

Board Approved August 2017

Week	Marking Period 1	Week	Marking Period 3
1	Start Smart	21	Unit 3 Week 6: Review/Assess/Extend
2	Start Smart	22	Unit 4 Week 1: Choices
3	Unit 1 Week 1: Storytime	23	Unit 4 Week 2: Skills and Talents
4	Unit 1 Week 2:Traditions	24	Unit 4 Week 3: Adaptations
5	Unit 1 Week 3:Communities	25	Unit 4 Week 4: Flight
6	Unit 1 Week 4:Inventions	26	Unit 4 Week 5: Inspiration
7	Unit 1 Week 5:Landmarks	27	Unit 4 Week 6: Review/Assess/Extend
8	Unit 1 Week 6: Review/Assess/Extend	28	Novel Study
9	Unit 2 Week 1: Cooperation	29	Unit 5 Week 1: Let's Trade
10	Unit 2 Week 2: Immigration	30	Unit 5 Week 2: Reuse and Recycle
Week	Marking Period 2	Week	Marking Period 4
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13	Unit 2 Week 5: Figure It Out	33	Unit 5 Week 5: Energy
14	Unit 2 Week 6: Review/Assess/Extend	34	Unit 5 Week 6: Review/Assess/Extend
15	Novel Study	35	Unit 6 Week 1: Learning to Succeed
16	Unit 3 Week 1: Be Unique	36	Unit 6 Week 2:Animals and You
17	Unit 3 Week 2:Leadership	37	Unit 6 Week 3:Treasures
18	Unit 3 Week 3:Discoveries	38	Unit 6 Week 4:Weather
19	Unit 3 Week 4:New Ideas	39	Unit 6 Week 5:Funny Times
20	Unit 3 Week 5:Value the Past	40	Unit 6 Week 6: Review/Assess/Extend

*Week 6 includes review, assessment, and extension activities. Week 6 activities may include: Tier 2 Intervention, Research Simulation Tasks, Literary Analysis Tasks, Narrative Writing Tasks, Reader's Theater, Inquiry Space Projects, Project Presentations, Unit Assessments, Level Up Assessments, Novel Study, and other activities.

Time Frame	2 weeks
Topic	
Start Smart	
Essential Questions	
<p>What discoveries can people make when they cooperate with others? What can you discover by observing nature?</p>	
Enduring Understandings	
<ul style="list-style-type: none"> ● When people cooperate, they work together toward the same goal. ● They live together in harmony, or in friendly agreement. ● Animals work together to adapt to their environment, or surroundings. ● Closely observing nature can help us discover and learn about animal groups in our environment. 	
Alignment to NJSL	
<u>English Language Arts</u>	
<i>Reading:</i>	
<ul style="list-style-type: none"> <input type="checkbox"/> RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <input type="checkbox"/> RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. <input type="checkbox"/> RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. <input type="checkbox"/> RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). <input type="checkbox"/> 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. <input type="checkbox"/> RI.3.6. Distinguish their own point of view from that of the author of a text. <input type="checkbox"/> RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). <input type="checkbox"/> RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic. <input type="checkbox"/> RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. <input type="checkbox"/> RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <ul style="list-style-type: none"> <input type="checkbox"/> A. Identify and know the meaning of the most common prefixes and derivational suffixes. <input type="checkbox"/> C. Decode multisyllable words. <input type="checkbox"/> D. Read grade-appropriate irregularly spelled words. <input type="checkbox"/> RF.3.4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <input type="checkbox"/> A. Read grade-level text with purpose and understanding. <input type="checkbox"/> B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and 	

expression.

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

Writing:

- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.

Language:

- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - B. 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).

Science

- SCI.3-LS2-1 - [*Performance Expectation*] - Construct an argument that some animals form groups that help members survive.

Technology

- TECH.8.1.5.A.CS1 - [*Content Statement*] - Understand and use technology systems.

Key Concepts and Skills

Reading Literature Text

Students will

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.

- answer and ask both factual questions and inferential questions that require reasoning from the reader.
- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.
- determine central messages or theme.\
- identify patterns in details.
- closely read text to determine the important events, ideas, or concepts.
- identify the main characters in a story.
- describe the characters using literal and inferential story details.
- analyze how the actions of characters influence the story events.
- use a variety of sources to access previous information to compare, contrast, and reflect on texts.
- identify similarities and differences in books with the same author and characters.
- determine the central message, theme, lesson, and/or moral of the stories.
- identify similarities and differences in the central message of the texts.
- reflect on how the text details, characters, and central messages are alike and different.

Reading Informational Text

Students will

- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- establish the point of view of a text.
- determine how the reader's point of view is different from the narrator's or the character's.
- compare the reader's point of view with the author's point of view.
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text.
- explain how the different text features aid understanding.
- closely read the text to identify the important details of a text.
- find similarities and differences about important details when reading about two texts that share the same topic.
- reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.

Reading Foundation Skills

Students will

- distinguish the base root from the affix.
- identify and define common prefixes and suffixes.
- use strategies to read multi-syllable words.
- read grade-appropriate irregularly spelled words.
- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.

Writing

Students will

- explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- produce numerous pieces of writing over various time frames.

- develop skills in research.
- reflect on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Speaking and Listening

Students will

- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations.
- develop skills in active listening and group discussion.

Language

Students will

- identify spelling patterns and generalizations.
- apply spelling patterns when writing words.
- decipher the meanings of words and phrases by using sentence context.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- use 3rd grade vocabulary fluently when discussing academic or domain specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use spatial and temporal relationship words and phrases.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- define the terms ‘literal’ and ‘nonliteral’.
- identify literal and nonliteral words and phrases in texts.
- differentiate the literal phrases from nonliteral phrases.
- connect words to their purpose or use.

Learning Activities

Reading Literature/Informational Text

- Shared Reading-Introduce Close Reading Routine
- Connect to Concept
- Comprehension Skills: Theme; Making Inferences; Author’s Point of View
- Strategies: Reread; Paraphrase
- Identify genre characteristics: folktale, informational text (persuasive article)

Reading Foundational Skills

- Reading Every Day: Fluency
 - Daily Sustained Silent Reading
- Phonics/Word Study
 - Multisyllabic Word Strategy
 - 6 Syllable Types

Writing

- Research and Inquiry
 - Share What You Know
 - Find Resources
 - Guided Practice
 - Create the Project: Fact or Fiction Chart
- Write to the Text
 - Analyze the Prompt

- Analyze Text Evidence
- Analyze the Model
- Write to the Prompt

Speaking and Listening

- Build Background: Introduce and discuss the Essential Question.
- Collaborative Conversations: Speaking and Listening Checklists-Review and discuss
 - Taking Turns
 - Listening Carefully
 - Adding New Ideas
 - Ask and Answer Questions
 - Take on Discussion Roles

Language

- Vocabulary: Define/Example/Ask Routine
- Vocabulary Strategies
 - Context Clues
 - Using a Thesaurus
 - Using a Dictionary or Glossary
 - Morphology

Assessments

Placement and Diagnostic Assessments may include...

- Oral Reading Fluency Assessment
- Placement and Diagnostic Comprehension Assessment (Leveled Passages)
- Phonics Assessments
- Vocabulary Assessments (Verbal Language Scales)
- Spelling Assessments (Inventory of Developmental Spelling)
- Writing Assessments (Writing Prompts)

Time Frame

6 weeks

Topic**Unit 1 Big Idea: Growing and Learning****Essential Questions****How can learning help us grow?****Week 1 Weekly Concept: Storytime**

- What can stories teach you?

