

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: English Language Arts (E/LA)	Grade Level(s): 3
BOE Adoption Date: October 2017	Revised Date (s):

ABSTRACT

The Common Core English Language Arts Standards offer a focus for instruction at each grade level to ensure that students gain adequate exposure to a range of texts and tasks. Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understanding in preceding grades. Of particular note in grade three is the introduction of skills and understandings that are particularly likely to require continued attention in higher grades as they are applied in increasingly sophisticated skills needed to effectively communicate through writing and speaking.

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Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including the Every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum and Instruction Goals

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of the Shared Curriculum Service with Kingsway Regional School District

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the New Jersey Student Learning Standards (NJ SLS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based

assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeably with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
2. **Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them to make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.

4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLS (New Jersey Student Learning Standards) are noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses.
11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a "model" for which districts can properly implement the NJSLS (New Jersey Student Learning Standards) by providing an example from which to work and/or a product for implementation.
12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made

for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.

13. **Performance Assessment(s):** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
14. **Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*
15. **Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
16. **21st Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing:

Course Name: Third Grade ELA

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 1 Launching/ Crafting True Stories: Narrative Trimester 1	8 weeks September/ October	NJ SLS RL.3.1 RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8, RL.3.9, 3L.3.10 RI.3.1, RI.3.2 RF.3.3.A,B,C,D; RF.3.4.A,B,C,D, E,F W.3.3.A,B,C,D; W.3.4, W.3.5, W.3.6, W.3.8, W.3.10 SL.3.1.A,B,C,D; SL.3.2, SL.3.6 L.3.1.A,B,C; L.3.2.A,E,F,G; L.3.3, L.3.4.A,D; L.3.6	<i>Students will understand...</i> <ul style="list-style-type: none"> • Students will understand that readers read different kinds of texts for different purposes. (8 weeks) • Students will be able to apply a variety of reading strategies to use before, during and after reading. (8 weeks) • Students will recognize different types and structures of fiction (fantasy, traditional, tales, and realistic).(8 weeks) • Students will be able to write narratives to develop real or imagined experiences or events using narrative techniques, descriptive details, and clear event sequences. (8 weeks) 	<i>Students will be able to...</i> <ul style="list-style-type: none"> • State the main idea and supporting details of an informational text. • Ask and answer questions to demonstrate understanding of a text. • Elaborate on and develop a topic with appropriate supporting details. • Reference evidence from a text to support statements. • demonstrate command of the conventions of standard English grammar and usage when writing • Organize ideas in a narrative in sequence suing transitional words and phrases. • Establish a situation or story background. • Establish characters and/or narrator. • Incorporate vivid details to tell the story • Bring the story to a close • Practice revising and editing skills

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 2 Nonfiction and Literary Paired Texts/ Changing the World: Opinion/ Argumentative Writing Trimester 1,2	10 weeks November-January	NJ SLS RL.3.1, RL.3.2, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9 RF.3.3 a, b, c, d; RF.3.4 a, b, c, d, e, f, W.3.2 a, b, c, d, W.3.4, W.3.5, W.3.6, W.3.8, W.3.10, SL.3.1a, b, c, d, SL.3.2, SL.3.3, SL.3.6, L.3.1 a, d, e; L.3.2, b, e, f, g; L.3.3 a, b; L.3.4 a, b, d; L.3.6	<i>Students will understand...</i> <ul style="list-style-type: none"> • The elements contained in a piece of opinion writing (e.g., position/thesis statement, concluding statement). (10 weeks) • That evidence is needed to support a claim. (6 weeks) • The elements of an opinion piece (e.g., point of view, establishing facts, providing perspective; prioritizing/sequencing facts, sound reasoning, persuasion, bias, confidence). (10 weeks) • Using comprehension skills, such as making connections, using text evidence, identify patterns, predicting, main idea and supporting details, sequencing, summarizing, and inference help students better understand what is being read. (10 weeks) • Messages and themes of realistic fiction & folktale classes of genre. (5 weeks) • How to use text features in informational text (5 weeks) • How to use structural analysis and context clues to decode words to make meaning. (10 weeks) • Basic parts of speech: verbs, adverbs, possessives, prefixes and suffixes. (4 weeks) 	<i>Students will be able to...</i> <ul style="list-style-type: none"> • Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. • Write an opinion piece showing clear organization, focus, reasoning, development of argument with relevant support. • Compare and contrast differing arguments, texts, and/or information. • Identify time order, sequence, and cause/effect words • Identify the point of view of a text (narrator, character, author, reader) • Synthesize text features and text to understand ideas. • Interpret a text when responding both orally and in written format. • Interpreting the use of structural and contextual clues • Elaborate on and develop a topic with appropriate descriptive details. • Incorporate use of background knowledge, literary devices, text features, parts of speech, and the mechanics of good writing to compose and or present an effective Explanatory piece of writing. • Write an Explanatory essay with clear focus and development recognizing

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
			<ul style="list-style-type: none"> The elements of literature (e.g., character, setting, plot, theme, descriptions, and point of view). (10 weeks) Use of figurative language (e.g., simile, metaphor, onomatopoeia, hyperbole, idioms, and/or imagery). (4 weeks) The elements of an Explanatory composition (e.g., thesis, text features, transitional words, interesting leads, descriptive details, vivid word choice & well-crafted conclusion). (10 weeks) 	<p>the elements of an Explanatory composition using correct verb tense, a consistent point of view, descriptive and varied word choice.</p> <ul style="list-style-type: none"> Use different sentence beginnings, length, and types.

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 3 Science Content Literacy and Literary Paired Texts/ The Art of Information Writing: Informative/ Explanatory	10 Weeks February - March	<p>NJ SLS RL.3.1, RL.3.2, RL.3.4, RL.3.6</p> <p>RI.3.1, RI.3.2, RI.3.4, RI.3.6</p> <p>RF.3.3 a, b, c, d; RF.3.4 a, b, c, d, e, f</p> <p>W.3.1 a, b, c, d, W.3.4, W.3.5, W.3.6, W.3.7, W.3.10,</p> <p>SL.3.1 a, b, c, d; SL.3.2, SL.3.4 SL.3.6</p>	<p><i>Student will understand...</i></p> <ul style="list-style-type: none"> How to activate prior knowledge & apply comprehension skills to better understand and make meaning of text. (6 weeks) Informational genre. (10 weeks) And apply a variety of reading strategies to use before, during and after reading. (10 weeks) 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. Summarize the main idea and give supporting details to paraphrase a literary selection. Determine main idea and supporting details in a nonfiction

