

## Long Beach Island Consolidated School District Curriculum Guide

Grade: 3	Content Area: ELA
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### Introduction:

Students in 3rd Grade ELA will complete six units that focus on these critical areas: reading and comprehending fiction and non-fiction texts, a study of literary genres; phonics skills, word study, vocabulary, grammar and writing in a variety of genres (narrative, descriptive, informative, explanatory, persuasive, poetry, research and constructed response). All ELA units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

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<b>Long Beach Island Consolidated School District ENGLISH LANGUAGE ARTS CURRICULUM</b>	
<b>Content Area: ENGLISH LANGUAGE ARTS</b>	
<b>Course Title: ENGLISH LANGUAGE ARTS</b>	<b>Grade Level: 3</b>
<b>Instructional Materials: "Journeys" (Houghton Mifflin Harcourt) Orton-Gillingham approach to Phonics</b>	
<b>Unit 1: Fiction Reading Descriptive/Narrative Writing Ideas &amp; Organization Open-Ended Response</b>	<b>30 days</b>
<b>Unit 2: Nonfiction Reading Explanatory Writing Ideas &amp; Organization Open-Ended Response</b>	<b>30 days</b>
<b>Unit 3: Fiction and Nonfiction Reading Informative &amp; Explanatory Writing Sentence Fluency Open-Ended Response</b>	<b>30 days</b>
<b>Unit 4: Folktale/Legends/Myths Reading Narrative Writing Word Choice Open-Ended Response</b>	<b>30 days</b>
<b>Unit 5: Fiction/Nonfiction Reading Explanatory/Poetry Prompt Conventions Writing Open-Ended Response</b>	<b>30 days</b>
<b>Unit 6: Nonfiction/Fiction Reading Creative/Persuasive/Research Writing Voice</b>	<b>30 days</b>

Long Beach Island Consolidated School District  
ENGLISH LANGUAGE ARTS CURRICULUM  
Unit 1 Overview

**Content Area: English Language Arts**

**Unit 1:** Fiction Reading Descriptive/Narrative Writing

**Target Course/Grade Level: 3**

**Unit 1 Summary:** Fiction Reading and Descriptive/ Narrative Writing

Fiction will be the focus of this unit. In writing, students will follow the Writing Process, applying Ideas and Organization to develop multiple narrative pieces.

**Interdisciplinary Connections:**

**Social Studies:**

**SOC.6.1.4.D.17** - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

**SOC.6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

**SOC.6.1.4.A.10** Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

**Science**

**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.

**Technology**

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

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

**8.1.5.E.1** Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**8.2.5.C.4** Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

**8.2.5.D.3** Follow step by step directions to assemble a product or solve a problem

**21<sup>st</sup> Century Skills**

9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community.

**Career Ready Practices**

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.  
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
 CRP11. Use technology to enhance productivity.

<b>Learning and Innovation Skills</b>	<ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> </ul>
<b>Information, Media and Technology Skills</b>	<ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• ICT (Information, Communications and Technology) Literacy</li> </ul>
<b>Life and Career Skills</b>	<ul style="list-style-type: none"> <li>• Flexibility and Adaptability</li> <li>• Initiative and Self-Direction</li> <li>• Social and Cross-Cultural Skills</li> <li>• Productivity and Accountability</li> <li>• Leadership and Responsibility</li> </ul>

**Learning Targets**

**Content Standards: RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.6, RL 3.7, RL 3.9, RF 3.4, W 3.3, W3.4, W3.5, W3.6, W3.8, W3.10, SL 3.2, SL 3.6, L 3.1, L 3.2, L 3.3, L 3.4 9.1 8.1**

<b>Number</b>	<b>NJSLS for Mastery</b>
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 3.6	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).
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.

W 3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
W 3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W 3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W 3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W 3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences
SL 3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
SL 3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification
L 3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L 3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L 3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
L 3.4	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.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How does understanding a text’s structure help me better understand the meaning?</li> <li>● How does my speed, accuracy, and expression help me understand what I have read?</li> <li>● How do readers construct meaning from text?</li> <li>● How do good writers express themselves? How does process shape the writer’s product?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.</li> <li>● Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>● Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.</li> <li>● Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> </ul>
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<ul style="list-style-type: none"> <li>● How do writers develop a well written product?</li> </ul>	<ul style="list-style-type: none"> <li>● Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</li> </ul>
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<p><b>Unit Objectives</b>  <i>Students will know...</i></p> <p><b>The Writing Process</b></p> <ol style="list-style-type: none"> <li>1. Brainstorming</li> <li>2. Drafting</li> <li>3. Revising</li> <li>4. Publishing</li> <li>5. Editing</li> </ol> <ul style="list-style-type: none"> <li>● How to work cooperatively in groups</li> <li>● How to write about their own ideas</li> <li>● How to communicate in writing</li> <li>● How to correctly use common spelling rules</li> </ul>	<p><b>Unit Objectives</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Listen for a variety of purposes</li> <li>● Identify setting, characters, and plot in a story</li> <li>● Retell a story in order listing the most important events</li> <li>● Make and confirm predictions</li> <li>● Determine what characters are like based on what they say and do</li> <li>● Identify Author's Purpose</li> <li>● Read grade-level text with purpose and understanding</li> <li>● Use context to confirm or self-correct word recognition and understanding, reading as necessary</li> <li>● Determine meanings of unknown words using Context Clues</li> <li>● Use syllable patterns to decode multisyllabic words</li> <li>● Use new vocabulary learned from literature in classroom experience</li> <li>● Generate ideas for writing through recalling experiences, listening to stories, reading, brainstorming, and discussion</li> <li>● Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>● Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>● Use temporal words and phrases to signal event order.</li> <li>● Provide a sense of closure.</li> <li>● Use sensory details in their writing</li> <li>● Use sentence variety</li> <li>● Choose words and phrases for effect</li> <li>● Capitalize appropriate words in titles</li> <li>● Use punctuation correctly</li> <li>● Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences</li> <li>● Use dialogue effectively</li> <li>● Edit with a partner and publish using a word processor</li> </ul>
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**Long Beach Island Consolidated School District**  
**ENGLISH LANGUAGE ARTS CURRICULUM**  
**Evidence of Learning**