Week 2 Weekly Concept: Traditions

- What can traditions teach you about cultures?

Week 3 Weekly Concept: Communities

- How do people from different cultures contribute to a community?

Week 4 Weekly Concept: Inventions

- How can problem solving lead to new ideas?

Week 5 Weekly Concept: Landmarks

- How do landmarks help us understand our country's story?

Week 6 Review/Assess/Extend

- How can learning help us grow?

Enduring Understandings

- Stories help you discover new ideas and learn how to do new things. Stories can inspire you to learn about other people.
- Traditions tell us about where our families came from and how they lived in the past.
- Sharing culture contributes to the community and helps people learn from each other.
- Inventions can make our lives better.
- People visit monuments to learn about important people and events in history. Landmarks such as buildings and structures demonstrate the technology and innovation of previous generations.

Alignment to NJSLs

English Language Arts

Reading:

- RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 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).
- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - B. Decode words with common Latin suffixes.
 - C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing:

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

- B. Provide reasons that support the opinion.
- C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- D. Provide a conclusion
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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.

Language:

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - B. Form and use regular and irregular plural nouns.
 - C. Use abstract nouns (e.g., childhood).
 - D. Form and use regular and irregular verbs.
 - E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
 - F. Ensure subject-verb and pronoun-antecedent agreement.
 - G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - H. Use coordinating and subordinating conjunctions.
 - I. Produce simple, compound, and complex sentences.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases

based on grade 3 reading and content, choosing flexibly from a range of strategies.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Distinguish the literal and nonliteral meanings of words and phrases in context (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).

Social Studies

- SOC.6.1.4.A.15 - Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (Week 3)
- SOC.6.3.4.CS1 - Recognize that people have different perspectives based on their beliefs, values, traditions culture, and experiences. (Week 3)
- SOC.6.1.4.D.17 - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. (Week 5)

Science

- 3-LS4-3 - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. (week 1)
- 3-5-ETS1-1 - Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. (week 4)

Technology

- TECH.8.1.5.A.CS1 - Understand and use technology systems
- TECH.8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- TECH.8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- TECH.8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Key Concepts and Skills

Reading Literature Text

Students will

- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.
- determine central messages or main ideas in a text.
- identify patterns in details.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text.
- differentiate between literal and nonliteral language.
- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- answer and ask both factual questions and inferential questions that require reasoning from the reader.
- closely read text to determine the important events, ideas, or concepts.
- identify the main characters in a story.
- describe the characters using literal and inferential story details.
- analyze how the actions of characters influence the story events.

Reading Informational Text

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- determine central messages or main ideas in a text.
- identify details to support the main idea.
- analyze how the details of the text help to support and reveal the central idea or theme.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- make a clear link between sentences and paragraphs when reading informational text.
- explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc).
- identify words that signify a relationship between ideas.
- use the relationships between ideas to describe how an author supports specific points.
- identify the unique features and organization of informational text (text features, and search tools).
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text.
- explain how the different text features aid understanding.

Reading Foundational Skills

Students will

- 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.
- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing

Students will

- distinguish fact from opinion.
- group supporting details to support the writer's purpose.
- introduce the topic or text clearly.
- state an opinion to be supported with reasons.
- write a thesis statement to focus the writing.
- support the opinion with facts and/or reasons.
- connect opinions with reasons using linking words and phrases.
- write a conclusion.
- organize ideas for a narrative.
- engage the reader with a story hook.
- establish a situation or story background.
- establish a narrator and/or characters for the story.
- present an organized sequence of events.
- use various narrative techniques to develop the characters and the plot.
- incorporate vivid details to tell the story.
- establish chronology by using appropriate transitional words and phrases.

- bring the story to a close.
- explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflection on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- develop strategies with peers and adults to use digital tools.
- use technology for producing and publishing writing.
- use technology to collaborate with others.

Speaking and Listening

Students will

- engage in conversations about grade-appropriate topics and text.
- participate in a variety of rich, structured conversations.
- actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations.
- develop skills in active listening and group discussion.
- determine the main idea of a text read aloud.
- determine the supporting details for a text read aloud.
- determine main ideas and supporting details of information presented in multiple formats.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- use relevant facts and descriptive details that add to the reporting of a topic or event.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.

Language

Students will

- use 3rd grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use spatial and temporal relationship words and phrases.
- decipher the meanings of words and phrases by using sentence context.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- define the terms 'literal' and 'nonliteral'.
- identify literal and nonliteral words and phrases in texts.
- differentiate the literal phrases from nonliteral phrases.

Learning Activities

Reading Literature/Informational Text

- Close Reading of Complex Text
 - Cite relevant evidence from text
 - Describe text structure: character, setting, plot, sequence, cause/effect
 - Visualize

- Ask and answer questions
- Summarize text
- Determine main idea and key details
- Describe characteristics of genre
 - Folktale
 - Realistic fiction
 - Narrative nonfiction
 - Biography
 - Expository text

Reading Foundational Skills

- Phonics/Word Study
 - Short vowels *a, e, i, o, u*
 - Final *e*
 - Long *a* spellings
 - Long *o*: *o, ow, o_e, oa, oe*
 - Words families
 - Inflectional endings: drop final *e*
 - Plurals *-s* and *-es*
 - Compound words
- Fluency
 - Expression
 - Phrasing
 - Rate
 - Accuracy

Writing

- Write to Sources
 - Draw evidence from literature
 - Draw evidence from informational text
 - Write narrative texts
 - Write informative texts
 - Write opinion texts
- Conduct short research on
 - Aesop's fables
 - Different cultures
 - Community history
 - Problem solving skills
- Writing Process
 - Prewrite, draft, and revise a Friendly Letter
 - Proofread/edit and publish a Friendly Letter
 - Prewrite a Personal Narrative

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of reading selections
- Present information on weekly themes of storytime, traditions, communities, inventions, famous landmarks
- Build background knowledge on stories
 - Introduce and discuss the Essential Question

Language

- Conventions
 - Distinguish sentences and sentence fragments
 - Distinguish commands and exclamations
 - Identify subjects, complete subjects, and compound subjects
 - Identify predicates and compound predicates
 - Produce simple, compound, and complex sentences
- Vocabulary Acquisition

- Acquire and use academic vocabulary
- Demonstrate understanding of synonyms
- Use context clues to understand the meaning of a word
- Demonstrate understanding of compound words
- Demonstrate understanding of metaphors
- Demonstrate understanding of multiple-meaning words

Content Knowledge

- Science
 - Tell how variations among individuals of the same species may provide advantages
 - Explain how scientists develop possible solutions
- Social Studies
 - Trace the establishment of diverse communities
 - Know the importance of American heroes

Assessments

- Quizzes
- Weekly Assessments
- Unit Assessments
- Oral Reading Fluency Assessments
- Running Records
- Observational Rubrics
- Writing Rubrics
- Project Rubrics

Time Frame

6 weeks

Topic**Unit 2 Big Idea: Figure It Out****Essential Questions****What does it take to solve a problem?****Week 1 Weekly Concept: Cooperation**

- Why is working together a good way to solve a problem?

Week 2 Weekly Concept: Immigration

- Why do people immigrate to new places?

Week 3 Weekly Concept: Government

- How do people make government work?

Week 4 Weekly Concept: Survival

- How can people help animals survive?

Week 5 Weekly Concept: Figure It Out

- How do people figure things out?

Week 6 Review/Assess/Extend

- What does it take to solve a problem?

