amistad	Addressed in Unit 1
Holocaust	Addressed in Unit 1

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Good readers not only read to seek answers, but think over everything they have read, and synthesize it with everything they already know.</li> <li>Good writers utilize writing strategies and told to improve their skills in writing various topics, as well as use information from various sources to support it.</li> <li>Good readers and writers use what they know and their individual qualities to improve themselves.</li> <li>Good listeners ask and answer questions about information from a speaker.</li> </ul>	<p>Unit 5: Weeks 1 &amp; 2: What do good citizens do? Weeks 3 &amp; 4: How do we get what we need? Weeks 5 &amp; 6: What are different kinds of energy?</p> <p>Unit 6: Weeks 1 &amp; 2: Why are goals important? Weeks 3 &amp; 4: How do we decide what is important? Weeks 5 &amp; 6: What makes you laugh?</p>
District/School Required Texts and Media Formats	District/School Supplementary Resources
<u>Wonders</u> Reading Program Weekly Units - McGraw Hill <ul style="list-style-type: none"> <li>Leveled Readers - IRLA/<u>Wonders</u></li> </ul>	<b>Supplementary Resources:</b> <ul style="list-style-type: none"> <li><a href="#"><u>I Can Statements</u></a></li> </ul>

<ul style="list-style-type: none"> <li>● Intervention Letter Cards</li> </ul> <p><u>WonderWorks</u>- Wonders Intervention Program- McGraw Hill</p>	<ul style="list-style-type: none"> <li>● <a href="#">Read Write Think</a></li> <li>● <a href="#">ReadWorks</a></li> <li>● <a href="#">Scholastic</a></li> <li>● <a href="#">Teaching Skills with Children's Literature as Mentor Text</a></li> <li>● <a href="#">Core Standards: Appendix B</a></li> </ul>
<b>District/School Formative Assessments</b>	<b>District/School Summative Assessments</b>
<ul style="list-style-type: none"> <li>● iReady</li> <li>● Wonders BiWekly Progress Monitoring Assessments</li> <li>● Sondag Essentials Mastery Checks</li> <li>● Anectodal Records</li> </ul>	<ul style="list-style-type: none"> <li>● iReady Diagnostic Benchmarks</li> <li>● Unit Pre/Post Assessments in Linkit</li> <li>● Writing Assessment-Opinion</li> <li>● Lexile identified through iReady Data/Wonders Oral Reading Fluency</li> </ul>
<b>Instructional Best Practices</b>	
<ul style="list-style-type: none"> <li>● Identifying Similarities and Differences</li> <li>● Summarizing and Note Taking</li> <li>● Reinforcing Effort and Providing Recognition</li> <li>● Homework and Practice</li> <li>● Modeling</li> <li>● Cooperative Learning</li> <li>● Setting Objectives and Providing Feedback</li> <li>● Cues, Questions, and Advance Organizers</li> <li>● Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>● Managing response rates</li> <li>● Checks for Understanding</li> <li>● Diagrams, Charts and Graphs</li> <li>● Coaching</li> <li>● Reading Partners</li> <li>● Visuals</li> <li>● Collaborative Problem Solving</li> <li>● Active Engagement Strategies</li> <li>● Required Reading and Writing Artifacts (e.g. Word Wall, Rubrics, Student Work display with rubric scores, teacher feedback, student reflection, Reading Journal (notebook), student portfolios, conference logs, data charts/logs, etc.)</li> </ul>