**Formative Assessments:**

- Open Ended Questions
- Weekly Tests
- Writer's Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Literature Circles
- Rubrics
- Cooperative Learning Groups
- Teacher Conferences
- Teacher Observation
- Journals/Writer's Notebook- \* digital preferred
- Portfolio
- Anecdotal Notes
- Peer/Self Assessments
- Whiteboard Assessments
- Think-Pair-Share
- Constructive Quizzes

**Summative Assessments**

- Portfolio Assessment piece
- Unit Test
- Journeys' Weekly Story Tests
- Orton-Gillingham Spelling Tests
- Orton-Gillingham Red Word Assessments
- Timed Writing Piece
- Timed Reading Piece
- District Benchmark and Interim Assessment
- Performance Assessments

**Alternative Assessments**

- Showcase portfolio
- Reflective journals

**Benchmark Assessments**

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

## **Modifications**

### **English Language Learners (ELLs):**

- **Increase comprehensible input via:**
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
  
- **Strategies may include:**
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *cloze* activities
  - teacher modeling
  - pattern sentences (speaking and/or writing)
  - choral chanting
  - small group reading/writing instruction / cooperative learning
  - allowing for additional wait time for student responses during conversations
  - scaffolding questions and instructional language
  - allowing students to show or use gestures if not yet able to produce oral language
  - modeled and shared writing activities
  - providing a student buddy

### **Special Education/504 Plans/Students with Disabilities:**

- Follow specific IEP/504 accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach Orton Gillingham concepts
- Picture Walks
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments

### **Students at Risk of Failure:**

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration

- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

**Economically Disadvantaged:**

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

**Culturally Diverse:**

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

**Additional Modifications**

- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

**Suggested / possible modifications for *Enrichment*:**

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)  
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

**Follow all IEP modifications/504 plan**

### Suggested Amistad Resources

- [Five Bold Freedom Fighters](#) Hudson, Wade
- [I Have a Dream](#) King, Martin Luther
- [Rosa Parks](#) Schaefer, Lola M
- [Black storm comin'](#) Wilson, Diane L

### Suggested Holocaust Resources

- [A Picture Book of Anne Frank](#) Adler, David A
- [What was The Holocaust?](#) Gail Herman

### Curriculum development Resources/Instructional Materials/Equipment Needed/ Teacher Resources:

- Smart Board
- [www.exchange.smarttech.com](http://www.exchange.smarttech.com) (Free SmartBoard powerpoint lessons and resources)
- Elmo
- Clickers
- [HMH-Journeys](#)
- [Orton-Gillingham](#)
- [Newsela](#)
- <http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension> (A list of different graphic organizers)
- <http://www.scholastic.com/teachers/story-starters/adventure-writing-prompts/>
- <http://www.readwritethink.org/>
- <http://www.timeforkids.com/homework-helper>
- <http://www.rubrics4teachers.com/languagearts.php> ( A long list of useful Rubrics)
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader)
- [www.internet4classrooms.com](http://www.internet4classrooms.com)
- [www.brainpop.com](http://www.brainpop.com)
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- [www.journalbuddies.com](http://www.journalbuddies.com) (tons of prompts to use)
- <http://www.wilmette39.org/central/CWSbinder/pdfs/CSWS3rdprompts.pdf>
- [www.superteacherworksheets.com](http://www.superteacherworksheets.com)
- [www.readinga-z.com](http://www.readinga-z.com)
- [http://teacher.depaul.edu/Fiction\\_Readings.htm](http://teacher.depaul.edu/Fiction_Readings.htm) (one page reading passages and questions)
- [http://www.mytestbook.com/Grade3\\_Reading\\_Grammar\\_worksheets\\_test.html](http://www.mytestbook.com/Grade3_Reading_Grammar_worksheets_test.html) (use online)
- <http://www.topmarks.co.uk/Interactive.aspx?cat=46>
- <http://www.teachervision.fen.com/creative-writing/printable/54687.html>
- [www.writingfix.com](http://www.writingfix.com)
- <http://it.pinellas.k12.fl.us/teachers3/murphys/writingprompts.html>
- <http://www.k12reader.com/subject/composition/prompts/informative-expository-writing-prompts/>

- <http://asp.tumblebooks.com/bookslist.aspx?CategoryID=41>

**Teacher Notes:**

Unit Objectives can be used as guides for your mini-lessons.

Infuse various literary genres throughout this unit.

Start a writing portfolio for each student. Include a narrative piece, incorporate typing practice and allow opportunities to publish writing in digital formats.

The following foundational skills should be developed continuously throughout the year:

Reading:

- Reread for clarification
- Marking Text
- Questioning
- Visualizing
- Making Inferences
- Self-Monitoring
- Skim & Scan
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Building Fluency
- Make connections: text to text, text to self, text to world
- Use text evidence to answer Reading Open Ended Questions.

Writing:

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progression of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

Long Beach Island Consolidated School District  
ENGLISH LANGUAGE ARTS CURRICULUM  
Unit 2 Overview

**Content Area: Language Arts Literacy**

**Unit 2: Nonfiction Reading and Explanatory Writing**

**Target Course/Grade Level: 3**

**Unit 2 Summary:** Nonfiction Reading and Explanatory Writing

The focus of this unit will be Nonfiction texts and their features. Nonfiction includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. However, fiction should still be infused throughout the unit. In writing, students will be able to explain their own point of view and create original works through explanatory writing.

**Interdisciplinary Connections:**

**Social Studies:**

**SOC.6.1.4.D.17** - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

**SOC.6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

**SOC.6.1.4.A.10** Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

**Science**

**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.

**Technology**

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

**8.1.5.A.2**

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

**8.1.5.E.1** Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**8.2.5.C.4** Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

**8.2.5.D.3** Follow step by step directions to assemble a product or solve a problem

**21<sup>st</sup> Century Skills**

9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community.

**Career Ready Practices**

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

CRP11. Use technology to enhance productivity.