Enduring Understandings

- People in a community may work together, solving a problem is easier. Two or more people can share their ideas about how to solve a problem.
- Many immigrants dreamed about new jobs, opportunities, and better lives.
- Voting gives people the power to make decisions, or choices. All Americans have the right to

vote- voting lets people know what you think.

- We can protect and keep our habitats clean. Special groups can be joined that respect and help animals.
- Inventors imagine or picture in their minds, solutions to problems. They ask many questions about their idea and answer questions to make it work.

Alignment to NJSL

English Language Arts

Reading:

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.
- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6. Distinguish their own point of view from that of the author of a text.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text
- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - C. Decode multisyllable words.
 - D. Read grade-appropriate irregularly spelled words.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy.
 - C. Use an appropriate rate while reading aloud.

Writing:

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic and group related information together; include text features (e.g.:

illustrations, diagrams, captions) when useful to support comprehension.

- B. Develop the topic with facts, definitions, and details.
- C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information
- D. Provide a conclusion.
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - C. Use temporal words and phrases to signal event order.
- W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
 - D. Explain their own ideas and understanding in light of the discussion
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 [here](#) for specific expectations.)

Language:

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - B. Form and use regular and irregular plural nouns.
 - C. Use abstract nouns (e.g., *childhood*).
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - B. Use commas in addresses.

- D. Form and use possessives.
- F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*)
 - B. 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*).

Social Studies

- SOC.6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- SOC.6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- SOC.6.1.4.D.CS1 Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.

Science

- 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
- 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

Technology

- TECH.8.1.5.A.CS1 - Understand and use technology systems
- TECH.8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- TECH.8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- TECH.8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

21st Century Life and Career Skills

- CAEP.9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Key Concepts and Skills**Reading Literature Text**

Students will

- determine the main ideas and supporting details of information presented in multiple formats.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.
- determine central messages or theme.
- identify patterns in details.
- differentiate between literal and nonliteral language.
- use grade 3 vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- establish the point of view of a text.
- determine how the reader's point of view is different from the narrator's or the characters.
- compare the reader's point of view with the author's point of view.
- answer and ask both factual questions and inferential questions that require reasoning from the reader.
- use spatial and temporal relationship words and phrases.
- synthesize pictures and written text to better understand a text.
- examine the relation to the illustrations and the text.
- discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters.
- identify the mood of a text.
- interpret what the illustrations tell a reader about the mood.
- determine how the pictures help clarify the description of the mood.
- describe how various parts build on one another not only in stories, but in dramas and poems
- identify the parts of this story (chapters, stanzas, scenes).
- determine how the parts of a story are connected or organized (time order, topic).
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.

Reading Informational Text

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- determine central messages or main ideas in a text.
- identify details to support the main idea.
- analyze how the details of the text help to support and reveal the central idea or theme.
- identify the unique features and organization of informational text (text features, and search tools).
- use the unique features to find and manage information specific to the topic.

- demonstrate proficiency in using the tools to locate information.
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text.
- closely read the text to identify the important details of a text.
- find similarities and differences about important details when reading about two texts that share the same topic.
- reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).

Reading Foundation Skills

Students will

- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.
- identify spelling patterns and generalizations.
- apply spelling patterns when writing words.
- read grade-appropriate irregularly spelled words.
- use strategies to read multi-syllable words.

Writing

Students will

- distinguish fact from opinion.
- group supporting details to support the writer's purpose.
- introduce the topic or text clearly.
- state an opinion to be supported with reasons.
- write a thesis statement to focus the writing.
- establish a narrator and/or characters for the story.
- present an organized sequence of events.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflection on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- establish chronology by using appropriate transitional words and phrases.
- use various narrative techniques to develop the characters and the plot.
- incorporate vivid details to tell the story.
- organize information to support the topic.
- write a conclusion to close the writing.
- link ideas by using transitional words and phrases.

Speaking and Listening

Students will

- engage in conversations about grade-appropriate topics and texts.
- actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- determine the main idea of a text read aloud.
- determine the supporting details for a text read aloud.

- listen carefully to what a speaker says.
- ask questions to clarify what was heard.
- elaborate and provide details to build upon the speaker's response.
- participate in a variety of rich, structured conversations.
- engage in collaborative conversations.
- speak in complete sentences.
- adapt speech to task and situation.
- use 3rd grade appropriate grammatically correct speech.
- elaborate on a detail when necessary.
- clarify ideas when necessary.
- use multimedia to create engaging audio recordings of stories or poems.
- focus on inflection and volume instead of just reading out loud.
- demonstrate fluid and well-paced reading.
- add visual displays to illuminate chosen facts or details.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- use relevant facts and descriptive details that add to the reporting of a topic or event.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.
- develop strategies with peers and adults to use digital tools.
- use technology for producing and publishing writing.
- use technology to collaborate with others.
- explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- explain their own ideas and understanding in light of the discussion.

Language

Students will

- define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences.
- examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences
- identify abstract nouns.
- differentiate between regular and irregular plural nouns.
- identify regular and irregular plural nouns in reading and use them when writing or speaking.
- use abstract nouns when writing or speaking.
- define the terms 'literal' and 'nonliteral'.
- identify literal and nonliteral words and phrases in texts.
- differentiate the literal phrases from nonliteral phrases.
- apply comma rules to addresses in writing.
- determine the purpose and use of reference materials.
- utilize reference materials to check and correct spelling, when needed.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- use apostrophe appropriately to show possession.
- connect words to their purpose or use.

Learning Activities**Reading Literature/Informational Text**

- Close Reading of Complex Text
 - Cite relevant evidence from text
 - Determine theme
 - Determine author's point of view
 - Identify point of view
 - Identify similes
 - Reread
 - Make, confirm, and revise predictions
- Describe characteristics of genre:
 - Folktale
 - Historical fiction
 - Expository text

Reading Foundation Skills

- Phonics/Word Study
 - Long *i* and long *u*
 - Plural words with *y* to *i*
 - Long *e*
 - Inflectional endings
 - Words with silent letters
 - Singular and plural possessives
 - Three-letter blends
 - Closed syllables
 - Digraphs
 - Open syllables
- Fluency
 - Intonation and phrasing
 - Rate
 - Accuracy and phrasing
 - Phrasing

Writing

- Write to Sources
 - Draw evidence from literature, informational texts
 - Write narrative texts
 - Write opinion texts
 - Write informative texts
 - Conduct extended research on floods
- Writing Process
 - Prewrite a How-To Text
 - Draft and Revise a How-To Text
 - Proofread/Edit and Publish a How-To Text
 - Prewrite an essay
 - Draft and Revise an essay

Speaking and Listening

- Engage in collaborative discussions about cooperation, immigration, government, survival
- Paraphrase portions of reading selections
- Present information on weekly theme- immigration, government, survival

Language

- Conventions
 - Explain the function of nouns, subjects, and predicates
 - Form and use regular and irregular plural nouns
 - Identify and use possessive nouns

- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Demonstrate understanding of antonyms
 - Demonstrate understanding of similes
 - Use prefixes as clues to the meaning of a word
 - Use suffixes as clues to the meaning of a word

Content Knowledge

- Science
 - Understand that humans can take steps to minimize the impacts of natural hazards.
 - Describe how organisms adapt or fail to adapt to particular environments.
 - Define a simple design problem reflecting a need or want.
- Social Studies
 - Trace how families contributed to the founding of their community.
 - Discuss the role of citizens in the classroom and community.