Trimester 2,3		L.3.1 a, g, h; L.3.2 c, e, f, g; L.3.4 a, c d; L.3.5.a,b,c; L.3.6	<ul style="list-style-type: none"> • How to use text features and organizational tools to their enhance comprehension. (6 weeks) • Recognize, interpret, and analyze graphic sources of information. (6 weeks) • How to understand the meaning of a word by using structural analysis and context clues to decode words.(4 weeks) • The basic parts of speech: nouns, pronouns, and adjectives. (4weeks) 	<p>text</p> <ul style="list-style-type: none"> • Identify an author’s purpose and point of view. • Elaborate on and develop a topic with appropriate supporting details. • Use of comprehension skills, text features, parts of speech, and the mechanics of good writing to compose/ present an effective informative piece of writing. • Reference evidence from a text to support statements. • Distinguish information as fact or opinion. Examine cause and effect, compare and contrast relationships • State an opinion, rite a thesis, and support with facts and reasons to write an opinion essay
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Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 4 Fiction/ Poetry/ Once Upon a Time: Narrative Writing Trimester 3	8 Weeks April - May	NJSLS RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.6, RL3.10 RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.6, RI.3.10 RF.3.3.a,b,c,d; RF.3.4.a,b,c,d,e,f W.3.2.a,b,c,d; W.3.4, W.3.5, W.3.6, W.3.8, W.3.10 SL.3.1.a,b,c,d; SL3.5, SL.3.6 L.3.1.a,f; L.3.2.d,e,f,g; L.3.4.a,d; L.3.6	<i>Student will understand...</i> <ul style="list-style-type: none"> • How to closely read a text to demonstrate understanding (8 weeks) • Using different strategies can help a reader understand text and read with purpose (8 weeks) • How referring to specific text can aid in supporting answers and crafting questions (8 weeks) • How details support and reveal main ideas and messages of texts. (4 weeks) • Transitional words and phrases in writing. (4 weeks) • Standard conventions of English are necessary for clear effective communication(8 weeks) • Connections to text can be made by comparing and contrasting ideas. (8 weeks) • Techniques for writing effective informative and explanatory pieces. (8 weeks) 	<i>Students will be able to...</i> <ul style="list-style-type: none"> • Make personal and/or global connections to texts • Locate evidence in a text to support answers and ask questions • Determine central messages and themes of literary texts • Describe how parts of stories and poems build on one another • Determine main idea and details in a text , and analyze ho the details support the main idea • Identify unique features and organizations of informational text • Identify the point of view of a text • Introduce a topic, write a thesis, and use details and text features to support the topic to write an informational text.

Unit 1: Launching/ Crafting True Stories: Narrative	Recommended Duration: September- October 8 weeks
<p>Unit Description: Readers critically respond to a variety of text types by providing details, insight, & elaboration, learning a variety of strategies for making meaning as they read. Students will learn routines, procedures, and expectations of members of a reading community to actively participate in a reading workshop and interact with different types of texts. Writers will learn the writing process and strategies for writing narratives.</p>	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do the rules of language affect communications? • What elements do good writers use in narrative writing? • How can different types of texts enrich learning? • What makes an effective reader? • What makes an effective story teller? 	<ul style="list-style-type: none"> • Authors use Standard English conventions to communicate messages more effectively. • Text features facilitate the ability to organize, make meaning, and raise questions. • Different types of texts offer readers different perspectives on topics. • Various narrative techniques can be used to develop characters and plot.

Relevant Standards	Learning Goals	Learning Objectives
<p>Content Standards: Primary or Power NJ SLS Reading Literature: RL.3.1 RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.8, RL.3.9, RL.3.10</p> <p>Reading Informational: RI.3.1, RI.3.2</p> <p>Reading Foundations: RF.3.3.A,B,C,D; RF.3.4.A,B,C,D, E,F</p> <p>Writing:</p>	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • Students will understand that readers read different kinds of texts for different purposes. • Students will be able to apply a variety of reading strategies to use before, during and after reading. • Students will recognize different types and structures of fiction (fantasy, traditional, tales, and realistic). • Students will be able to write narratives to develop real or imagined experiences or events using narrative technique, 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • State the main idea and supporting details of an informational text. • Ask and answer questions to demonstrate understanding of a text. • Elaborate on and develop a topic with appropriate supporting details. • Reference evidence from a text to support statements. • demonstrate command of the conventions of standard English grammar and usage when writing • Organize ideas in a narrative in sequence using

Relevant Standards	Learning Goals	Learning Objectives
<p>W.3.3.A,B,C,D; W.3.4, W.3.5, W.3.6, W.3.8, W.3.10</p> <p>Speaking and Listening: SL.3.1.A,B,C,D; SL.3.2, SL.3.6</p> <p>Language: L.3.1.A,B,C; L.3.2.A,E,F,G; L.3.3, L.3.4.A,D; L.3.5 A,B, C; L.3.6</p>	<p>descriptive details, and clear event sequences.</p>	<p>transitional words and phrases.</p> <ul style="list-style-type: none"> • Establish a situation or story background. • Establish characters and/or narrator. • Incorporate vivid details to tell the story • Bring the story to a close <p>Practice revising and editing skills</p>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> • Observations in whole group and small group formats • Student/Teacher conferences • Turn and Talk • Stop and Think • Reading Life Survey • Matrix Chart • KWL Chart • Figuring it Out Vocab Chart • Reading Response Entries • Self-Assessment rubrics • Exit/Admit Slips • Graphic Organizers • Writing Notebook Check • MAP testing 	<ul style="list-style-type: none"> • Story Elements Quiz • Vocabulary Quizzes • Main Idea and Details Quiz • Common Summative Assessment • On-Demand Writing Prompt at the end of the unit • Published narrative piece from unit 	<ul style="list-style-type: none"> • Student Performance Checklist • Vocabulary activities • Key Details Performance Assessment 	<ul style="list-style-type: none"> • Unit Quizzes • Common Summative Assessment • On-Demand Writing Prompt at the end of the unit. • Published narrative piece from unit

Possible Assessment Modifications /Accommodations			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Frequent rest breaks • Additional time • Choice of test format (multiple-choice, short answer, fill in the blank, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Highlight key directions • Test in alternative site • Use of word processor • Allow for re-dos/retakes • Chunk long-term assignments • Clarify test directions, read test questions • Eliminate redundant test questions <p><u>Modifications (as per IEPs)</u></p> <ul style="list-style-type: none"> • Oral testing • Answers to be dictated • Read test passages aloud (for comprehension assessment) • Shortened assessment 	<ul style="list-style-type: none"> • Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Clarify test directions, read test questions • Read test passages aloud (for comprehension assessment) 	<ul style="list-style-type: none"> • Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Highlight key directions • Pace long-term projects • Chunk long-term assignments • Clarify test directions, read test questions • Order test items from least complex to most complex 	<ul style="list-style-type: none"> • Vary test formats • Increased rigor of assessments