**Learning and Innovation Skills**

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

<b>Information, Media and Technology Skills</b>	<ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• ICT (Information, Communications and Technology) Literacy</li> </ul>	
<b>Life and Career Skills</b>	<ul style="list-style-type: none"> <li>• Flexibility and Adaptability</li> <li>• Initiative and Self-Direction</li> <li>• Social and Cross-Cultural Skills</li> <li>• Productivity and Accountability</li> <li>• Leadership and Responsibility</li> </ul>	

Learning Targets	
<b>Content Standards: RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.6, RL 3.7, RI 3.1, RI 3.2, RI 3.3, RI 3.4, RI 3.5, RI 3.6, RI 3.7, RF 3.4, W 3.1, W 3.2, W 3.4, W 3.5, W 3.8, W 3.10, SL 3.2, SL 3.4, L 3.1, L3.2, L3.3, L 3.4, L3.6 9.1 8.1</b>	
Number	NJSLs for Mastery
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 3.6	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 3.2	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.
RI 3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
RI 3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade three topic or selection.
RI 3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI 3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.
W 3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.

	<p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a conclusion</p>
W 3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W 3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W 3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W 3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W 3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
SL 3.2	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
L 3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L 3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L 3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
L 3.4	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
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).
<b>Technology</b>	8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
<b>21<sup>st</sup> Century Skills</b>	<p><b>9.1 Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p> <p><b>9.2 Career Awareness, Exploration, and Preparation:</b> All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <p><b>9.3 Career and Technical Education:</b> All students who complete a career and technical education</p>

	<p>program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p>
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How does understanding a text’s structure help me better understand the meaning?</li> <li>● How does my speed, accuracy, and expression help me understand what I have read?</li> <li>● What do readers do when they do not understand everything in a text?</li> <li>● How do good writers express their opinions? How does the writer’s point of view shape the writer’s product?</li> <li>● How do writers develop a well written product?</li> <li>● Why does a writer choose a particular form of writing?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.</li> <li>● Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>● Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>● Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>● Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</li> <li>● A writer selects a form based on audience and purpose.</li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <p><b>The Writing Process</b></p> <ol style="list-style-type: none"> <li>1. Brainstorming</li> <li>2. Drafting</li> <li>3. Revising</li> <li>4. Publishing</li> <li>5. Editing</li> </ol> <ul style="list-style-type: none"> <li>● Purposes for different types of Writing</li> <li>● How do conventions make my writing easy to read and to understand?</li> <li>● How to communicate in writing</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Listen for a variety of purposes</li> <li>● Identify setting, characters, and plot in a story</li> <li>● Retell a story in order listing the most important events</li> <li>● Make and confirm predictions</li> <li>● Determine what characters are like based on what they say and do</li> <li>● Identify Nonfiction selections and their text structure</li> <li>● Read factual material more slowly and carefully than fiction</li> <li>● Determine the meaning of academic and domain-specific vocabulary</li> <li>● Summarize the most important details from a nonfiction text</li> <li>● Distinguish Main Idea and supporting details in Expository text</li> <li>● Make inferences about texts, using text ideas, prior knowledge, and experience</li> <li>● Identify Author’s Purpose</li> </ul>

<ul style="list-style-type: none"> <li>● How to use writing to inform others</li> <li>● How to correctly use common spelling rules</li> </ul>	<ul style="list-style-type: none"> <li>● Determine meanings of unknown words using Context Clues</li> <li>● Infer word meaning from taught roots, prefixes, and suffixes</li> <li>● Use syllable patterns to decode multisyllabic words</li> <li>● Use knowledge of word relationships to determine or clarify word meanings</li> <li>● Use new vocabulary learned from texts in classroom experience</li> <li>● Write an explanatory using linking words to connect ideas within categories of information</li> <li>● Use linking words and phrases to connect ideas within categories of information</li> <li>● Develop a topic with facts, definitions, and details</li> <li>● Introduce a topic and group related information together; include illustrations when useful to aid in comprehension</li> <li>● Use sentence variety</li> <li>● Use dialogue effectively</li> <li>● Provide a concluding statement or section</li> <li>● Utilize resources to help spell words correctly</li> <li>● Edit with a partner and publish using a word processor</li> </ul>
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**Long Beach Island Consolidated School District**  
**ENGLISH LANGUAGE ARTS CURRICULUM**  
**Evidence of Learning**

<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>● Open Ended Questions</li> <li>● Weekly Tests</li> <li>● Writer’s Workshop</li> <li>● Class Discussion</li> <li>● Graphic Organizers</li> <li>● Reading Responses</li> <li>● Reading Log</li> <li>● Exit Slips</li> <li>● Kinesthetic Assessments</li> <li>● Running Records</li> <li>● Literature Circles</li> </ul>	<ul style="list-style-type: none"> <li>· Rubrics</li> <li>· Cooperative Learning Groups</li> <li>· Teacher Conferences</li> <li>· Teacher Observation</li> <li>· Journals/Writer’s Notebook *digital preferred</li> <li>· Portfolio</li> <li>· Anecdotal Notes</li> <li>· Peer/Self Assessments</li> <li>· Whiteboard Assessments</li> <li>· Think-Pair-Share</li> <li>· Constructive Quizzes</li> </ul>

<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Portfolio Assessment piece</li> <li>● Unit Test</li> <li>● Journeys’ Weekly Story Tests</li> <li>● Orton-Gillingham Spelling Test</li> <li>● Orton-Gillingham Red Word Assessments</li> <li>● Timed Writing Piece</li> <li>● Timed Reading Piece</li> </ul>

- District Benchmark and Interim Assessment
- Performance Assessment

### **Benchmark Assessments**

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

### **Alternative Assessments**

- Showcase portfolio
- Reflective journals

### **Modifications**

Leveled Guided Reading Books

- Paired partner reading
- Literacy Projects
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

### **English Language Learners (ELLs):**

- **Increase comprehensible input via:**
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
- **Strategies may include:**
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *cloze* activities
  - teacher modeling
  - pattern sentences (speaking and/or writing)

- choral chanting
- small group reading/writing instruction / cooperative learning
- allowing for additional wait time for student responses during conversations
- scaffolding questions and instructional language
- allowing students to show or use gestures if not yet able to produce oral language
- modeled and shared writing activities
- providing a student buddy

**Special Education/504 Plans/Students with Disabilities:**

- Follow specific IEP/504 accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach Orton Gillingham concepts
- Picture Walks
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments

**Students at Risk of Failure:**

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

**Economically Disadvantaged:**

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

**Culturally Diverse:**

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

- Teach reading study skills
- Provide students with necessary academic resources and materials

**Suggested / possible modifications for Enrichment:**

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

**Follow all IEP modifications/504 plan**

**Suggested Amistad Resources**

- Five Bold Freedom Fighters Hudson, Wade
- I Have a Dream King, Martin Luther
- Rosa Parks Schaefer, Lola M
- Black storm comin' Wilson, Diane L