Assessments

- Quizzes
- Weekly Assessments
- Unit Assessments
- Oral Reading Fluency Assessments
- Running Records
- Observational Rubrics
- Writing Rubrics
- Project Rubrics

Time Frame	6 weeks
Topic	
Unit 3 Big Idea: One of a Kind	
Essential Questions	
Why are individual qualities important?	
Week 1 Weekly Concept: Be Unique	
<ul style="list-style-type: none"> ● What makes different animals unique? 	
Week 2 Weekly Concept: Leadership	
<ul style="list-style-type: none"> ● How can one person change the way you think? 	
Week 3 Weekly Concept: Discoveries	
<ul style="list-style-type: none"> ● What do we know about Earth and its neighbors? 	
Week 4 Weekly Concept: New Ideas	
<ul style="list-style-type: none"> ● What ideas can we get from nature? 	
Week 5 Weekly Concept: Value the Past	
<ul style="list-style-type: none"> ● How is each event in history unique? 	
Week 6 Review/Assess/Extend	
<ul style="list-style-type: none"> ● Why are individual qualities important? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● All animals have qualities that are unique. Animals use their special features to get what they need, protect themselves, and communicate. ● Jackie Robinson helped change the way people thought by standing up for his beliefs. His hard 	

work helped inspire people to treat each other better.

- Astronomers study the planets as well as the objects far beyond our solar system.
- Scientists observe nature and come up with new ideas. These ideas help people in many different ways.
- Remembering and reliving historical events can teach us much about the past as well as provide us lessons to guide us in the future.

Alignment to NJSL

English Language Arts

- RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - B. Decode words with common Latin suffixes.
 - C. Decode multisyllable words.
 - D. Read grade-appropriate irregularly spelled words.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing:

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - B. Provide reasons that support the opinion.
 - C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - D. Provide a conclusion
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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.

Language:

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

- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize appropriate words in titles.
 - B. Use commas in addresses.
 - C. Use commas and quotation marks in dialogue.
 - E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
 - F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Social Studies

- SOC.6.1.4.C.8 - Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- SOC.6.1.4.D.3 - Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

Science

- 3-LS3-1 - Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. (Week 1)
- 3-5-ETS1-3 - Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. (Week4)

Technology

- TECH.8.1.5.A.CS1 - Understand and use technology systems
- TECH.8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- TECH.8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- TECH.8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

21st Century Life and Career Skills

- CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Reading Literature Text

Students will

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- answer and ask both factual questions and inferential questions that require reasoning from the reader.
- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.
- determine central messages or theme.
- identify patterns in details.
- closely read text to determine the important events, ideas, or concepts.
- identify the main characters in a story.
- describe the characters using literal and inferential story details.
- analyze how the actions of characters influence the story events.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) .
- differentiate between literal and nonliteral language.
- synthesize pictures and written text to better understand a text.
- examine the relation to the illustrations and the text.
- discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters.
- identify the mood of a text.
- interpret what the illustrations tell a reader about the mood.
- determine how the pictures help clarify the description of the mood.
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.

Reading Informational Text

Students will

- determine central messages or main ideas in a text.
- identify details to support the main idea.
- analyze how the details of the text help to support and reveal the central idea or theme.
- closely read text to determine important events, ideas or concepts.
- identify words that signify time order, sequence, and cause/effect.
- explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect.
- use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- identify the unique features and organization of informational text (text features, and search tools).
- use the unique features to find and manage information specific to the topic.
- demonstrate proficiency in using the tools to locate information.
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text.
- explain how the different text features aid understanding.

- make a clear link between sentences and paragraphs when reading informational text.
- explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc).
- identify words that signify a relationship between ideas.
- use the relationships between ideas to describe how an author supports specific points.
- closely read text to determine important events, ideas or concepts.
- identify words that signify time order, sequence, and cause/effect.
- explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect.
- use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas.

Reading Foundation Skills

Students will

- 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.
- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing

Students will

- distinguish fact from opinion.
- group supporting details to support the writer’s purpose.
- introduce the topic or text clearly.
- state an opinion to be supported with reasons.
- write a thesis statement to focus the writing.
- support the opinion with facts and/or reasons.
- connect opinions with reasons using linking words and phrases.
- write a conclusion.
- organize information to support the topic.
- introduce a topic.
- write a thesis statement to focus writing.
- use text features to support the topic, when appropriate.
- select details that appropriate support the development of the topic.
- link ideas by using transitional words and phrases.
- write a conclusion to close the writing.
- organize ideas for a narrative.
- engage the reader with a story hook.
- establish a situation or story background.
- establish a narrator and/or characters for the story.
- present an organized sequence of events.
- use various narrative techniques to develop the characters and the plot.
- incorporate vivid details to tell the story.
- establish chronology by using appropriate transitional words and phrases.
- bring the story to a close.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.

- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- develop strategies with peers and adults to use digital tools.
- use technology for producing and publishing writing.
- use technology to collaborate with others.
- explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- locate information from print and digital sources.
- integrate information from personal experiences.
- take notes and organize information into categories provided by the teacher.
- gather information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes.
- thoughtfully choose online sources.
- select the information needed from each source.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Speaking and Listening

Students will

- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations.
- develop skills in active listening and group discussion.
- determine the main idea of a text read aloud.
- determine the supporting details for a text read aloud.
- determine the main ideas and supporting details of information presented in multiple formats.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- use relevant facts and descriptive details that add to the reporting of a topic or event.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.

Language

Students will

- define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences.
- examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences.
- define and identify comparative and superlative adjectives.
- use comparative and superlative adjectives when writing or speaking.
- select the appropriate form of adjective when writing and speaking.
- define and identify coordinating and subordinating conjunctions.
- use coordinating and subordinating conjunctions when writing or speaking.
- apply comma and quotation mark rules and format when writing dialogue.
- spell high frequency or studied words correctly.
- spell conventional words correctly when adding a suffix to base words.
- identify spelling patterns and generalizations.
- apply spelling patterns when writing words.
- determine the purpose and use of reference materials.
- utilize reference materials to check and correct spelling, when needed.

- decipher the meanings of words and phrases by using sentence context.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- define the terms ‘literal’ and ‘nonliteral’.
- identify literal and nonliteral words and phrases in texts.
- differentiate the literal phrases from nonliteral phrases.
- connect words to their purpose or use.
- determine the slight difference in meaning in synonymous words.
- use 3rd grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use spatial and temporal relationship words and phrases.

Learning Activities

Reading Literature/Informational Text

- Close Reading of Complex Text
 - Cite relevant evidence from text
 - Describe text structure: character, setting, plot, sequence, cause/effect
 - Identify problem and solution
 - Determine sequence
 - Summarize text
 - Determine main idea and key details
- Describe characteristics of genre
 - Folktale
 - Historic fiction
 - Expository text

Reading Foundational Skills

- Phonics/Word Study
 - r-Controlled vowels
 - Contractions
 - Prefixes- un-, re-, pre-, dis-, mis, non-
 - Suffixes -y, -ly
 - Syllables with final *e*
 - Diphthongs /oi/ and /ou/
- Fluency
 - Expression
 - Phrasing
 - Rate
 - Accuracy

Writing

- Write to Sources
 - Draw evidence from literature
 - Draw evidence from informational text
 - Write narrative texts
 - Write informative texts
 - Write opinion texts
 - Conduct extended research on overfishing
- Writing Process
 - Prewrite, draft, and revise an opinion letter
 - Proofread/edit and publish an opinion letter
 - Prewrite a book review

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of reading selections
- Present information on weekly themes of uniqueness, leadership, discoveries, new ideas, valuing the past
- Build background knowledge on stories
 - Introduce and discuss the Essential Question