<b>Learning Plan</b>	
<b>NJSLS</b>	<b>Learning Targets and Exemplar Lessons:</b>
<p>Unit 5:</p> <p>Weeks 1&amp;2:</p> <ul style="list-style-type: none"> <li>· L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>· L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>· L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</li> <li>· L.3.1i Produce simple, compound, and complex sentences.</li> <li>· L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> </ul>	<p><b>A. Making Connections</b></p> <ol style="list-style-type: none"> <li>1. Closely read a text to show understanding.</li> <li>2. Make personal connections to the text.</li> <li>3. Make connections to other texts.</li> <li>4. Make global connections to the text.</li> </ol> <p><b>B. Text Support</b></p> <ol style="list-style-type: none"> <li>5. Refer to specific text to support answers.</li> <li>6. Refer to specific text to make questions.</li> <li>7. Locate evidence in the text to support answers of a factual nature.</li> <li>8. Locate evidence in the text to make questions of a factual nature.</li> </ol> <p><b>C. Ask &amp; Answer Questions</b></p> <ol style="list-style-type: none"> <li>9. Answer factual questions that require reasoning from the reader.</li> </ol>

<ul style="list-style-type: none"> <li>· L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>· L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> <li>· L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>· L.3.4b 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).</li> <li>· L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>· 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).</li> <li>· RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>· RF.3.3c Decode multisyllable words.</li> </ul>	<ul style="list-style-type: none"> <li>10. Answer inferential questions that require reasoning from the reader.</li> <li>11. Ask factual questions that require reasoning from the reader.</li> <li>12. Ask inferential questions that require reasoning from the reader.</li> <li><b>I. Ask and Answer Factual Questions</b> <ul style="list-style-type: none"> <li>15. Closely read a text to demonstrate understanding.</li> <li>16. Ask factual questions that require reasoning from the reader.</li> <li>17. Answer factual questions that require reasoning from the reader.</li> </ul> </li> <li><b>J. Ask and Answer Inference Questions (<i>predictions, conclusions, context clues</i>)</b> <ul style="list-style-type: none"> <li>18. Ask predictions about the text that require reasoning from the reader.</li> <li>19. Answer predictions from the text that require reasoning from the reader.</li> <li>20. Make conclusion that require reasoning from the reader.</li> <li>21. Answer conclusion questions</li> </ul> </li> <li><b>K. Make Connections</b> <ul style="list-style-type: none"> <li>12. Make personal connections to the text when relevant.</li> <li>13. Make connections to other texts when relevant.</li> <li>14. Make global connections to the text when relevant.</li> </ul> </li> <li><b>L. Evidence for Support</b> <ul style="list-style-type: none"> <li>21. Retell specific text to support answers.</li> <li>22. Retell specific text to craft questions.</li> <li>23. Point to evidence in the text to support answers.</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>· usage when writing or speaking.</li> <li>· L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>· L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</li> <li>· L.3.1i Produce simple, compound, and complex sentences.</li> <li>· L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>· L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>· L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> <li>· L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>· L.3.4b 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).</li> </ul>	<ul style="list-style-type: none"> <li>24. Point to evidence in the text to craft questions of a factual nature.</li> <li>25. <b>Main Idea</b></li> <li>5. Identify the theme/central messages in a text.</li> <li>6. Identify the main idea of a text.</li> <li>26. <b>Key Details</b></li> <li>9. Identify details to support the main idea.</li> <li>10. Analyze how the details of the text help to support the central idea or theme.</li> <li>11. Analyze how the details of the text help to reveal the central idea or theme.</li> </ul> <p><b>Follow Sonday Essentials Scope and Sequence to meet RF.3.3 Standards:</b></p> <p><b>Unit 4 = 35 Days of Instruction</b></p> <ul style="list-style-type: none"> <li>1. Lessons 136 - 140: Contractions: have group, Suffixes: -ic, -et, -en (front, won, move, prove, false)</li> <li>2. Lessons 141 - 145: Suffixes: -est, -ous, -al</li> <li>3. Lessons 146 - 150: Suffixes: -able, -ive, -ish (often, listen, among, great, steak, break)</li> <li>4. Lessons 151 - 155: au, ey, Suffix: -sion</li> <li>5. Lessons 156 - 160: ue, Contractions: will group (whose, whole, whom)</li> <li>6. Lessons 161 - 165: ph, Contractions: had group (rough, tough, enough)</li> <li>7. Lessons 166 - 170: Contractions: would group (laugh, cough)</li> <li>8. Lessons 171 - 175: Doubling Rule review</li> </ul>
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<ul style="list-style-type: none"> <li>· L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>· 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).</li> <li>· RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>· RF.3.3c Decode multisyllable words.</li> <li>· RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>· RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>· RI.3.6 Distinguish their own point of view from that of the author of a text.</li> <li>· RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> </ul>	<ol style="list-style-type: none"> <li>1. Distinguish the base root from the affix.</li> <li>2. Identify and define common prefixes and suffixes.</li> <li>3. Identify and define common Latin suffixes.</li> <li>4. Decode words that have a Latin suffix.</li> <li>5. Use strategies to read multi-syllable words.</li> <li>6. Read grade-appropriate irregularly spelled words.</li> </ol>
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<ul style="list-style-type: none"> <li>· RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</li> <li>· RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>· SL.3.1b 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).</li> <li>· SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</li> <li>· SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>· W.3.7 Conduct short research projects that build knowledge about a topic.</li> <li>· 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.</li> </ul>	
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- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Weeks 3&4:

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - L.3.1f Ensure subject-verb and pronoun-antecedent agreement.
  - L.3.1i Produce simple, compound, and complex sentences.
- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

<ul style="list-style-type: none"> <li>· L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> <li>· L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>· L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>· L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>· 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).</li> <li>· RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>· RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>· RF.3.3c Decode multisyllable words.</li> </ul>	
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<ul style="list-style-type: none"> <li>· RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li>   <li>· RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li>   <li>· RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li>   <li>· RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li>   <li>· RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</li>   <li>· SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li>   <li>· 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.</li> </ul>	
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<ul style="list-style-type: none"> <li>· SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>· W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>· W.3.7 Conduct short research projects that build knowledge about a topic.</li> <li>· 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.</li> <li>· W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul> <p>Weeks 5&amp;6:</p> <ul style="list-style-type: none"> <li>· L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul> <p>L.3.1i Produce simple, compound, and complex sentences.</p> <ul style="list-style-type: none"> <li>· L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>	
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- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal

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

- RF.3.3c Decode multisyllable words.
- RF.3.4a Read on-level text with purpose and understanding.
- RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RI.3.1 Ask and answer questions 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.

<ul style="list-style-type: none"> <li>· RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li>   <li>·     · RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li>   <li>· 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).</li>   <li>· RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</li>   <li>· RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</li>   <li>· RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li>   <li>· RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</li> </ul>	
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<ul style="list-style-type: none"> <li>· SL.3.1b 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).</li> <li>· 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.</li> <li>· 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.</li> <li>· SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</li> <li>· SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>· W.3.7 Conduct short research projects that build knowledge about a topic.</li> <li>· 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.</li> </ul>	
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- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 6:

Weeks 1&2:

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1i Produce simple, compound, and complex sentences.
- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

<ul style="list-style-type: none"> <li>· L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>· L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>· 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).</li> <li>· RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>· RF.3.3c Decode multisyllable words.</li> <li>· RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>· RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>· 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.</li> </ul>	
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<ul style="list-style-type: none"> <li>· RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>· RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>· 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).</li> <li>· RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>· SL.3.1b 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).</li> <li>· 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.</li> <li>· W.3.7 Conduct short research projects that build knowledge about a topic.</li> </ul>	
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- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Weeks 3&4:

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - L.3.1i Produce simple, compound, and complex sentences.
- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