**Suggested Holocaust Resources**

- A Picture Book of Anne Frank Adler, David A
- What was The Holocaust? Gail Herman

**Curriculum development Resources/Instructional Materials/Equipment Needed/ Teacher Resources:**

- Smart Board
- [www.exchange.smarttech.com](http://www.exchange.smarttech.com) (Free SmartBoard powerpoint lessons and resources)
- Elmo
- Clickers
- [HMH-Journeys](http://www.hmh-journeys.com)
- [Orton-Gillingham](http://www.orton-gillingham.com)
- <http://www.havefunteaching.com/activities/writing-activities>
- <http://www.rubrics4teachers.com/languagearts.php> ( A long list of useful Rubrics)
- [www.scholasticnews.com](http://www.scholasticnews.com)
- <https://newsela.com/articles/?category=kids>
- [www.tfk.com](http://www.tfk.com) (Time For Kids)
- [www.billnye.com](http://www.billnye.com) ( Bill Nye The Science Guy)
- [www.internet4classrooms.com](http://www.internet4classrooms.com)
- [www.brainpop.com](http://www.brainpop.com)
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- <http://www.proteacher.com/redirect.php?goto=5585> (list of many writing prompts)
- [www.thewritesource.com](http://www.thewritesource.com)

- <http://www.history.com/shows/classroom>
- [www.discoverykids.com](http://www.discoverykids.com)
- <http://www.teachervision.fen.com/creative-writing/graphic-organizers/33533.html> (how-to)
- <http://achievethecore.org/page/504/common-core-informative-explanatory-writing-list-pg>
- <http://www.k12reader.com/subject/composition/prompts/informative-expository-writing-prompts/>
- <http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/>
- [http://www.liketoread.com/reading\\_strategies.php](http://www.liketoread.com/reading_strategies.php)
- <http://asp.tumblebooks.com/bookslist.aspx?CategoryID=41>

### Teacher Notes:

Unit Objectives can be used as guides for your mini-lessons.

This would be a great opportunity to infuse your Social Studies and Science thematic units into the student's research for their Explanatory piece.

Infuse various literary genres throughout this unit.

Start a writing portfolio for each student. Include an explanatory piece, incorporate typing practice and allow opportunities to publish writing in digital formats.

The following foundational skills should be developed continuously throughout the year:

#### Reading:

- Reread for clarification
- Marking Text
- Questioning
- Visualizing
- Making Inferences
- Self-Monitoring
- Skim & Scan
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Building Fluency
- Make connections: text to text, text to self, text to world
- Use text evidence to answer Reading Open Ended Questions.

#### Writing:

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progressions of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- **Create and develop texts that include the following language conventions:**
  - **Sentence formation: sentences are complete and varied in length and structure**
  - **Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text**

**Long Beach Island Consolidated School District**  
**ENGLISH LANGUAGE ARTS CURRICULUM**  
**Unit 3 Overview**

**Content Area: English Language Arts**

**Unit 3:** Fiction & Nonfiction, Informative & Narrative Writing

**Target Course/Grade Level: 3**

**Unit Summary:** Fiction/Informational Reading & Informative/Explanatory Writing

During this unit, students will review Unit 1 and 2 skills by reading fiction and informational texts and writing both narrative and explanatory pieces. They will research informational texts and use digital resources to become experts in topics they will then write about. They will read fictional texts to refer to parts of stories, dramas and poems when writing. The students will focus on their ideas and organization to share information in a way that readers will understand and learn. Both types of writing will present their facts and ideas clearly.

**Interdisciplinary Connections:**

**Social Studies:**

**SOC.6.1.4.D.17** - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

**SOC.6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

**SOC.6.1.4.A.10** Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

**Science**

**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.

**Technology**

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

**8.1.5.A.2**

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

**8.1.5.E.1** Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**8.2.5.C.4** Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

**8.2.5.D.3** Follow step by step directions to assemble a product or solve a problem

**21<sup>st</sup> Century Skills**

9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community.

**Career Ready Practices**

CRP4. Communicate clearly and effectively and with reason.  
 CRP6. Demonstrate creativity and innovation.  
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
 CRP11. Use technology to enhance productivity.

<b>Learning and Innovation Skills</b>	<ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> </ul>
<b>Information, Media and Technology Skills</b>	<ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• ICT (Information, Communications and Technology) Literacy</li> </ul>
<b>Life and Career Skills</b>	<ul style="list-style-type: none"> <li>• Flexibility and Adaptability</li> <li>• Initiative and Self-Direction</li> <li>• Social and Cross-Cultural Skills</li> <li>• Productivity and Accountability</li> <li>• Leadership and Responsibility</li> </ul>

**Learning Targets**

**Content Standards: RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.5, RL 3.6, RI 3.1, RI 3.2, RI 3.4, RI 3.5, RI 3.7, RI 3.8, RI 3.9, RF 3.4, W 3.2, W 3.4, W 3.5, W 3.7, W 3.8, W 3.10, SL 3.1, SL 3.2, SL 3.4, SL 3.6, L 3.1, L 3.2, L 3.3, L 3.4, L 3.6, 8.1, 8.2, 9.1, 9.4**

<b>Number</b>	<b>NJSLS for Mastery</b>
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.

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 illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI 3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)
RI 3.9	Compare and contrast the most important points and key details presented in two texts on the same topic
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.
W 3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a conclusion.
W 3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W 3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W 3.7	Conduct short research projects that build knowledge about a topic.
W 3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W 3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
SL 3.1	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
SL 3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
SL 3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace
SL 3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

L 3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L 3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L 3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
L 3.4	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
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).