Language

- Conventions
 - Distinguish verbs in predicates
 - Identify present-tense verbs with singular and plural subjects
 - Form and use the simple verb tenses
 - Identify and use future-tense verbs
 - Ensure subject-verb and pronoun-antecedent agreement
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Demonstrate understanding of synonyms
 - Demonstrate understanding of idioms
 - Use suffixes as clues to the meaning of a word
 - Use root words as clues to the meaning of a word

Content Knowledge

- Science
 - Understand how organisms vary because they have different inheritances
 - Tell how solutions to a problem are limited by available materials and resources
 - Know that different solutions need to be tested to find which solves the problem
- Social Studies
 - Trace how producers have used resources to produce goods and services
 - Research explorers and newcomers who settled in California

Assessments

- Quizzes
- Weekly Assessments
- Unit Assessments
- Oral Reading Fluency Assessments
- Running Records
- Observational Rubrics
- Writing Rubrics
- Project Rubrics

Time Frame

6 weeks

Topic**Unit 4 Big Idea: Meet the Challenge****Essential Questions****What are different ways to meet challenges?****Week 1 Weekly Concept: Choices**

- What choices are good for us?

Week 2 Weekly Concept: Skills and Talents

- How can you use what you know to help others?

Week 3 Weekly Concept: Adaptations

- How do animals adapt to challenges in their habitat?

Week 4 Weekly Concept: Flight

- How are people able to fly?

Week 5 Weekly Concept: Inspiration

- How can others inspire us?

Week 6 Review/Assess/Extend

- What are different ways to meet challenges?

Enduring Understandings

- We make a variety, or many different types of decisions everyday. Smart choices takes a lot of practice and helps us lead healthy lives.
- Everyone has a talent or skill that can help others, and it can be fun.
- Animals use their body parts or behaviors to adapt to challenges in their environments such as weather, type of land, and plants that grow their.
- People cannot fly themselves, so building or inventing a machine that can stay in the air while in motion has been an ongoing challenge for inventors.
- When we feel inspired, we want to help others too. People who are courageous, or brave, and helpful can inspire us.

Alignment to NJSL**English Language Arts*****Reading:***

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.4. 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.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.
- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text

(e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.
- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - B. Decode words with common Latin suffixes.
 - C. Decode multisyllable words.
 - D. Read grade-appropriate irregularly spelled words.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy.
 - C. Use an appropriate rate while reading aloud.

Writing:

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - D. Provide a conclusion.
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - D. Provide a sense of closure.
- W.3.7.(Choice) Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
 - D. Explain their own ideas and understanding in light of the discussion
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information

- presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Language:

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - D. Form and use regular and irregular verbs.
 - E. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
 - F. Ensure subject-verb and pronoun-antecedent agreement.
 - H. Use coordinating and subordinating conjunctions.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - C. Use commas and quotation marks in dialogue
 - F. Use spelling patterns and generalizations (e.g., *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words
 - G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*)
 - B. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*)
 - C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*)
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Science

- 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. (WEEK 4)
- 3-LS2-1 Construct an argument that some animals form groups that help members survive. (WEEK 3)
- 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. (WEEK 1)
- 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well

each is likely to meet the criteria and constraints of the problem. (WEEK 4)

- ❑ 3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. (WEEK 4)

Technology

- ❑ TECH.8.1.5.A.CS1 - Understand and use technology systems
- ❑ TECH.8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- ❑ TECH.8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- ❑ TECH.8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- ❑ TECH.8.1.5.B.CS1 Apply existing knowledge to generate new ideas, products, or processes

21st Century Life and Career Skills

- ❑ CAEP.9.2.4.A.2 - [*Standard*] - Identify various life roles and civic and work - related activities in the school, home, and community
- ❑ CAEP.9.2.4.A.4 - [*Standard*] - Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Key Concepts and Skills

Reading Literature Text

Students will

- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- establish the point of view of a text.
- determine how the reader's point of view is different from the narrator's or the characters.
- compare the reader's point of view with the author's point of view.
- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.
- determine central messages or theme.
- identify patterns in details.
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- use a variety of sources to access previous information to compare, contrast, and reflect on texts.
- identify similarities and differences in books with the same author and characters.
- determine the central message, theme, lesson, and/or moral of the stories.
- identify similarities and differences in the central message of the texts.
- reflect on how the text details, characters, and central messages are alike and different.
- describe how various parts build on one another not only in stories, but in dramas and poems.
- identify the parts of this story (chapters, stanzas, scenes).
- determine how the parts of a story are connected or organized (time order, topic).

Reading Informational Text

Students will

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- answer and ask both factual questions and inferential questions that require reasoning from the reader.
- make a clear link between sentences and paragraphs when reading informational text.
- explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc).
- identify words that signify a relationship between ideas.
- use the relationships between ideas to describe how an author supports specific points.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text
- explain how the different text features aid understanding.
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.
- closely read text to determine important events, ideas or concepts.
- identify words that signify time order, sequence, and cause/effect.
- explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect.
- use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas.
- identify the unique features and organization of informational text (text features, and search tools).
- use the unique features to find and manage information specific to the topic.
- demonstrate proficiency in using the tools to locate information.
- closely read the text to identify the important details of a text.
- find similarities and differences about important details when reading about two texts that share the same topic.
- reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).

Reading Foundation Skills

Students will

- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- identify spelling patterns and generalizations.
- apply spelling patterns when writing words.
- determine the purpose and use of reference materials.
- utilize reference materials to check and correct spelling, when needed.
- use strategies to read multi-syllable words.

- read grade-appropriate irregularly spelled words.

Writing

Students will

- distinguish fact from opinion.
- group supporting details to support the writer's purpose.
- introduce the topic or text clearly.
- state an opinion to be supported with reasons.
- locate information from print and digital sources.
- integrate information from personal experiences.
- take notes and organize information into categories provided by the teacher.
- gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes.
- thoughtfully choose online sources.
- select the information needed from each source.
- connect new information learned online with offline sources.
- utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflection on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- organize ideas for a narrative.
- engage the reader with a story hook.
- establish a situation or story background.
- establish a narrator and/or characters for the story.
- explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- organize information to support the topic.
- introduce a topic.
- write a conclusion to close the writing.
- bring the story to a close.

Speaking and Listening

Students will

- engage in collaborative conversations.
- develop skills in active listening and group discussion .
- determine the main idea of a text read aloud.
- determine the supporting details for a text read aloud.
- determine the main ideas and supporting details of information presented in multiple formats.
- listen carefully to what a speaker says.
- ask questions to clarify what was heard.
- elaborate and provide details to build upon the speaker's response.
- use multimedia to create engaging audio recordings of stories or poems.
- focus on inflection and volume instead of just reading out loud.

- demonstrate fluid and well-paced reading.
- ad visual displays to illuminate chosen facts or details.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- use relevant facts and descriptive details that add to the reporting of a topic or event.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.

Language

Students will

- define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose.
- differentiate between regular and irregular plural nouns.
- identify regular and irregular plural nouns in reading and use them when writing or speaking.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- connect words to their purpose or use.
- define the terms ‘literal’ and ‘nonliteral’.
- identify literal and nonliteral words and phrases in texts.
- differentiate the literal phrases from nonliteral phrases.
- use 3rd grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use spatial and temporal relationship words and phrases.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- decode words that have a Latin suffix.
- determine the slight difference in meaning in synonymous words.
- identify simple verb tenses and use them when writing or speaking.
- apply comma and quotation mark rules and format when writing dialogue.
- decipher the meanings of words and phrases by using sentence context.
- define and identify coordinating and subordinating conjunctions.
- use coordinating and subordinating conjunctions when writing or speaking.
- consistently use the appropriate form of subjects, verbs, pronouns, and antecedents in sentences.
- reread writing to ensure agreement.