Instructional Strategies
<ul style="list-style-type: none"> • Graphic Organizers for the writing process • Graphic Organizers for reading comprehension • Stop and Think during interactive read alouds • Scaffolding

Instructional Strategies
<ul style="list-style-type: none"> • Modeling/Think Alouds • Direct Instruction • Gradual release of responsibility (I do, we do, you do) • Interactive read-alouds • Mini-lessons/ guided practice • Teacher- student conferencing • Small group instruction

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<p>Accommodations</p> <ul style="list-style-type: none"> • Large print textbooks • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Quiet corner or room to calm down and relax when anxious • Preferential seating 	<ul style="list-style-type: none"> • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Concrete examples • Support auditory presentations with visuals • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Answers to be dictated • Hands---on activities • Work---in---progress check • Personalized examples • No penalty for spelling errors 	<ul style="list-style-type: none"> • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities 	<ul style="list-style-type: none"> • Alternate assignments/ enrichment assignments • Provide texts at higher reading level • Extension activities • Pairing direct instruction w/coaching to promote self-directed learning

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Rest breaks • Verbal and visual cues regarding directions and staying on task • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting • Reduce words on a page <p>Modifications</p> <ul style="list-style-type: none"> • No penalty for spelling errors (if assessing writing conventions) • Alternate learning goals/objectives • Change level of difficulty/complexity • Read passages aloud (if working on reading comprehension) • Shortening assignment (if altering the complexity/rigor of the assignment) • Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards) • Reworded questions/problems in 		<ul style="list-style-type: none"> • Follow a routine/schedule • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting 	

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
simpler language (changing rigor) <ul style="list-style-type: none"> • Highlighting important words or phrases in reading assignments • Modified rubrics 			

Unit Vocabulary
Essential: activate, clarify, communicate, community, details, determine importance, discuss, draw conclusions, element, fiction, fix up strategy, focus, genre, goal, identify, infer, inferences, interact, make connections, mental image, nonfiction, poetry, procedure, process, purpose, respond, routine, schema, stamina, strategy, synthesize, text feature, text structure, topic, visualize

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
List interdisciplinary standards indicating the following: <ul style="list-style-type: none"> • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration Standards are listed ad NJ SLS Standards and description are included	Technology <ul style="list-style-type: none"> • Student use of Chromebooks/ computers for writing • Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts, 	Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives <ul style="list-style-type: none"> • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression Information & Communication- Articulating thoughts and ideas clearly and effectively through speaking and writing <ul style="list-style-type: none"> • Students will learn the 	Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives <ul style="list-style-type: none"> • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression Information & Communication- Articulating thoughts and ideas clearly and effectively through speaking and writing <ul style="list-style-type: none"> • Students will learn the expectations and routines for actively participating in a reading community. Students will learn

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
		<p>expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions</p> <p>Communication & Collaboration Demonstrate the ability to work with diverse teams Through flexible small group work and discussion, students will learn the rules for working with others.</p>	<p>how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions</p> <p>Communication & Collaboration Demonstrate the ability to work with diverse teams</p> <ul style="list-style-type: none"> • Through flexible small group work and discussion, students will learn the rules for working with others.

Resources
<p>Texts/Materials: Schoolwide Launching Unit Mentor Texts:</p> <ul style="list-style-type: none"> • <i>Balloons Over Broadway</i> by Melissa Sweet • <i>The Bee Tree</i> by Patricia Polacco • <i>The Girl who Hated Books</i> by Manjusha Pawagi • <i>Henry and the Buccaneer Bunnies</i> by Carolyn Crimi • <i>The Plot Chickens</i> by Mary Jane and Her Auch • <i>Swirl by Swirl: Spirals in Nature</i> by Joyce Sidman <p>Shared Texts (included in Schoolwide Launching Unit) Lucy Caulkins Narrative writing unit</p> <p>Materials:</p> <ul style="list-style-type: none"> • Chart paper, markers for Anchor Charts

Resources

- Student reading notebooks
- Index cards for word walls
- Index cards for teaching stop and jot strategies
- Individual book bags/ boxes
- Classroom library organized by genre
- Leveled readers for independent readers
- whiteboard/screen to display texts

Major Assignments (required):

- Unit Quizzes
- Common Summative Assessment
- On- Demand writing prompt

Major Activities (required):

- Interactive Read Alouds
- Mini-lessons
- Reading Response Journals

Unit 2: Nonfiction/ Information Writing	Recommended Duration: 10 weeks, November- January
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Unit Description:
 Students will understand why and how we read nonfiction: for enjoyment and to learn new information. They will recognize the three different types of nonfiction texts: biography, literary nonfiction, and reference, and use text features and structure to locate information and identify key ideas and details. Readers will understand different perspectives and points of view, as well as the author’s purpose in order to make inferences.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What strategies do good readers use to construct meaning from a text? • How do the rules of language affect communication? • What elements do good writers use in explanatory writing? 	<ul style="list-style-type: none"> • Authors using Standard English conventions communicate messages more effectively. • Genre in a text influences the organization, technique, and style of the text. • Informational/Explanatory writing is used to explain, give information, describe and inform. • Strong organization in a piece of writing enhances clarity and understanding.

Relevant Standards	Learning Goals	Learning Objectives
<p>Content Standards: Primary or Power Reading Literature: NJ SLS RL.3.1, NJ SLS RL.3.2,</p> <p>Reading Informational: NJ SLS RI.3.1, NJ SLS RI.3.2, NJ SLS RI.3.3, NJ SLS RI.3.4, NJ SLS RI.3.5, NJ SLS RI.3.6, NJ SLS RI.3.7, NJ SLS RI.3.8, NJ SLS RI.3.9,</p> <p>Language: NJ SLS L.3.1 a, d, e, NJ SLS L.3.2, b, e, f, g; NJ SLS L.3.4 a, b, d; NJ SLS L. 3.6</p> <p>Writing:</p>	<p>Students will understand...</p> <ul style="list-style-type: none"> • The elements contained in a piece of opinion writing (e.g., position/thesis statement, concluding statement). (10 weeks) • That evidence is needed to support a claim. (6 weeks) • The elements of an opinion piece (e.g., point of view, establishing facts, providing perspective; prioritizing/sequencing facts, sound reasoning, persuasion, bias, confidence). (10 weeks) • Using comprehension skills, such as making connections, using text evidence, identify patterns, predicting, main idea and supporting 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. • Write an opinion piece showing clear organization, focus, reasoning, development of argument with relevant support. • Compare and contrast differing arguments, texts, and/or information. • Identify time order, sequence, and cause/effect words • Identify the point of view of a text (narrator, character, author, reader)