<ul style="list-style-type: none"> <li>· L.3.4b 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).</li> <li>· L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>· L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> <li>· L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>· 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).</li> <li>· RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>· RF.3.3c Decode multisyllable words.</li> </ul>	
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<ul style="list-style-type: none"> <li>· RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>· RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>· RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>· RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</li> <li>· RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</li> <li>· RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>· RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li> </ul>	
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<ul style="list-style-type: none"> <li>· RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li>   <li>· 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.</li>   <li>· SL.3.1b 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).</li>   <li>· 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.</li>   <li>· SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li>   <li>· SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</li>   <li>· SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> </ul>	
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<ul style="list-style-type: none"> <li>· W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>· W.3.7 Conduct short research projects that build knowledge about a topic.</li> <li>· 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.</li> <li>· W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul> <p>Weeks 5&amp;6:</p> <ul style="list-style-type: none"> <li>· L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>· L.3.1i Produce simple, compound, and complex sentences.</li> <li>· L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>· L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	
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<ul style="list-style-type: none"> <li>· 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.</li> <li>· L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</li> <li>· L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>· L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>· 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).</li> <li>· RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>· RF.3.3c Decode multisyllable words.</li> <li>· RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul>	
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<ul style="list-style-type: none"> <li>· RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>· RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>· RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</li> <li>· RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</li> <li>· RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>· RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li> <li>· RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li> </ul>	
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<ul style="list-style-type: none"> <li>· RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li>   <li>· 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.</li>   <li>· RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</li>   <li>· 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).</li>   <li>· RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</li>   <li>· SL.3.1b 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).</li>   <li>· 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.</li> </ul>	
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<ul style="list-style-type: none"> <li>· SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</li> <li>· SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>· W.3.7 Conduct short research projects that build knowledge about a topic.</li> <li>· 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.</li> <li>· W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>	
Writing Tasks	
<b>Portfolio Pieces:</b> <ul style="list-style-type: none"> <li>● Writing: Research</li> <li>● <b>Unit 4 Writing Prompt</b></li> <li>● <a href="#"><u>NJSLA Writing Lessons</u></a></li> <li>● Define and identify nouns, pronouns, verbs, adjectives, and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>● Exit Ticket / DOL</li> <li>● Do Now</li> <li>● Book Review</li> <li>● Note Taking</li> </ul>

<ul style="list-style-type: none"> <li>● Examine purpose of nouns, pronouns, verbs, adjectives, and adverbs in writing</li> <li>● Identify subjects, verbs, pronouns, and antecedents in sentences.</li> <li>● Consistently use the appropriate form of subjects, verbs, pronouns, and antecedents in sentences.</li> <li>● Reread writing to ensure agreement</li> <li>● Identify possessive nouns</li> <li>● Use apostrophe appropriately to show possession</li> <li>● Apply comma and quotation mark rules and format</li> <li>● Spell high frequency words correctly</li> </ul>	
<b>Content Vocabulary</b>	
<p>Unit 5:</p> <p>Weeks 1&amp;2: Ask &amp; Answer Questions, Captions and Timelines, Author's Claim, Cause &amp; Effect</p> <p>Weeks 3&amp;4: Summarize, Theme, Character Perspective, Author's Purpose</p> <p>Weeks 5 &amp; 6: Ask &amp; Answer Questions, Author's Claim, Cause and Effect, Text Features</p> <p>Unit 6:</p> <p>Weeks 1&amp;2: Reread, Key Words and Photographs, Central Idea and Relevant Details, Imagery</p> <p>Weeks 3&amp;4: Make Predictions, Elements of a Play, Theme, Character Development</p> <p>Weeks 5&amp;6: Rhythm and Rhymed Verse, Stanzas and Events, Character Perspective, Figurative Language</p>	
<b>Required Speaking and Listening</b>	<b>Suggested Speaking and Listening</b>
<ul style="list-style-type: none"> <li>● Whole group discussion</li> <li>● Pair-Share</li> <li>● Small group discussions</li> </ul>	<ul style="list-style-type: none"> <li>● Create audio recordings</li> <li>● Class debates</li> <li>● Readers' Theater</li> <li>● Oral Report</li> <li>● Literature Circle</li> </ul>