Learning Activities

Reading Literature/Informational Text

- Close Reading of Complex Text
 - Cite relevant evidence from text
 - Identify point of view
 - Ask and answer questions
 - Describe text structure: compare and contrast
 - Reread
 - Describe text structure: cause and effect
 - Determine theme
 - Identify repetition and rhyme

- Describe characteristics of genre
 - Folktale
 - Realistic fiction
 - Expository Text
 - Poetry

Reading Foundational Skills

- Phonics/Word Study
 - Roots in related words
 - Plural words
 - Vowel team syllables
 - Greek and Latin roots
 - Homophones
 - r-Controlled vowels
 - Soft *c* and *g*
 - Words with *-er* and *-est*
- Fluency
 - Expression
 - Phrasing
 - Intonation
 - Accuracy

Writing

- Write to Sources
 - Draw evidence from literature
 - Conduct extended research on frogs
 - Draw evidence from informational text
 - Write narrative texts
 - Write informative texts
 - Write opinion texts
- Writing Process
 - Prewrite a fictional narrative
 - Draft and Revise Fictional Narrative
 - Proofread/Edit and publish a fictional narrative
 - Prewrite a poem
 - Draft and revise a poem

Speaking and Listening

- Engage in collaborative discussions about choices, skills and talents, adaptations, flight, and inspiration
- Paraphrase portions of reading selections
- Present information on weekly themes of choices, skills and talents, adaptations, flight, and inspiration
- Build background knowledge on stories
 - Introduce and discuss the Essential Question

Language

- Conventions
 - Distinguish linking verbs
 - Use contractions with *not*
 - Form and use regular and irregular verbs
 - Identify simple, compound, and complex sentences
 - Form and use regular and irregular verbs.
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Use root words as clues to the meaning of a word
 - Use prefixes as clues to the meaning of a word
 - Use sentence clues to understand the meaning of a word

- Demonstrate understanding of multiple-meaning words
- Demonstrate understanding of metaphor

Content Knowledge

- Science
 - Learn how organisms have diverse life cycles, but all have birth, growth, reproduction and death in common.
 - Describe how in a particular environment, some organisms survive well, some less well, and some cannot survive.
 - Learn that forces that do not sum to zero can cause changes in speed or direction.

Assessments

- Quizzes
- Weekly Assessments
- Unit Assessments
- Oral Reading Fluency Assessments
- Running Records
- Observational Rubrics
- Writing Rubrics
- Project Rubrics

Time Frame

6 weeks

Topic**Unit 5 Big Idea: Take Action****Essential Questions****What are ways people can take action?****Week 1 Weekly Concept: *Let's Trade***

- How do we get what we need?

Week 2 Weekly Concept: Reuse and Recycle

- How can we reuse what we already have?

Week 3 Weekly Concept: Teaming Up

- How do teams work together?

Week 4 Weekly Concept: Good Citizens

- What do good citizens do?

Week 5 Weekly Concept: Energy

- What are different kinds of energy?

Week 6 Review/Assess/Extend

- What are ways people can take action?

Enduring Understandings

- People meet their needs in different ways. We can use money or we can barter to buy or get things that we need.
- We can reuse, recycle, and repurpose things that we already have. It is important to practice conservation, or care of our natural resources
- Team members must trust each other and communicate well in order to save lives. Teamwork gets the job done. Teams also work toward disaster prevention.
- Being a good citizen means helping other people. Good citizens participate in following rules and laws, respecting others, and work to make a community safe.

- Alternative types of energy such as wind power, would be better for our environment than fossil fuels.

Alignment to NJSLs

English Language Arts

Reading:

- RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.
- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - B. Decode words with common Latin suffixes.
 - C. Decode multisyllable words.
 - D. Read grade-appropriate irregularly spelled words.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy.

- C. Use an appropriate rate while reading aloud
- D. Read with expression on successive readings.
- E. Use context to confirm or self-correct word recognition and understanding.
- F. Reread as necessary

Writing:

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - B. Provide reasons that support the opinion.
 - C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. .
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - D. Provide a conclusion
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - D. Provide a sense of closure.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- W.3.7.(Choice) 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.

Speaking and Listening:

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
 - D. Explain their own ideas and understanding in light of the discussion
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual

displays when appropriate to emphasize or enhance certain facts or details.

Language:

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - F. Ensure subject-verb and pronoun-antecedent agreement.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - D. Form and use possessives.
 - E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)
 - F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words
 - G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases for effect
 - B. Recognize and observe differences between the conventions of spoken and written standard English
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)
 - C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Social Studies

- SOC.6.1.4.A.1 - Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- SOC.6.1.4.A.CS7 - The United States democratic system requires active participation of its citizens.
- SOC.6.1.4.C.1 - Apply opportunity cost (i.e., choices and TRADE offs) to evaluate individuals' decisions, including ones made in their communities.

Technology

- TECH.8.1.5.A.1 - [*Cumulative Progress Indicator*] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

- ❑ TECH.8.1.5.A.CS2 - [*Content Statement*] - Select and use applications effectively and productively.
- ❑ TECH.8.1.5.A.2 - [*Cumulative Progress Indicator*] - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- ❑ TECH.8.1.5.B.CS1 - [*Content Statement*] - Apply existing knowledge to generate new ideas, products, or processes.
- ❑ TECH.8.1.5.C.CS1 - [*Content Statement*] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media
- ❑ TECH.8.1.5.C.CS4 - [*Content Statement*] - Contribute to project teams to produce original works or so
- ❑ TECH.8.1.5.D.CS2 - [*Content Statement*] - Demonstrate personal responsibility for lifelong learning
- ❑ TECH.8.1.5.F.CS2 - [*Content Statement*] - Plan and manage activities to develop a solution or complete a project.

21st Century Life and Career Skills

- ❑ CAEP.9.2.4.A.1 - [*Standard*] - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- ❑ CAEP.9.2.4.A.2 - [*Standard*] - Identify various life roles and civic and work - related activities in the school, home, and community.

Key Concepts and Skills

Reading Literature Text

Students will

- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- establish the point of view of a text.
- determine how the reader's point of view is different from the narrator's or the characters.
- compare the reader's point of view with the author's point of view.
- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.
- determine central messages or theme.
- identify patterns in details.
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- use a variety of sources to access previous information to compare, contrast, and reflect on texts.
- identify similarities and differences in books with the same author and characters.
- determine the central message, theme, lesson, and/or moral of the stories.
- identify similarities and differences in the central message of the texts.
- reflect on how the text details, characters, and central messages are alike and different.
- describe how various parts build on one another not only in stories, but in dramas and poems.
- identify the parts of this story (chapters, stanzas, scenes).
- determine how the parts of a story are connected or organized (time order, topic).

Reading Informational Text

Students will

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- answer and ask both factual questions and inferential questions that require reasoning from the reader.
- make a clear link between sentences and paragraphs when reading informational text.
- explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc).
- identify words that signify a relationship between ideas.
- use the relationships between ideas to describe how an author supports specific points.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text.
- explain how the different text features aid understanding.
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.
- read texts with scaffolding, as needed minimal clarifications.
- closely read text to determine important events, ideas or concepts.
- identify words that signify time order, sequence, and cause/effect.
- explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect.
- use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas.
- identify the unique features and organization of informational text (text features, and search tools).
- use the unique features to find and manage information specific to the topic.
- demonstrate proficiency in using the tools to locate information.
- closely read the text to identify the important details of a text.
- find similarities and differences about important details when reading about two texts that share the same topic.