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How do readers construct meaning from text?</li> <li>● How does my speed, accuracy, and expression help me understand what I have read?</li> <li>● What do readers do when they do not understand everything in a text?</li> <li>● Why conduct research?</li> <li>● How do writers develop a well written product?</li> <li>● Why does a writer choose a particular form of writing?</li> <li>● How do conventions make my writing easy to read and to understand?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make texts personally relevant and useful.</li> <li>● Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>● Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>● Researchers gather and critique information on a topic from a variety of sources for specific purposes.</li> <li>● Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</li> <li>● A writer selects a form based on audience and purpose.</li> </ul>
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<p><b>Unit Objectives</b></p> <p><i>Students will know...</i></p> <p><b>The Writing Process</b></p> <ol style="list-style-type: none"> <li>1. Brainstorming</li> <li>2. Drafting</li> <li>3. Revising</li> <li>4. Publishing</li> <li>5. Editing</li> </ol> <ul style="list-style-type: none"> <li>● Differences between Fiction and Nonfiction</li> <li>● Purposes for different types of Writing</li> <li>● How to work cooperatively in groups</li> <li>● How to write Informational piece keeping their audience in mind</li> </ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Read a variety of nonfiction and fiction books and produce evidence of understanding</li> <li>● Listen for a variety of purposes</li> <li>● Identify setting, characters, and plot in a story</li> <li>● Retell a story in order listing the most important events</li> <li>● Make and confirm predictions</li> <li>● Determine what characters are like based on what they say and do</li> <li>● Identify Nonfiction selections and their text structure</li> <li>● Read factual material more slowly and carefully than fictional pieces to understand the difference</li> <li>● Summarize the most important details from a nonfiction text</li> <li>● Use a glossary or index to locate information in a text</li> <li>● Distinguish Main Idea and supporting details in Expository text</li> </ul>
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	<ul style="list-style-type: none"> <li>● <b>Make inferences about texts, using text ideas, prior knowledge, and experience</b></li> <li>● <b>Draw conclusions from information and data gathered</b></li> <li>● <b>Identify Author’s Purpose</b></li> <li>● <b>Determine meanings of unknown words using Context Clues</b></li> <li>● <b>Infer word meaning from taught roots, prefixes, and suffixes</b></li> <li>● <b>Use syllable patterns to decode multisyllabic words</b></li> <li>● <b>Use knowledge of word relationships to determine or clarify word meanings</b></li> <li>● <b>Use new vocabulary learned from texts in classroom experience</b></li> <li>● <b>Provide relevant text evidence when responding to an Open Ended question</b></li> <li>● <b>Write an explanatory using linking words to connect ideas within categories of information</b></li> <li>● <b>Develop a topic with facts, definitions, and details</b></li> <li>● <b>Introduce a topic and group related information together; include illustrations when useful to aid in comprehension</b></li> <li>● <b>Draw evidence from textual and digital resources to support analysis, reflection, and research</b></li> <li>● <b>Reference resources, including technology, to locate information</b></li> </ul> <ul style="list-style-type: none"> <li>● <b>Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts Use dialogue effectively</b></li> <li>● <b>Provide a concluding statement or section</b></li> <li>● <b>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words</b></li> <li>● <b>Utilize resources to help spell words correctly</b></li> <li>● <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</b></li> <li>● <b>Edit with a partner and publish using word processor.</b></li> </ul>
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ENGLISH LANGUAGE ARTS CURRICULUM  
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<ul style="list-style-type: none"> <li>● Reading Log</li> <li>● Exit Slips</li> <li>● Kinesthetic Assessments</li> <li>● Running Records</li> <li>● Constructive Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Peer/Self Assessments</li> <li>● Whiteboard Assessments</li> <li>● Think-Pair-Share</li> <li>● Literature Circles</li> </ul>
<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Portfolio Assessment piece</li> <li>● Unit Test</li> <li>● Timed Writing Piece</li> <li>● Journeys' Weekly Story Tests</li> <li>● Orton-Gillingham Spelling Test</li> <li>● Orton-Gillingham Red Word Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Timed Reading Piece</li> <li>● District Benchmark or Interim Assessment</li> <li>● Performance Assessment</li> </ul>
<p><b>Benchmark Assessments</b></p> <ul style="list-style-type: none"> <li>● Beginning of the year SGO</li> <li>● Mid-Year SGO</li> <li>● End-of-Year SGO</li> </ul>	<p>Alternative Assessment</p> <ul style="list-style-type: none"> <li>● Showcase portfolio</li> <li>● Reflective journals</li> </ul>
<p><b>Modifications</b></p> <p>Leveled Guided Reading Books</p> <ul style="list-style-type: none"> <li>• Paired partner reading</li> <li>• Literacy Projects</li> <li>• Student choice for publication</li> <li>• Differentiated Instruction/Layered Curriculum/Tiered Lessons</li> <li>• Computer Based Programs (i.e., Study Island, KidBiz, Learnia, Accelerated Reader, CoreK-12)</li> </ul> <p><b>Special Education/504 Plans/Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>● Follow specific IEP/504 accommodations and modifications</li> <li>● Strategic grouping (Guided Reading, Strategy Groups)</li> <li>● Pre-teach Orton Gillingham concepts</li> <li>● Picture Walks</li> <li>● Small group for assessments</li> <li>● Check in's during reading group collaboration to help refocus</li> <li>● Allow alternate assignments and assessments -- project-based, etc.</li> <li>● Access prior knowledge before reading</li> <li>● Be given outline of lesson or written directions</li> <li>● Use visual presentations</li> <li>● Provide responses in a form that is easier for student</li> <li>● Teach study skills</li> <li>● Use planner for organizing assignments</li> </ul> <p><b>Students at Risk of Failure:</b></p> <ul style="list-style-type: none"> <li>● Strategic grouping</li> <li>● Pre-teach concepts</li> <li>● Small group for reading and writing assessments</li> <li>● Check in's reading/writing group collaboration to help refocus</li> </ul>	

- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

**Economically Disadvantaged:**

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

**Culturally Diverse:**

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

**Suggested / possible modifications for *Enrichment*:**

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)  
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

**Follow all IEP modifications/504 plan**

**Suggested Amistad Resources**

- Five Bold Freedom Fighters Hudson, Wade
- I Have a Dream King, Martin Luther
- Rosa Parks Schaefer, Lola M
- Black storm comin' Wilson, Diane L

**Suggested Holocaust Resources**

- A Picture Book of Anne Frank Adler, David A
- What was The Holocaust? Gail Herman