<ul style="list-style-type: none"> <li>● Teacher directed discussions</li> <li>● Student-led presentations</li> <li>● Follow agreed upon rules for discussion</li> <li>● Questioning techniques</li> <li>● Active Listening Strategies</li> <li>● Oral Presentations</li> <li>● Oral Reading</li> <li>● Oral response to questions</li> <li>● Book talk</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Partner talk</a></li> <li>● <a href="#">Accountable talk</a></li> <li>● <a href="#">Literacy TA-Speaking and Listening Activities</a></li> <li>● <a href="#">Learn Zillion-Crafting a Persuasive Speech</a></li> <li>● <a href="#">Literacy Design Collaborative Modules</a></li> <li>● <a href="#">Literacy in Science-Animal Adaptations</a></li> <li>● <a href="#">Collaboration Ki</a></li> </ul>
Performance Task Options/Interdisciplinary Connections	Professional Resources
<p><b><u>Science/Social Studies/Technology:</u></b> Students will research a famous ocean explorer and create a digital presentation highlighting his/her life and accomplishments.</p> <p><a href="http://www.seasky.org/ocean-exploration/ocean-explorers-menu.html">http://www.seasky.org/ocean-exploration/ocean-explorers-menu.html</a></p>	
Academic Vocabulary	
<p>Unit 5:  Weeks 1&amp;2: citizenship, continued, daring, horrified, participate, proposed, unfairness, waver  Weeks 3&amp;4: admit, barter, considered, creation, humble, magnificent, payment, reluctantly  Weeks 5&amp;6: energy, natural, pollution, produce, renewable, replace, sources, traditional</p> <p>Unit 6:  Weeks 1&amp;2: communicated, essential, goal, motivated, professional, research, serious, specialist</p>	

Weeks 3&4: alarmed, anguish, necessary, obsessed, possess, reward, treasure, wealth  
 Weeks 5&6: entertainment, humorous, ridiculous, slithered, narrative poem, rhyme, rhythm, stanza

Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
<p><b><u>Sample Accommodations and Modifications:</u></b></p> <ul style="list-style-type: none"> <li>• Modify activities/assignments/projects</li> <li>• Breakdown activities/assignments/projects/assessments into manageable units</li> <li>• Additional time to complete activities/assignments/projects/assessments</li> <li>• Provide an option for alternative activities/assignments/projects/assessments</li> <li>• Allow student to receive reading text in various forms (written, verbal, audio)</li> <li>• Pre-teach new vocabulary</li> <li>• Modify Content</li> <li>• Modify Amount of work given</li> <li>• Modify Assessment</li> <li>• Modify Homework</li> <li>• Re-teach skill if needed</li> <li>• Allow student to make test corrections or re-take assessment</li> <li>• Adjust Pacing of Content</li> <li>• Small Group Instruction</li> <li>• Individual Intervention/Remediation</li> <li>• Additional Support Material</li> <li>• Lower-Level Text</li> <li>• Guided Notes</li> </ul>	<p><b><u>Sample Accommodations and Modifications:</u></b></p> <ul style="list-style-type: none"> <li>• Breakdown activities/assignments/projects/assessments into manageable units</li> <li>• Additional time to complete activities/assignments/projects/assessments</li> <li>• Provide an option for alternative activities/assignments/projects/assessments</li> <li>• Small Group Instruction</li> <li>• Intervention/Remediation</li> <li>• Individual Intervention/Remediation</li> <li>• Additional Support Materials</li> <li>• Guided Notes</li> <li>• Graphic Organizers</li> <li>• Tutoring</li> </ul> <p><b>Resources:</b>  <a href="#"><u>Tier 2 Comprehension</u></a>  <a href="#"><u>Tier 2 Fluency</u></a>  <a href="#"><u>Tier 2 Phonics/Word Study</u></a>  <a href="#"><u>Tier 2 Vocabulary</u></a>  <a href="#"><u>Tier 2 Writing and Grammar</u></a></p> <p><b>**Please see corresponding unit and week to view suggested lessons and reproducibles.**</b></p>