Reading Foundation Skills

Students will

- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- identify spelling patterns and generalizations.
- apply spelling patterns when writing words.
- determine the purpose and use of reference materials.
- utilize reference materials to check and correct spelling, when needed.
- use strategies to read multi-syllable words.

- read grade-appropriate irregularly spelled words.

Writing

Students will

- distinguish fact from opinion.
- group supporting details to support the writer's purpose.
- introduce the topic or text clearly.
- state an opinion to be supported with reasons.
- locate information from print and digital sources.
- integrate information from personal experiences.
- take notes and organize information into categories provided by the teacher.
- gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes.
- thoughtfully choose online sources.
- select the information needed from each source.
- connect new information learned online with offline sources.
- utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflection on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- organize ideas for a narrative.
- engage the reader with a story hook.
- establish a situation or story background.
- establish a narrator and/or characters for the story.
- explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- organize information to support the topic.
- introduce a topic.
- write a conclusion to close the writing.
- bring the story to a close.

Speaking and Listening

Students will

- engage in collaborative conversations.
- develop skills in active listening and group discussion.
- determine the main idea of a text read aloud.
- determine the supporting details for a text read aloud.
- determine the main ideas and supporting details of information presented in multiple formats.
- listen carefully to what a speaker says.
- ask questions to clarify what was heard.
- elaborate and provide details to build upon the speaker's response.
- use multimedia to create engaging audio recordings of stories or poems.
- focus on inflection and volume instead of just reading out loud.

- demonstrate fluid and well-paced reading.
- ad visual displays to illuminate chosen facts or details.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- use relevant facts and descriptive details that add to the reporting of a topic or event.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.

Language

Students will

- define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose.
- differentiate between regular and irregular plural nouns.
- identify regular and irregular plural nouns in reading and use them when writing or speaking.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- connect words to their purpose or use.
- define the terms ‘literal’ and ‘nonliteral’.
- identify literal and nonliteral words and phrases in texts.
- differentiate the literal phrases from nonliteral phrases.
- use 3rd grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use spatial and temporal relationship words and phrases.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- decode words that have a Latin suffix.
- determine the slight difference in meaning in synonymous words.
- Identify simple verb tenses and use them when writing or speaking.
- apply comma and quotation mark rules and format when writing dialogue.
- decipher the meanings of words and phrases by using sentence context.
- define and identify coordinating and subordinating conjunctions.
- use coordinating and subordinating conjunctions when writing or speaking.
- consistently use the appropriate form of subjects, verbs, pronouns, and antecedents in sentences.

Learning Activities

Reading Literature/Informational Text

- Close Reading of Complex Text
 - Cite relevant evidence from text
 - Identify point of view
 - Recount stories
 - Identify author’s point of view
 - Ask and answer questions
- Describe characteristics of genre:
 - Fairy Tale
 - Realistic Fiction
 - Expository Text

- Biography

Reading Foundational Skills

- Phonics/Word Study
 - Compound words
 - Consonant + *le* syllables
 - Ending *-ed, -ing, -s*
 - Suffixes *-ful, -less, -able*
 - Closed syllables
 - Rooted in related words
 - Open syllables
 - Prefixes and suffixes
- Fluency
 - Phrasing and rate
 - Intonation
 - Rate

Writing

- Write to Sources
 - Draw evidence from literature
 - Draw evidence from informational text
 - Write narrative texts
 - Write informative texts
 - Write opinion texts
 - Conduct short research on how people get and use resources
 - Conduct short research on how to participate effectively in a team
 - Conduct short research on different ways to be a good citizen
 - Conduct short research on alternative energy sources
- Writing Process
 - Prewrite an opinion essay
 - Draft and Revise an opinion essay
 - Proofread/Edit and publish an opinion letter
 - Prewrite a book review
 - Draft and revise a book review

Speaking and Listening

- Engage in collaborative discussions about trading, reusing and recycling, teaming up, good citizens, energy
- Paraphrase portions of reading selections
- Present information on weekly themes of trading, reusing and recycling, teaming up, good citizens, energy
- Build background knowledge on stories
 - Introduce and discuss the Essential Question

Language

- Conventions
 - Distinguish between singular, plural, personal, and indefinite pronouns
 - Identify subject and object pronouns
 - Ensure subject-verb and pronoun-antecedent agreement
 - Form and use possessive pronouns
 - Identify when to use pronoun-verb contractions
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Use root words as clues to the meaning of a word
 - Demonstrate understanding of homographs and homophones
 - Use sentence clues to understand the meaning of a word
 - Use prefixes and suffixes as clues to the meaning of a word

Content Knowledge

- Science
 - Describe how changes in habitats affect the organisms living there.
 - Learn that forces that do not sum to zero can cause changes in speed or directions
- Social Studies
 - Understand that economic choices involve the evaluation of benefits and costs
 - Identify how to participate in the classroom community and in civic life
 - Describe the lives of American heroes who took risks to secure our freedoms

Assessments

- Quizzes
- Weekly Assessments
- Unit Assessments
- Oral Reading Fluency Assessments
- Running Records
- Observational Rubrics
- Writing Rubrics
- Project Rubrics

Time Frame	6 weeks
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Topic

Unit 6 Big Idea: Think It Over

Essential Questions

How do we decide what's important?

Week 1 Weekly Concept: Treasures

- How do you decide what is important?

Week 2 Weekly Concept: Weather

- How can weather affect us?

Week 3 Weekly Concept: Learning to Succeed

- Why are goals important

Week 4 Weekly Concept: Animals and You

- How can learning about animals help you respect them?

Week 5 Weekly Concept: Funny Times

- How do you decide what's important?

Week 6 Review/Assess/Extend

- How do we decide what's important?

Enduring Understandings

- Spending time with people and learning things can be more valued and treasured than wealth. Sometimes wealth is the people we know and things we learn.
- Weather conditions can change and affect us everyday. They can affect how we dress, what we do, and how we live.
- When you set a goal, you decide that achieving your goal is more important than other things. Setting goals helps you focus your energy on the positive.
- The more you know about animals, the more you learn to respect and provide other requirements or things that they need to survive.
- Entertainment is made to make people laugh. Laughing can make you feel good and Stnahelp you share feelings with friends.

Alignment to NJSLs**English Language Arts*****Reading:***

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - B. Decode words with common Latin suffixes.
 - C. Decode multisyllable words.
 - D. Read grade-appropriate irregularly spelled words.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and

information clearly.

- A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- D. Provide a conclusion.
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- 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.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language:

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - I. Produce simple, compound, and complex sentences.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
 - F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases for effect.
 - B. Recognize and observe differences between the conventions of spoken and written standard English.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - B. 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).

Social Studies

- SOC.6.1.4.A.1 - Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- SOC.6.1.4.A.CS7 - The United States democratic system requires active participation of its citizens.