Relevant Standards	Learning Goals	Learning Objectives
<p>NJ SLS W.3.2 a, b, c, d, NJ SLS W.3.4, NJ SLS W.3.5, NJ SLS W.3.6, NJ SLS W.3.8, NJ SLS W.3.10,</p> <p>Foundational: NJ SLS RF.3.3 a, b, c, d, NJ SLS RF.3.4 a, b, d, e, f,</p> <p>Speaking and Listening: NJ SLS SL.3.1a, b, c, d, NJ SLS SL.3.2, NJ SLS SL.3.3, NJ SLS SL.3.6,</p>	<p>details, sequencing, summarizing, and inference help students better understand what is being read. (10 weeks)</p> <ul style="list-style-type: none"> • Messages and themes of realistic fiction & folktale classes of genre. (5 weeks) • How to use text features in informational text (5 weeks) • How to use structural analysis and context clues to decode words to make meaning. (10 weeks) • Basic parts of speech: verbs, adverbs, possessives, prefixes and suffixes. (4 weeks) • The elements of literature (e.g., character, setting, plot, theme, descriptions, and point of view). (10 weeks) • Use of figurative language (e.g., simile, metaphor, onomatopoeia, hyperbole, idioms, and/or imagery). (4 weeks) • The elements of an Explanatory composition (e.g., thesis, text features, transitional words, interesting leads, descriptive details, vivid word choice & well-crafted conclusion). (10 weeks) 	<ul style="list-style-type: none"> • Synthesize text features and text to understand ideas. • Interpret a text when responding both orally and in written format. • Interpreting the use of structural and contextual clues • Elaborate on and develop a topic with appropriate descriptive details. • Incorporate use of background knowledge, literary devices, text features, parts of speech, and the mechanics of good writing to compose and or present an effective Explanatory piece of writing. • Write an Explanatory essay with clear focus and development recognizing the elements of an Explanatory composition using correct verb tense, a consistent point of view, descriptive and varied word choice. • Use different sentence beginnings, length, and types.

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> • Observations in whole group and small group formats/"Where Are My Students in the Reading Process" form • Student/Teacher conferences • Turn and Talk • Stop and Think • "Fact –Question-Response" handout • "What do you See? What do you think?" worksheet • "Sum it Up" worksheet • Problem/Solution worksheet • Sorting Literary Nonfiction worksheet • KWL Chart • Reading Response Entries • Self-Assessment rubrics • Exit/Admit Slips • Graphic Organizers • Writing Notebook Check • MAP testing 	<ul style="list-style-type: none"> • Text Feature Quiz • Vocabulary Quizzes • Main Idea quiz • Nonfiction Unit Summative Assessment • Common Summative Assessment • On-Demand Writing Prompt at the end of the unit • Published explanatory piece from unit 	<ul style="list-style-type: none"> • Student Performance Checklist • Vocabulary activities • Author’s Purpose Performance Assessment • Compare/Contrast Constructed Response Quiz • Nonfiction Scavenger Hunt • "How the Text Features Help" worksheet • Writing a summary • Sequencing Performance Assessment • Buddy Biography • Compare/Contrast graphic organizer 	<ul style="list-style-type: none"> • Unit Quizzes • Common Summative Assessment • On-Demand Writing Prompt at the end of the unit. • Published explanatory piece from unit

Possible Assessment Modifications /Accommodations			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • Frequent rest breaks • Additional time • Choice of test format (multiple-choice, essay, 	<ul style="list-style-type: none"> • Choice of test format (multiple-choice, essay, true-false) • Vary test formats 	<ul style="list-style-type: none"> • Choice of test format (multiple-choice, essay, true-false) • Vary test formats 	<ul style="list-style-type: none"> • Choice of test format (multiple-choice, essay, true-false) • Vary test formats

Possible Assessment Modifications /Accommodations

Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Highlight key directions • Test in alternative site • Use of word processor • Clarify test directions, read test questions • Eliminate redundant test questions • Order test items from least complex to most complex • Oral testing • Answers to be dictated • Read test passages aloud (for comprehension assessment) • Choice of test format • Shortened assessment • Accept short answers 	<ul style="list-style-type: none"> • Read directions to student • Provide study guides prior to tests • Preview test, procedures • Clarify test directions, read test questions • Eliminate redundant test questions • Oral testing • Read test passages aloud (for comprehension assessment) 	<ul style="list-style-type: none"> • Read directions to student • Provide study guides prior to tests • Highlight key directions • Pace long-term projects • Chunk long-term assignments • Preview test, procedures • Clarify test directions, read test questions • Eliminate redundant test questions • Order test items from least complex to most complex • Choice of test format 	

Instructional Strategies

- Graphic Organizers for the writing process
- Graphic Organizers for reading comprehension
- Stop and Think during interactive read alouds
- Scaffolding
- Modeling/Think Alouds
- Direct Instruction
- Gradual release of responsibility (I do, we do, you do)
- Interactive read-alouds

Instructional Strategies
<ul style="list-style-type: none"> • Mini-lessons/ guided practice • Teacher- student conferencing • Small group instruction

Possible Instructional Modifications (Modifications/Accommodations/Differentiation):			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • Large print textbooks • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Peer or scribe note--- taking • Study sheets and teacher outlines • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Use of manipulatives • Follow a routine/schedule • Alternate quiet and active time 	<ul style="list-style-type: none"> • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Concrete examples • Support auditory presentations with visuals • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Answers to be dictated • Hands---on activities • Work---in---progress check • Personalized examples • No penalty for spelling errors 	<ul style="list-style-type: none"> • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Teach time management skills 	<ul style="list-style-type: none"> • Alternate assignments/ enrichment assignments • Provide texts at higher reading level • Extension activities

Possible Instructional Modifications (Modifications/Accommodations/Differentiation):			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • Rest breaks • Verbal and visual cues regarding directions and staying on task • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting 		<ul style="list-style-type: none"> • Rest breaks • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Varied reinforcement procedures • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting 	

Unit Vocabulary
<p>Unit Vocabulary: categorize, cause, chronological, compare, connections, context clues, contrast, description, determine importance, effect, elements, entertain, explore, features, genre, infer, inform, investigating, matrix, organizes, paragraph, preview, purpose, reflect, scan, sensory, sequence, signal, skim, solution, sorting strategies, structure, summarize</p>

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
Social Studies Science	<ul style="list-style-type: none"> • Student use of Chromebooks/ computers for writing • Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts, 	<p>Social and Cross-Cultural Skills Working appropriately and productively with others</p> <ul style="list-style-type: none"> • Students will work in small groups and participate in group discussions. <p>Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open</p>	<p>Social and Cross-Cultural Skills Working appropriately and productively with others</p> <ul style="list-style-type: none"> • Students will work in small groups and participate in group discussions. <p>Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and</p>