**Curriculum development Resources/Instructional Materials/Equipment Needed/ Teacher Resources:**

- Smart Board
- [www.exchange.smarttech.com](http://www.exchange.smarttech.com) (Free Smart Board power point lessons and resources)
- Elmo
- Clickers
- [HMH-Journeys](http://www.hmh-journeys.com)
- [Orton-Gillingham](http://www.orton-gillingham.com)
- [Newsela](http://www.newsela.com)
- <http://www.havefunteaching.com/activities/writing-activities>
- <http://www.rubrics4teachers.com/languagearts.php> ( A long list of useful Rubrics)
- <http://www.sikids.com/> (Sports Illustrated for Kids)
- <http://kids.nationalgeographic.com/kids/> (National Geographic Kids)
- [www.scholasticnews.com](http://www.scholasticnews.com) (Current events, news, activities, online magazine)
- [www.tfk.com](http://www.tfk.com) (Time For Kids)
- [www.billnye.com](http://www.billnye.com) ( Bill Nye The Science Guy)
- [www.internet4classrooms.com](http://www.internet4classrooms.com) ( On-line tutorials, skill builders, project idea links)
- [www.brainpop.com](http://www.brainpop.com)
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- [www.topmarks.co.uk/](http://www.topmarks.co.uk/)( Educational Search Engine)
- <http://www.readwritethink.org/classroom-resources/lesson-plans/reading-informational-texts-using-951.html?tab=3#tabs> ( Informational Texts: Lesson Plans, Graphic Organizers, Rubrics)
- <http://www.cool-science-projects.com> (Science Projects and Links)
- <http://fun.familyeducation.com/womens-history/holidays/33330.html> (Women’s History resources, pintables, and activities)
- <http://www.readingrockets.org/calendar/blackhistory/> (Black History Month resources, pintables, and activities )
- <http://asp.tumblebooks.com/bookslist.aspx?CategoryID=41>

**Teacher Notes:**

Unit Objectives can be used as guides for your mini-lessons.

This would be a great opportunity to infuse your Social Studies and Science thematic units into the student’s research for their Informational piece.

**Suggestions for Informational Writing**

- How-To Book
- ABC Book
- Animal Report
- Biographies for Black History or Women’s History Month
- Interview
- Science Projects

- Infuse various literary genres throughout this unit.

Start a writing portfolio for each student. Include a narrative and informational piece, incorporate typing practice and allow opportunities to publish writing in digital formats.

The following foundational skills should be developed continuously throughout the year:

**Reading:**

- Reread for clarification
- Marking Text
- Questioning
- Visualizing

- **Making Inferences**
- **Self-Monitoring**
- **Skim & Scan**
- **Seeking meaning of unknown vocabulary**
- **Make and revise predictions**
- **Building Fluency**
- **Make connections: text to text, text to self, text to world**
- **Use text evidence to answer Reading Open Ended Questions.**

**Writing:**

- **Use written and oral English appropriate for various purposes and audiences.**
- **Create and develop texts that include the following text features:**
  - **Development: the topic, theme, stand/perspective, argument or character is fully developed**
  - **Organization: the text exhibits a discernible progressions of ideas**
  - **Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice**
  - **Word choice: the words are precise and vivid**
- **Create and develop texts that include the following language conventions:**
  - **Sentence formation: sentences are complete and varied in length and structure**
  - **Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text**

**Long Beach Island Consolidated School District**

**ENGLISH LANGUAGE ARTS CURRICULUM**

**Unit 4 Overview**

**Content Area: English Language Arts**

**Unit 4: Folktale/Legends/Myths Reading & Narrative Writing**

**Target Course/Grade Level: 3**

**Unit Summary:** Folktale/Legends/Myths Reading & Narrative Writing

Students will discover the stories and traditions of cultures across the globe as they read Folktales, Legends, and Myths. Students will compare and contrast the themes, settings and plots of texts within these genres. Students will use narrative techniques to establish the setting, develop characters and unfold a plot that includes a story problem, rising action, climax, and concludes with a solution. Students will use the Sentence Fluency and Word Choice traits to create pieces of writing that have varied sentence structure using vivid words.

**Interdisciplinary Connections:**

**Social Studies:**

**SOC.6.1.4.D.17** - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

**SOC.6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

**SOC.6.1.4.A.10** Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

**Science**

**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.

**Technology**

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

**8.1.5.A.2**

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

**8.1.5.E.1** Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**8.2.5.C.4** Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

**8.2.5.D.3** Follow step by step directions to assemble a product or solve a problem

**21<sup>st</sup> Century Skills**

9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community.

**Career Ready Practices**

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

CRP11. Use technology to enhance productivity.

<b>Learning and Innovation Skills</b>	<ul style="list-style-type: none"><li>• Creativity and Innovation</li><li>• Critical Thinking and Problem Solving</li><li>• Communication and Collaboration</li></ul>
<b>Information, Media and Technology Skills</b>	<ul style="list-style-type: none"><li>• Information Literacy</li><li>• Media Literacy</li><li>• ICT (Information, Communications and Technology) Literacy</li></ul>
<b>Life and Career</b>	<ul style="list-style-type: none"><li>• Flexibility and Adaptability</li></ul>

<b>Skills</b>	<ul style="list-style-type: none"> <li>• Initiative and Self-Direction</li> <li>• Social and Cross-Cultural Skills</li> <li>• Productivity and Accountability</li> <li>• Leadership and Responsibility</li> </ul>	
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### Learning Targets

**Content Standards: RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.7, RL 3.9, RF 3.3, RF 3.4, W 3.3, W 3.4, W 3.5, W 3.6, W 3.8, W 3.10, SL 3.1, SL 3.4, SL 3.5, L 3.1, L3.2, L3.3, L 3.4, L 3.5, 8.1, 8.2, 9.1, 9.4**

Number	NJSLS for Mastery
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 3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
SL 3.1	<p>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.</p> <p>a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>
SL 3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace
SL 3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details
RF 3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.
W 3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

W 3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W 3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
W 3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others
W 3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W 3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
L 3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L 3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L 3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
L 3.4	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
L 3.6	Demonstrate understanding of figurative language, word relationships and nuances in word meanings