Science

- 3-LS2-1 - [*Performance Expectation*] - Construct an argument that some animals form groups that help members survive.
- 3-LS4-3 - [*Performance Expectation*] - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all
- 3-ESS2-2 - [*Performance Expectation*] - Obtain and combine information to describe climates in different regions of the world.
- 3-ESS3-1 - [*Performance Expectation*] - Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

Technology

- TECH.8.1.5.B.1 - [*Cumulative Progress Indicator*] - Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
- TECH.8.1.5.C.CS1 - [*Content Statement*] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media
- TECH.8.1.5.C.CS4 - [*Content Statement*] - Contribute to project teams to produce original works or so
- TECH.8.1.5.D.CS2 - [*Content Statement*] - Demonstrate personal responsibility for lifelong learning
- TECH.8.1.5.F.CS2 - [*Content Statement*] - Plan and manage activities to develop a solution or complete a project.

21st Century Life and Career Skills

- CAEP.9.2.4.A.1 - [*Standard*] - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- CAEP.9.2.4.A.2 - [*Standard*] - Identify various life roles and civic and work - related activities in the school, home, and community.

Key Concepts and Skills**Reading Literature Text**

Students will

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual

nature.

- answer and ask both factual questions and inferential questions that require reasoning from the reader refer to specific text to support answers and to craft questions.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- establish the point of view of a text.
- determine how the reader's point of view is different from the narrator's or the characters
- compare the reader's point of view with the author's point of view
- closely read stories, including fables, folktales, and myths from diverse cultures, noting key details.
- determine central messages or theme.
- identify patterns in details.
- describe how various parts build on one another not only in stories, but in dramas and poems.
- identify the parts of this story (chapters, stanzas, scenes).
- determine how the parts of a story are connected or organized (time order, topic).
- synthesize pictures and written text to better understand a text.
- examine the relation to the illustrations and the text.
- discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters.
- identify the mood of a text.
- interpret what the illustrations tell a reader about the mood.
- determine how the pictures help clarify the description of the mood.

Reading Informational Text

Students will

- closely read a text to demonstrate understanding.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- refer to specific text to support answers and to craft questions.
- explicitly locate evidence in the text to support answers and to craft questions of a factual nature.
- answer and ask both factual questions and inferential questions that require reasoning from the reader.
- make a clear link between sentences and paragraphs when reading informational text.
- explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc).
- identify words that signify a relationship between ideas.
- use the relationships between ideas to describe how an author supports specific points.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific).
- differentiate between literal and nonliteral language.
- examine various text features (maps, diagrams, photos, audios) to understand specific information in the text.
- synthesize the various text features and the text itself to understand the ideas in the text
- explain how the different text features aid understanding.
- efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts.

- read texts with scaffolding, as needed minimal clarifications.
- closely read text to determine important events, ideas or concepts.
- identify words that signify time order, sequence, and cause/effect.
- explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect.
- use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas.
- identify the unique features and organization of informational text (text features, and search tools).
- use the unique features to find and manage information specific to the topic.
- demonstrate proficiency in using the tools to locate information.
- closely read the text to identify the important details of a text.
- find similarities and differences about important details when reading about two texts that share the same topic.
- reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).

Reading Foundation Skills

Students will

- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- 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

Writing

Students will

- distinguish fact from opinion.
- group supporting details to support the writer’s purpose.
- introduce the topic or text clearly.
- state an opinion to be supported with reasons.
- write a thesis statement to focus the writing.
- locate information from print and digital sources.
- integrate information from personal experiences.
- take notes and organize information into categories provided by the teacher.
- gather information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes.
- thoughtfully choose online sources.
- select the information needed from each source.
- connect new information learned online with offline sources.
- utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflection on and revise writing.
- self-correct when writing to produce a clearer message.
- purposefully explain choices made while writing.

- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- organize information to support the topic.
- introduce a topic.
- write a conclusion to close the writing.

Speaking and Listening

Students will

- engage in collaborative conversations.
- develop skills in active listening and group discussion.
- determine the main idea of a text read aloud.
- determine the supporting details for a text read aloud.
- determine the main ideas and supporting details of information presented in multiple formats.
- listen carefully to what a speaker says.
- ask questions to clarify what was heard.
- elaborate and provide details to build upon the speaker's response.
- use multimedia to create engaging audio recordings of stories or poems.
- focus on inflection and volume instead of just reading out loud.
- demonstrate fluid and well-paced reading.
- add visual displays to illuminate chosen facts or details.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- speak in complete sentences.
- adapt speech to task and situation.
- use 3rd grade appropriate grammatically correct speech.
- elaborate on a detail when necessary.
- clarify ideas when necessary.

Language

Students will

- define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose.
- spell high frequency or studied words correctly.
- spell conventional words correctly when adding a suffix to base words.
- identify spelling patterns and generalizations.
- apply spelling patterns when writing words.
- determine the purpose and use of reference materials.
- utilize reference materials to check and correct spelling, when needed.
- purposefully select words or phrases to create effect when writing or speaking.
- identify similarities and differences between spoken and written English.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- connect words to their purpose or use
- define the terms 'literal' and 'nonliteral'
- identify literal and nonliteral words and phrases in texts
- differentiate the literal phrases from nonliteral phrases

- use 3rd grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use spatial and temporal relationship words and phrases.
- decipher the meanings of words and phrases by using sentence context.

Learning Activities

Reading Literature/Informational Text

- Close Reading of Complex Text
 - Cite relevant evidence from text
 - Determine theme
 - Make, confirm, and revise predictions
 - Describe problem and solution
 - Reread
 - Compare and contrast
 - Identify point of view
 - Identify rhythm and rhyme
- Describe characteristics of genre:
 - Myth/Drama
 - Historical Fiction
 - Biography
 - Expository text
 - Narrative Poetry

Reading Foundational Skills

- Phonics/Word Study
 - Prefixes *un-*, *re-*, *pre-*, *dis-*
 - Roots in related words
 - Consonant + *le* syllable
 - Latin suffixes
 - Vowel-team syllables
 - Greek and Latin roots
 - *r*-Controlled vowel syllables
 - Latin suffixes
 - Suffixes *-ful*, *-less*, *-ly*
 - Frequently misspelled words
- Fluency
 - Expression
 - Phrasing
 - Accuracy

Writing

- Write to Sources
 - Draw evidence from literature
 - Draw evidence from informational text
 - Write narrative texts
 - Write informative texts
 - Write opinion texts
 - Conduct short research on qualities people value
 - Conduct short research on the effects of extreme weather
 - Conduct short research on how to set goals and achieve them
 - Conduct short research on animals and you
 - Conduct short research on how to use language to create humor in writing
- Writing Process
 - Prewrite a feature article

- Draft and Revise feature article
- Proofread/Edit and publish a feature article
- Prewrite a Research Report
- Draft and revise a Research Report

Speaking and Listening

- Engage in collaborative discussions about treasures, weather, learning to succeed, animals and you, and funny times
- Paraphrase portions of reading selections
- Present information on weekly themes of treasures, weather, learning to succeed, animals and you, and funny times
- Build background knowledge on stories
 - Introduce and discuss the Essential Question

Language

- Conventions
 - Distinguish adjectives and articles
 - Identify and use comparative and superlative adjectives
 - Identify and use adverbs
 - Distinguish prepositions and prepositional phrases
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Use root words as clues to the meaning of a word
 - Demonstrate understanding of idioms
 - Use Greek and Latin roots as clues to the meaning of a word

Content Knowledge

- Science
 - Summarize how scientists record patterns of weather so they can make predictions
 - Identify how in a an environment organisms survive well, some less well, and some cannot survive
- Social Studies
 - Explain how work in school and effort can pay off

Assessments

- Quizzes
- Weekly Assessments
- Unit Assessments
- Oral Reading Fluency Assessments
- Running Records
- Observational Rubrics
- Writing Rubrics
- Project Rubrics