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
		<p>and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression <p>Media Literacy- Examine how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.</p> <ul style="list-style-type: none"> Students will study point of view of various texts. Students will learn persuasive and opinion writing. <p>Communication & Collaboration- Articulating thoughts and ideas clearly and effectively through speaking and writing.</p> <ul style="list-style-type: none"> Students will participate in daily small and large group discussions, learning effective ways to communicate their ideas Students will participate in daily written reading response in practice articulating ideas. 	<p>diverse perspectives</p> <ul style="list-style-type: none"> Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression <p>Media Literacy- Examine how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.</p> <ul style="list-style-type: none"> Students will study point of view of various texts. Students will learn persuasive and opinion writing. <p>Communication & Collaboration- Articulating thoughts and ideas clearly and effectively through speaking and writing.</p> <ul style="list-style-type: none"> Students will participate in daily small and large group discussions, learning effective ways to communicate their ideas Students will participate in daily written reading response in practice articulating ideas.

Resources

Texts/Materials:

Schoolwide Nonfiction Unit

Mentor Texts:

- *Amazing Animals: Chimpanzees* by Sarah Albee
- *Animal Tongues* by Dan Cusick
- *A Butterfly is Patient* by Dianna Hutts Aston
- *Look to the North: A wolf Pup Diary* by Jean Craighead George
- *Snowflake Bentley* by Jacqueline Briggs Martin
- *waiting for Ice* by Sandra Markle

Shared Texts (included in Schoolwide Nonfiction Unit)

Lucy Caulkins Narrative writing unit

- Chart paper, markers for Anchor Charts
- Student reading notebooks
- Index cards for word walls
- Index cards for teaching stop and jot strategies
- Individual book bags/ boxes
- Classroom library organized by genre
- whiteboard/screen to display texts
- Leveled readers for independent readers
- Individual book bags/ boxes

Major Assignments (required):

- Unit Quizzes
- Common Summative Assessment

Major Activities (required):

- Interactive Read Alouds
- Mini-lessons
- Reading Response Journals

Unit 3: Fiction/Persuasive speeches, petitions, and editorials	Recommended Duration: 10 weeks, February- March
<p>Unit Description: Readers will learn about the fiction genre and explore types of fiction, including folktales, fables, and realistic fiction. They will learn how to use the story elements and text structure to retell the key details in order. They will learn how to use descriptions and dialogue to understand character traits, problems, actions and feelings, and how to draw conclusions. Students will be able to demonstrate understanding of information investigated and presented in a written or oral report</p>	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What strategies do good readers use to understand informational text? • How do the rules of language affect communications? • What elements do good writers use in informative/ explanatory writing? 	<ul style="list-style-type: none"> • Authors using Standard English conventions to communicate messages more effectively. • Informational text is written differently than other types of literature and makes different demands on the reader. • Text features facilitate the ability to organize, make meaning, and raise questions.

Relevant Standards	Learning Goals	Learning Objectives
<p>Content Standards: Primary or Power Reading Literature: NJ SLS RL.3.1, NJ SLS RL.3.2, NJ SLS RL.3.4, NJ SLS RL.3.6</p> <p>Reading Informational: NJ SLS RI.3.1, RI.3.2, NJ SLS RI.3.4, NJ SLS RI.3.6</p> <p>Language: NJ SLS L.3.1 a, b, c NJ SLS L.3.2 a, e, f, g NJ SLS L.3.4 a, d, L.3.6</p> <p>Writing: NJ SLS W.3.1 a, b, c, d, NJ SLS W.3.4, NJ SLS W.3.5, NJ SLS W.3.6, NJ SLS W.3.7, NJ SLS</p>	<p><i>Student will understand...</i></p> <ul style="list-style-type: none"> • How to activate prior knowledge & apply comprehension skills to better understand and make meaning of text. (6 weeks) • Informational genre. (10 weeks) • And apply a variety of reading strategies to use before, during and after reading. (10 weeks) • How to use text features and organizational tools to their enhance comprehension. (6 weeks) 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. • Summarize the main idea and give supporting details to paraphrase a literary selection. • Determine main idea and supporting details in a nonfiction text • Identify an author’s purpose and point of

Relevant Standards	Learning Goals	Learning Objectives
<p>W.3.10,</p> <p>Foundational: NJ SLS RF.3.3 a, b, c, d, NJ SLS RF.3.4 a, b, c, d, e, f</p> <p>Speaking and Listening: NJ SLS SL.3.1. a, b, c, d, NJ SLS SL.3.6</p>	<ul style="list-style-type: none"> • Recognize, interpret, and analyze graphic sources of information. (6 weeks) • How to understand the meaning of a word by using structural analysis and context clues to decode words.(4 weeks) • The basic parts of speech: nouns, pronouns, and adjectives. (4weeks) 	<p>view.</p> <ul style="list-style-type: none"> • Elaborate on and develop a topic with appropriate supporting details. • Use of comprehension skills, text features, parts of speech, and the mechanics of good writing to compose/ present an effective informative piece of writing. • Reference evidence from a text to support statements. • Distinguish information as fact or opinion. Examine cause and effect, compare and contrast relationships • State an opinion, rite a thesis, and support with facts and reasons to write an opinion essay

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> • Observations in whole group and small group formats/"Where Are My Students in the Reading Process" form • Student/Teacher conferences • Turn and Talk • Stop and Think • "Fact –Question-Response" handout • "What do you See? What do you think?" worksheet • "Sum it Up" worksheet • Problem/Solution worksheet • Sorting Literary Nonfiction worksheet • KWL Chart • Reading Response Entries • Self-Assessment rubrics • Exit/Admit Slips • Graphic Organizers • Writing Notebook Check • MAP testing 	<ul style="list-style-type: none"> • Text Feature Quiz • Vocabulary Quizzes • Main Idea quiz • Nonfiction Unit Summative Assessment • Common Summative Assessment • On-Demand Writing Prompt at the end of the unit • Published explanatory piece from unit 	<ul style="list-style-type: none"> • Student Performance Checklist • Vocabulary activities • Author’s Purpose Performance Assessment • Compare/Contrast Constructed Response Quiz • Nonfiction Scavenger Hunt • "How the Text Features Help" worksheet • Writing a summary • Sequencing Performance Assessment • Buddy Biography • Compare/Contrast graphic organizer 	<ul style="list-style-type: none"> • Unit Quizzes • Common Summative Assessment • On-Demand Writing Prompt at the end of the unit. • Published explanatory piece from unit