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● <b>How do key details in the text help readers determine the central message, lesson or moral of the story?</b></li> <li>● <b>How does speed, accuracy, and expression help readers understand what they have read?</b></li> <li>● <b>How do illustrations help the reader identify the mood created by the author?</b></li> <li>● <b>Why do readers need to pay attention to a writer’s choice of words?</b></li> <li>● <b>How do writers use technology to produce and publish writing?</b></li> <li>● <b>How do conventions make writings easy to read and to</b></li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● <b>Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.</b></li> <li>● <b>Fluent readers group words quickly to help them gain meaning from what they read.</b></li> <li>● <b>Words powerfully affect meaning.</b></li> <li>● <b>Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</b></li> <li>● <b>Rules, conventions of language, help a reader understand what is being communicated.</b></li> </ul>
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<p><b>understand?</b></p>	
<p><b>Unit Objectives</b>  <i>Students will know...</i>  <b>The Writing Process</b></p> <ol style="list-style-type: none"> <li>1. Brainstorming</li> <li>2. Drafting</li> <li>3. Revising</li> <li>4. Publishing</li> <li>5. Editing</li> </ol> <ul style="list-style-type: none"> <li>● Characteristics of genres</li> <li>● Purposes for different types of Writing</li> <li>● Characteristics of a strong narrative piece</li> <li>● How to work cooperatively in groups</li> <li>● How punctuation helps people understand what they read and write</li> </ul>	<p><b>Unit Objectives</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Listen for a variety of purposes</li> <li>● Identify setting, characters, and plot in a story</li> <li>● Identify chronological order of events in a selection by using time order words and other unstated clues</li> <li>● Identify the conflict or problem and its resolution in a work of literature</li> <li>● Make, confirm, and revise predictions</li> <li>● Understand that creating mental images while reading can help a reader understand characters and story events</li> <li>● Compare and contrast story plots, characters, settings, and themes</li> <li>● Determine what characters are like based on what they say and do</li> <li>● Identify cause and effect relationships in a literary text and use them to understand plot development</li> <li>● Identify Author's Purpose</li> <li>● Identify Author's message/theme using text evidence</li> <li>● Recognize an Author's use of Figurative Language</li> <li>● Determine meanings of unknown words using Context Clues</li> <li>● Infer word meaning from taught roots, prefixes, and suffixes</li> <li>● Use syllable patterns to decode multisyllabic words</li> <li>● Use knowledge of word relationships to determine or clarify word meanings</li> <li>● Use new vocabulary learned from texts in classroom experience</li> <li>● Provide relevant text evidence when responding to an Open Ended question</li> <li>● Use graphic organizers to assist with planning writing</li> </ul>

- **Write a narrative piece based on personal experiences**
- **Develop strong introductions that grab readers' attention**
- **Include a conclusion where the main character has learned a lesson**
- **Write the events of a narrative sequentially**
- **Develop author's voice in their own writing**
- **Include sensory details**
- **Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts**
- **Use dialogue effectively**
- **Form and use regular and irregular plural nouns**
- **Ensure subject-verb and pronoun-antecedent agreement**
- **Form and use regular and irregular verbs**
- **Produce simple, compound, and complex sentences**
- **Use commas and quotation marks in dialogue**
- **Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words**
- **Utilize resources to help spell words correctly**
- **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing**
- **Edit with a partner and publish using word processor.**

**Long Beach Island Consolidated School District**  
**ENGLISH LANGUAGE ARTS CURRICULUM**  
**Evidence of Learning**

**Formative Assessments**

- Open-Ended Questions
- Weekly Tests
- Writer's Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Constructive Quizzes
- Rubrics
- Cooperative Learning Groups
- Teacher Conferences
- Teacher Observation
- Journals/Writer's Notebook
- Portfolio
- Anecdotal Notes
- Peer/Self Assessments
- Whiteboard Assessments
- Think-Pair-Share
- Literature Circles

**Summative Assessments**

- Portfolio Assessment piece
- Unit Test
- Journeys' Weekly Story Tests
- Orton-Gillingham Spelling Test
- Orton-Gillingham Red Word Assessments
- Timed Writing Piece
- Timed Reading Piece
- District Benchmark or Interim Assessment
- Performance Assessment

**Benchmark Assessments**

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

**Alternative Assessment**

- Showcase portfolio
- Reflective journals

## **Modifications**

- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/ Layered Curriculum/ Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

## **Suggested / possible modifications for *Enrichment*:**

- ask open-ended questions
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<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

## **Special Education/504 Plans/Students with Disabilities:**

- Follow specific IEP/504 accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach Orton Gillingham concepts
- Picture Walks
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments

## **Students at Risk of Failure:**

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

## **Economically Disadvantaged:**

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments

- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

#### **Culturally Diverse:**

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

#### **Follow all IEP modifications/504 plan**

#### **Suggested Amistad Resources**

- Five Bold Freedom Fighters Hudson, Wade
- I Have a Dream King, Martin Luther
- Rosa Parks Schaefer, Lola M
- Black storm comin' Wilson, Diane L

#### **Suggested Holocaust Resources**

- A Picture Book of Anne Frank Adler, David A
- What was The Holocaust? Gail Herman

#### **Curriculum development Resources/Instructional Materials/Equipment Needed/Teacher Resources:**

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- [www.exchange.smarttech.com](http://www.exchange.smarttech.com) (Free SmartBoard powerpoint lessons and resources)
- Elmo
- Clickers
- [HMH-Journeys](#)
- [Orton-Gillingham](#)
- [Newsela](#)
- 
- <http://www.havefunteaching.com/worksheets/writing-worksheets/poetry-worksheets>
- <http://www.rubrics4teachers.com/languagearts.php> ( A long list of useful Rubrics)
- [www.storyit.com](http://www.storyit.com)
- [www.kidsfables.com](http://www.kidsfables.com)

- [www.internet4classrooms.com](http://www.internet4classrooms.com)
- [www.njaskprompts.wordpress.com](http://www.njaskprompts.wordpress.com)
- <http://www.scholastic.com/teachers/lesson-plan/myths-folktales-fairy-tales-grades-k-3>
- [www.atozteacherstuff.com](http://www.atozteacherstuff.com)
- [www.teachingheart.net/readerstheater](http://www.teachingheart.net/readerstheater)
- <http://www.readwritethink.org/files/resources/interactives/fairytales/> (fractured fairy tales)
- [www.busyteacherscafe.com](http://www.busyteacherscafe.com)
- [http://www.educationworld.com/a\\_lesson/02/lp279-02.shtml](http://www.educationworld.com/a_lesson/02/lp279-02.shtml)
- [www.teachingheart.net/FOLKTALES.doc](http://www.teachingheart.net/FOLKTALES.doc)

**Teacher Notes:**

Unit Objectives can be used as guides for your mini-lessons.