<ul style="list-style-type: none"> <li>● Graphic Organizers</li> </ul> <p>Resources:</p> <p><a href="#">Decodable Reader Volume 1 Tier 3</a></p> <p><a href="#">Decodable Reader Volume 2 Tier 3</a></p> <p><a href="#">Decodable Reader Volume 3 Tier 3</a></p> <p><a href="#">Decodable Reader Volume 4 Tier 3</a></p> <p><a href="#">Decodable Reader Volume 5 Tier 3</a></p> <p><a href="#">Decodable Reader Volume 6 Tier 3</a></p> <p><a href="#">Decodable Reader Volume 7 Tier 3</a></p> <p><a href="#">Decodable Reader Volume 8 Tier 3</a></p> <p><a href="#">Decodable Reader Volume 9 Tier 3</a></p> <p><a href="#">Foundational Skills Assessment</a></p> <p><a href="#">Foundational Skills Lesson Cards</a></p> <p><a href="#">Foundational Skills Practice Reproducibles</a></p> <p><a href="#">Foundational Skills Reproducibles Blackline Masters</a></p> <p><b>**Please see corresponding unit and week to view suggested lessons and reproducibles.**</b></p>	
Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
<p><b>Sample Accommodations and Modifications:</b></p> <ul style="list-style-type: none"> <li>● Breakdown activities/assignments/projects/assessments into manageable units</li> <li>● Additional time to complete activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> </ul>	<p><b>Sample Accommodations and Modifications:</b></p> <p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <ul style="list-style-type: none"> <li>● Realia or concrete objects</li> <li>● Physical Models, Pictures, Photographs</li> <li>● Manipulatives</li> <li>● Videos and Films</li> <li>● Gestures, Physical Movements, Music and Songs</li> </ul>

<ul style="list-style-type: none"> <li>● Small Group Instruction</li> <li>● Intervention/Remediation</li> <li>● Individual Intervention/Remediation</li> <li>● Additional Support Materials</li> <li>● Guided Notes</li> <li>● Graphic Organizers</li> <li>● Tutoring</li> </ul> <p><b>Resources:</b>  <a href="#">Tier 2 Comprehension</a>  <a href="#">Tier 2 Fluency</a>  <a href="#">Tier 2 Phonics/Word Study</a>  <a href="#">Tier 2 Vocabulary</a>  <a href="#">Tier 2 Writing and Grammar</a></p> <p><b>**Please see corresponding unit and week to view suggested lessons and reproducibles.**</b></p>	<ul style="list-style-type: none"> <li>● Partner Work</li> <li>● Student Mentor or Coach</li> <li>● Labeling</li> <li>● Word Banks</li> <li>● Sentence Starters, Sentence Frames</li> <li>● Graphic Organizers</li> </ul> <p><b>Resources:</b>  <a href="#">Anchor Text Support Blackline Masters</a>  <a href="#">Shared Read Writing Frames</a>  <a href="#">Newcomer Cards</a>  <a href="#">Newcomer Teacher's Guide</a>  <a href="#">Newcomer Visuals-Smart Start</a>  <a href="#">Newcomer Visuals- Unit 1</a>  <a href="#">Newcomer Visuals- Unit 2</a>  <a href="#">Newcomer Visuals- Unit 3</a>  <a href="#">Newcomer Visuals- Unit 4</a></p> <p><b>**Please see corresponding unit and week to view suggested lessons and reproducibles.**</b></p>
<b>Extensions for Gifted Students</b>	<b>Required/Suggested Activities</b>
<ul style="list-style-type: none"> <li>● Extend activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Modify Content</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Enrichment</li> <li>● Individual Enrichment</li> <li>● Higher-Level Text</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>● Whole Group</li> <li>● Small Groups/Centers</li> <li>● Guided Practice</li> <li>● Independent Practice</li> <li>● Soliday Essentials Phonics Instruction</li> <li>● Measurable Objective</li> <li>● Identify and review objectives for lesson</li> </ul>

	<ul style="list-style-type: none"><li>● Guided Reading utilizing Before, During, and After activities</li><li>● Intervention/Remediation</li></ul> <p><b>Suggested:</b></p> <ul style="list-style-type: none"><li>● Projects</li><li>● Academic Games</li><li>● Daily 5</li><li>● Do Now/Warm-Up</li></ul>
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