Possible Assessment Modifications /Accommodations			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • Frequent rest breaks • Additional time • Choice of test format (multiple-choice, essay, true-false) 	<ul style="list-style-type: none"> • Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student 	<ul style="list-style-type: none"> • Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student 	<ul style="list-style-type: none"> • Choice of test format (multiple-choice, essay, true-false) • Vary test formats

Possible Assessment Modifications /Accommodations

Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • Vary test formats • Read directions to student • Provide study guides prior to tests • Highlight key directions • Test in alternative site • Use of word processor • Pace long-term projects • Chunk long-term assignments • Preview test, procedures • Clarify test directions, read test questions • Eliminate redundant test questions • Order test items from least complex to most complex • Oral testing • Answers to be dictated • Read test passages aloud (for comprehension assessment) • Choice of test format • Shortened assessment • Accept short answers 	<ul style="list-style-type: none"> • Provide study guides prior to tests • Preview test, procedures • Clarify test directions, read test questions • Eliminate redundant test questions • Oral testing • Read test passages aloud (for comprehension assessment) • Provide shorter testing times to prevent exhaustion • Grade content vs. mechanics • Provide students with ideas on test-taking strategies and provide practice on various testing formats ahead of time 	<ul style="list-style-type: none"> • Provide study guides prior to tests • Highlight key directions • Pace long-term projects • Chunk long-term assignments • Preview test, procedures • Clarify test directions, read test questions • Eliminate redundant test questions • Order test items from least complex to most complex • Choice of test format • Clarify test directions • Chunk test into digestible bites • Accept short answers 	<ul style="list-style-type: none"> • Allow for different test items • Require higher-order thinking skills to answer assessment questions • Involve proof and reasoning to find and correct errors

Instructional Strategies (refer to Robert Marzano’s 41 Elements)

<ul style="list-style-type: none"> • Reciprocal Teaching • Anticipation Guide, Directed Thinking-Reading, Question My Textbook Think Sheet, Predict-o-Gram, KWL Charts • Interactive Read-Alouds • Sustained Silent Reading • Literature Circles

Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

- Group and/or Individual Discussions; Conferencing
- Modeling
- Reader's Theater; Puppet Theater
- Journal Writing: Reading Response, Dialogue Journals, etc.
- Note-Taking; Interviewing
- The Writing Process
- Oral Presentations and/or Demonstrations
- Web Based Media, and short Film Clips Related To Learning
- Think-Pair-Share/Turn and Talk
- Stations; RAFT; Jigsaw; Graphic Organizers
- Biography Reports and/or Walks; Role Playing
- Sharing Showcase; Book Project Presentations; iMovie and Podcasts
- Debate; Timelines
- Commercials/Talk Show Response
- Tiered Instruction of Open-Ended Responses
- Mini Lessons and Guided practice on asking questions, researching answers, evaluating the validity of resources, paraphrasing and highlighting relevant information and on key writing elements and skills.
- Academic games,
- Literacy Workstations,
- Interactive Writing, Shared Writing, Independent Writing
- Dramatize stories
- Word pattern spelling sorts
- Read Aloud
- Model think aloud comprehension strategies
- Modeling
- Choice Menus
- Reading logs/journals

Possible Instructional Modifications (Modifications/Accommodations/Differentiation):

Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • Large print textbooks • Textbooks for at--- home use • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Peer or scribe note--- taking • Space for movement or breaks • Study sheets and teacher outlines • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Alternate quiet and active time • Rest breaks • Verbal and visual cues regarding directions and staying on task • Adjusted assignment timelines • Work---in---progress check • Personalized examples 	<ul style="list-style-type: none"> • Allow for use of eDictionaries to hear pronunciations • Use content modifications when necessary • Provide frequent breaks during extended lessons and independent work sessions 	<ul style="list-style-type: none"> • Concrete examples • Use of a study carrel • Work in progress check 	<ul style="list-style-type: none"> • Use thematic instruction to connect learning across the curriculum • Have students create learning centers where students are in charge of their learning • Determine where students' interests lie and capitalize on their inquisitiveness

Possible Instructional Modifications (Modifications/Accommodations/Differentiation):

Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> No penalty for spelling errors or sloppy handwriting 			

Unit Vocabulary

Unit Vocabulary: challenges, character, chronological, clues, compare, conflict, connections, contrast, cultural language, describe description, dialogue, drama, draw conclusions, elements, events, explain, explore, figurative language, genre, identify, imagery, infer, literary language, message, mood, moral, patterns, plot, point of view, predict, resolution, retell, scene, sensory, setting, structure, summarize, theme, tone, traits, trickery, values, visualize

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
Social Studies:	<ul style="list-style-type: none"> Student use of Chromebooks/ computers for writing Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts, 	<p>Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression <p>Communication & Collaboration- Articulating thoughts and ideas clearly and effectively through speaking and writing.</p> <ul style="list-style-type: none"> Students will participate in daily small and large group discussions, learning effective ways to 	<p>Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression <p>Communication & Collaboration- Articulating thoughts and ideas clearly and effectively through speaking and writing.</p> <ul style="list-style-type: none"> Students will participate in daily small and large group discussions, learning effective ways to communicate their ideas Students will participate in daily written reading response in practice articulating ideas.

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
		<p>communicate their ideas</p> <ul style="list-style-type: none"> Students will participate in daily written reading response in practice articulating ideas. <p>Information Literacy- Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand.</p> <ul style="list-style-type: none"> Students will learn to critically read text and information, and use it to write informational and explanatory pieces. 	<p>Information Literacy- Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand.</p> <ul style="list-style-type: none"> Students will learn to critically read text and information, and use it to write informational and explanatory pieces.

Resources
<p>Texts/Materials:</p> <ul style="list-style-type: none"> Anansi Does the Impossible!: An Ashanti Tale retold by Verna Aardema Anansi the Spider: A Tale from the Ashanti by Geral McDermott Fables by Arnold Lobel The Mary Celeste: An Unsolved Mystery from History by Jane Yolen and Heide Elisabet Yolen Stemple Mirette on the High Wire by Emily Arnold McCully Zen Shorts by Jon J. Muth Writing Rubric Leveled Books Reading Strategies posters/chart

Resources

- Word Wall
- Chart paper, markers for Anchor Charts
- Student reading notebooks
- Index cards for word walls
- Index cards for teaching stop and jot strategies
- Individual book bags/ boxes
- Classroom library organized by genre
- Leveled readers for independent readers
- whiteboard/screen to display texts

Major Assignments (required):

- Common Summative Assessment
- Unit quizzes

Major Activities (required):

- Interactive Read Alouds
- Mini-lessons
- Reading Response Journals

Unit 4: Science (nonfiction)/ Poetry/ Information Writing: Reading, Research, and Writing in the Content Areas	Recommended Duration: 8 weeks, April-May
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Unit Description:
 Students will use science content to build enduring understanding through reading a variety of texts and discussing them from multiple stances. Students will learn to analyze their own and others’ perspective to comprehend and synthesize key information. Students will understand, interpret, and appreciate the genre of poetry, while applying specific reading skills and strategies to unlock the meaning of poems, work through unfamiliar text, infer meaning, and build a deeper understanding of messages, moods, images and poems. Students will utilize the strategies and techniques of Informational writing to generate their on informational and explanatory pieces.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What strategies do good readers use to construct meaning from a text? • How do the rules of language affect communication? • What are the elements & structure of poetry that helps to deepen and reader’s understanding of the poem 	<ul style="list-style-type: none"> • The ability to critically read a variety of text requires independence, comprehension, and fluency. • Authors using Standard English conventions communicate messages more effectively. • Genre influences organization, technique, and style of a text. • Poets share feelings, experiences, or thought through well-chosen words, formats, techniques, and poetic elements.

Relevant Standards	Learning Goals	Learning Objectives
<p>Reading Literature: NJ SLS RL.3.1, NJ SLS RL.3.2, NJ SLS RL.3.3, NJ SLS RL.3.4, NJ SLS RL.3.5, NJ SLS RL.3.6 NJ SLS NJ SLS RL.3.7, NJ SLS RL.3.9, NJ SLS RL.3.10,</p> <p>Reading Informational: NJ SLS RI.3.1, NJ SLS RI.3.2, NJ SLS RI.3.4, NJ SLS RI.3.5, NJ SLS RI.3.6, NJ SLS RI.3.10,</p> <p>Language: NJ SLS L.3.1 a, g, h, f, NJ SLS L.3.2 c, d, e, f, g, NJ</p>	<p>Student will understand...</p> <ul style="list-style-type: none"> • How to closely read a text to demonstrate understanding (8 weeks) • Using different strategies can help a reader understand text and read with purpose (8 weeks) • How referring to specific text can aid in supporting answers and crafting questions (8 weeks) • How details support and reveal main ideas and messages of texts. (4 weeks) 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Use evidence gathered form a text, to support interpretations of text when responding both orally and in writing. • Identify, analyze, and evaluate author’s purpose and/or claims. • Comprehend vocabulary word meanings to be used effectively in writing and speaking. • Answer and ask inferential questions about texts • Determine a central message or theme of a text

Relevant Standards	Learning Goals	Learning Objectives
<p>SLS L.3.4 a, c, d, NJ SLS L.3.5 a, b, c, NJ SLS L.3.6</p> <p>Writing: NJ SLS W.3.2 a, b, c, d, NJ SLS W.3.3 a, b, c, d, NJ SLS W.3.4, NJ SLS W.3.5, NJ SLS W.3.6, NJ SLS W.3.7, NJ SLS W.3.8, NJ SLS W.3.10,</p> <p>Reading Foundational: NJ SLS RF.3.3 a, b, c, d, NJ SLS RF.3.4 a, b, c, d, e, f,</p> <p>Speaking and Listening: NJ SLS SL.3.1 a, b, c, d, NJ SLS SL.3.2, NJ SLS NJ SLS SL.3.4, NJ SLS SL.3.5, NJ SLS SL.3.6,</p>	<ul style="list-style-type: none"> • Transitional words and phrases in writing. (4 weeks) • Standard conventions of English are necessary for clear effective communication (8 weeks) • Connections to text can be made by comparing and contrasting ideas. (8 weeks) • Techniques for writing effective informative and explanatory pieces. (8 weeks) 	<ul style="list-style-type: none"> • Determine the main idea and supporting details of a text • Analyze how the details of a text support and reveal the main ideas • Identify and describe how various parts build on one another in poems • Establish the point of view of a text • Compare the reader’s point of view with the author’s point of view • Introduce a topic, write a thesis, organize information, and write a conclusion to write an informational or explanatory piece. • Select appropriate details, use text features, and linking phrases in writing informational or explanatory pieces. • Practice revising and editing skills • Use and applying Standard English conventions in all writing.

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> • Observations in whole group and small group formats/"Where Are My Students in the Reading Process" form • Student/Teacher conferences • Turn and Talk • Stop and Think • "What Do You See" worksheet • "I Hear It" worksheets • "I Feel..." poetry worksheet • "Monitor Meaning" worksheet • "Word Web: SEED" • KWL Chart • Reading Response Entries • Self-Assessment rubrics • Exit/Admit Slips • Graphic Organizers • Writing Notebook Check • MAP testing 	<ul style="list-style-type: none"> • Text Feature Quiz • Vocabulary Quizzes • Main Idea quiz • Science Unit Summative Assessment • Poetry Unit Summative Assessment • Common Summative Assessment • On-Demand Writing Prompt at the end of the unit • Published explanatory piece from unit 	<ul style="list-style-type: none"> • Student Performance Checklist • Vocabulary activities • Poetry structural element performance assessment • Vocabulary Activity • "Side by Side" Performance Assessment • Text structure/ feature performance assessment • Summary Frame 	<ul style="list-style-type: none"> • Unit Quizzes • Common Summative Assessment • On-Demand Writing Prompt at the end of the unit. • Published explanatory piece from unit

Possible Assessment Modifications /Accommodations			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • Frequent rest breaks • Additional time • Choice of test format (multiple-choice, essay, true-false) 	<ul style="list-style-type: none"> • Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student 	<ul style="list-style-type: none"> • Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student 	<ul style="list-style-type: none"> • Choice of test format (multiple-choice, essay, true-false) • Vary test formats

Possible Assessment Modifications /Accommodations			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • Vary test formats • Read directions to student • Provide study guides prior to tests • Highlight key directions • Test in alternative site • Use of word processor • Allow for re-dos/retakes • Pace long-term projects • Chunk long-term assignments • Preview test, procedures • Clarify test directions, read test questions • Eliminate redundant test questions • Order test items from least complex to most complex • Oral testing • Answers to be dictated • Read test passages aloud (for comprehension assessment) • Choice of test format • Shortened assessment • Accept short answers • Use of calculator or word processor • Clarify test directions, read test questions • Chunk long term projects 	<ul style="list-style-type: none"> • Provide study guides prior to tests • Preview test, procedures • Clarify test directions, read test questions • Eliminate redundant test questions • Oral testing • Read test passages aloud (for comprehension assessment) • Provide shorter testing times to prevent exhaustion • Grade content vs. mechanics • Provide students with ideas on test-taking strategies and provide practice on various testing formats ahead of time • 	<ul style="list-style-type: none"> • Provide study guides prior to tests • Highlight key directions • Pace long-term projects • Chunk long-term assignments • Preview test, procedures • Clarify test directions, read test questions • Eliminate redundant test questions • Order test items from least complex to most complex • Choice of test format • Clarify test directions • Chunk test into digestible bites • Accept short answers 	<ul style="list-style-type: none"> • Allow for different test items • Require higher-order thinking skills to answer assessment questions • Involve proof and reasoning to find and correct errors

Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

- Reciprocal Teaching
- Anticipation Guide, Directed Thinking-Reading, Question My Textbook Think Sheet, Predict-o-Gram, KWL Charts
- Interactive Read-Alouds
- Sustained Silent Reading
- Literature Circles
- Group and/or Individual Discussions; Conferencing
- Modeling
- Reader's Theater; Puppet Theater
- Journal Writing: Reading Response, Dialogue Journals, etc.
- Note-Taking; Interviewing
- The Writing Process
- Oral Presentations and/or Demonstrations
- Web Based Media, and short Film Clips Related To Learning
- Think-Pair-Share/Turn and Talk
- Stations; RAFT; Jigsaw; Graphic Organizers
- Biography Reports and/or Walks; Role Playing
- Sharing Showcase; Book Project Presentations; iMovie and Podcasts
- Debate; Timelines
- Commercials/Talk Show Response
- Tiered Instruction of Open-Ended Responses
- Mini Lessons and Guided practice on asking questions, researching answers, evaluating the validity of resources, paraphrasing and highlighting relevant information and on key writing elements and skills.
- Academic games,
- Literacy Workstations,
- Interactive Writing, Shared Writing, Independent Writing
- Dramatize stories
- Word pattern spelling sorts
- Read Aloud
- Model think aloud comprehension strategies
- Modeling
- Choice Menus
- Reading logs/journals

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)

Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • Large print textbooks • Textbooks for at--- home use • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Peer or scribe note--- taking • Space for movement or breaks • Study sheets and teacher outlines • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Alternate quiet and active time • Rest breaks • Verbal and visual cues regarding directions and staying on task • Adjusted assignment timelines • Visual daily schedule 	<ul style="list-style-type: none"> • Allow for use of eDictionaries to hear pronunciations • Use content modifications when necessary <p>Provide frequent breaks during extended lessons and independent work sessions</p>	<ul style="list-style-type: none"> • Concrete examples • Use of a study carrel <p>Work in progress check</p>	<ul style="list-style-type: none"> • Use thematic instruction to connect learning across the curriculum • Have students create learning centers where students are in charge of their learning <p>Determine where students' interests lie and capitalize on their inquisitiveness</p>

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • Varied reinforcement procedures • Immediate feedback • Work-in-progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting 			

Unit Vocabulary
<p>Unit Vocabulary: Analyze, assess, audience, categorize, challenges, characteristics, classify, compare and contrast, concepts, draw conclusions, engage, essential question, evaluate, examine, explanations, explanatory writing, explore, firsthand observations, generate, genres, infer, inform, inspire, interpret, investigate, make connections, matrix, monitor, organize, patterns, purpose, reflect, relevant, research, restate, scan, schema, scientistes, sequence, skim, specialized language, strategies, summarize, supports, sythesize, technical procedures, text features, text structures, visual representations</p> <p>Alliteration, anthologies, clues, collections, common elements, connection, descriptive details, discuss, emotions, entertain, explore, focusing, font, images, inference, inform, inspiration, language, line breaks, lines, literary devices, message, metaphor, mood, observe, onomatopoeia, pause, personification, persuade, purpose, repetition, rhythm, senses, sensory, símiles, stanza, structured, style, techniques, text placement, text support, white space, word choice</p>

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
Social Studies:	<ul style="list-style-type: none"> • Student use of Chromebooks/ computers for writing • Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts, 	<p>* Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> • Students will participate in small group work and discussion responding to texts, as well as responding 	<p>Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
		<p>to texts through written expression</p> <ul style="list-style-type: none"> • Students will learn to interpret poetry, learning a new way for writers to communicate ideas. • Students will participate in narrative writing, developing creative writing skills to express their ideas in new ways. <p>Communication & Collaboration- Articulating thoughts and ideas clearly and effectively through speaking and writing.</p> <ul style="list-style-type: none"> • Students will participate in daily small and large group discussions, learning effective ways to communicate their ideas • Students will participate in daily written reading response in practice articulating ideas. 	<ul style="list-style-type: none"> • Students will learn to interpret poetry, learning a new way for writers to communicate ideas. • Students will participate in narrative writing, developing creative writing skills to express their ideas in new ways. <p>Communication & Collaboration- Articulating thoughts and ideas clearly and effectively through speaking and writing.</p> <ul style="list-style-type: none"> • Students will participate in daily small and large group discussions, learning effective ways to communicate their ideas • Students will participate in daily written reading response in practice articulating ideas.

Resources

Texts/Materials:

Schoolwide Science Unit
Schoolwide Poetry Unit

Mentor Texts:

- *The ABCs of Habitats* by Bobbie Kalman
- *Animal Eyes* by Mary Holland

Resources

- *Life Science Stories: Adaptation and Survival* by Louise and Richard Spilsbury
- *Living Color* by Steve Jenkins
- *The Science of Living Things: Ho do Animals Adapt?* By Bobbie Kalman
- *Every Second Something Happens: Poems for the Mind and Senses* by Christine San Jose and Bill Johnson
- *Falling Down the Page: A Book of List Poems* by Georgia Heard
- *The Hound Dog's Haiku and Other Poems for Dog Lovers* by Michael J. Rosen
- *Reading, Rhyming, and 'Rithmetic* by Dave Crawley
- *The Underwear Salesman and Other Jobs for Better or Verse* by J. Patrick Lewis
- *A whiff of Pine, a Hint of Skunk: A Forest of Poems* by Deborah Ruddell
-

Shared Texts (included in Schoolwide Unit)

Lucy Caulkins Narrative Once Upon a Time Unit

- Writing Rubric
- Leveled Books
- Reading Strategies posters/chart
- Word Wall
- Chart paper
- markers for Anchor Charts
- Student reading notebooks
- Index cards for word walls
- Index cards for teaching stop and jot strategies
- Individual book bags/ boxes
- Classroom library organized by genre
- Leveled readers for independent readers
- whiteboard/screen to display texts

Major Assignments (required):

- Unit Quizzes
- Common Summative Assessment
- On-Demand Writing Prompt at the end of the unit.
- Published explanatory piece from unit

Resources

Major Activities (required):

- Interactive Read Alouds
- Mini-lessons
- Reading Response Journals