These genres lend themselves to Reader's Theater.

This would be a good opportunity to celebrate different cultures within your classroom.

- Infuse various literary genres throughout this unit.

Continue the writing portfolio for each student. The portfolio should include published works in digital formats.

The following foundational skills should be developed continuously throughout the year:

**Reading:**

- Reread for clarification
- Marking Text
- Questioning
- Visualizing
- Making Inferences
- Self-Monitoring
- Skim & Scan
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Building Fluency
- Make connections: text to text, text to self, text to world
- Use text evidence to answer Reading Open Ended Questions.

**Writing:**

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - **Development:** the topic, theme, stand/perspective, argument or character is fully developed
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**Long Beach Island Consolidated School District**  
**ENGLISH LANGUAGE ARTS CURRICULUM**  
**Unit 5 Overview**

**Content Area: English Language Arts**

**Unit 5: Fiction/Nonfiction Reading & Explanatory/Poetry Prompt Writing**

**Target Course/Grade Level: 3**

**Unit Summary:** Fiction/Nonfiction Reading & Narrative/Poetry Prompt Writing

The focus of this reading unit is Fiction. You may choose either to focus on Mysteries or Fantasy/Fairy Tales. As always, continue to infuse Nonfiction throughout the unit. Poetry includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem.

- The poem prompt should ask students to explore an idea from the poem and relate the ideas to their experience and or/understanding in a sustained text. The poem prompt should use words as describe, explain, and analyze in order to encourage students to develop their ideas more fully.

**Interdisciplinary Connections:**

**Social Studies:**

**SOC.6.1.4.D.17** - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

**SOC.6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

**SOC.6.1.4.A.10** Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

**Science**

**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.

**Technology**

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

**8.1.5.A.2**

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

**8.1.5.E.1** Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**8.2.5.C.4** Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

**8.2.5.D.3** Follow step by step directions to assemble a product or solve a problem

**21<sup>st</sup> Century Skills**

9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community.

**Career Ready Practices**

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
 CRP11. Use technology to enhance productivity.

<b>Learning and Innovation Skills</b>	<ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> </ul>
<b>Information, Media and Technology Skills</b>	<ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• ICT (Information, Communications and Technology) Literacy</li> </ul>
<b>Life and Career Skills</b>	<ul style="list-style-type: none"> <li>• Flexibility and Adaptability</li> <li>• Initiative and Self-Direction</li> <li>• Social and Cross-Cultural Skills</li> <li>• Productivity and Accountability</li> <li>• Leadership and Responsibility</li> </ul>

Learning Targets	
<b>Content Standards: RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.5, RL 3.6, RL 3.7, RL 3.9, RI 3.1, RI 3.2, RI 3.4, RI 3.5, RI 3.7, RF 3.3, RF 3.4, W 3.2, W 3.3, W 3.4, W 3.5, W 3.6, W 3.8, W 3.10, SL 3.2, SL 3.3, SL 3.4, SL 3.5, L 3.1, L 3.2, L 3.3, L 3.5 , 9.1, 9.4, 8.1, 8.2</b>	
Number	NJSLs for Mastery
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 3.2	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 illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RF3.3	Know and apply grade-level phonics and word analysis skills in decoding words
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.
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 effective technique, descriptive details, and clear event sequences.
W 3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W 3.5	With guidance and support from peers and adults, develop and strengthen writing as

	needed by planning, revising, and editing.
W3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
W 3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W 3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
SL 3.2	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.
L 3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L 3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L 3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
L 3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● How does understanding a text's structure help me better understand its meaning?</li> <li>● Why do readers need to pay attention</li> </ul>	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>● Words powerfully affect meaning.</li> </ul>

<p>to a writer's choice of words?</p> <ul style="list-style-type: none"> <li>● How does a reader's speed, accuracy, and expression help them understand what they have read?</li> <li>● How does a writer use parts of a poem to describe the structure?</li> <li>● Why does a writer choose a particular form of writing?</li> <li>● How does following the rules of language help the author communicate clearly?</li> </ul>	<ul style="list-style-type: none"> <li>● Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>● Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>● A writer selects a form based on audience and purpose.</li> <li>● Rules, conventions of language, help the reader understand what is being communicated.</li> </ul>
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<p><b>Unit Objectives</b>  <i>Students will know...</i></p> <p><b>The Writing Process</b></p> <ol style="list-style-type: none"> <li>1. Brainstorming</li> <li>2. Drafting</li> <li>3. Revising</li> <li>4. Publishing</li> <li>5. Editing</li> </ol> <ul style="list-style-type: none"> <li>● Purposes for different types of Writing</li> <li>● How to work cooperatively in groups</li> <li>● How punctuation helps people understand what they read and write</li> <li>● How to correctly use common spelling rules</li> <li>● How to communicate with writing</li> </ul>	<p><b>Unit Objectives</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Read a variety of nonfiction and fiction books and produce evidence of understanding</li> <li>● Recognize a purpose for reading</li> <li>● Listen for a variety of purposes</li> <li>● Identify setting, characters, and plot in a story</li> <li>● Identify chronological order of events in a selection by using time order words and other unstated clues</li> <li>● Make and confirm predictions</li> <li>● Determine what characters are like based on what they say and do</li> <li>● Interpret figurative language</li> <li>● Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>● Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>● Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</li> <li>● Use reading strategies (e.g., questioning, clarifying, predicting)</li> <li>● Identify Nonfiction selections and their text structure</li> <li>● Read factual material more slowly and carefully than fiction</li> <li>● Summarize the most important details from a nonfiction text</li> <li>● Make judgments, form opinions, and draw conclusions from the text</li> <li>● Identify a stated and unstated Main Idea and supporting details</li> <li>● Make inferences about texts, using text ideas, prior knowledge, and experience</li> <li>● Draw conclusions from information and data gathered</li> <li>● Identify Author's Purpose</li> <li>● Determine meanings of unknown words using Context Clues</li> <li>● Infer word meaning from taught roots, prefixes, and suffixes</li> <li>● Use syllable patterns to decode multisyllabic words</li> <li>● Use knowledge of word relationships to determine or clarify word meanings</li> <li>● Use new vocabulary learned from texts in classroom experience</li> <li>● Provide relevant text evidence when responding to an Open Ended question</li> <li>● Write a narrative piece based on personal experiences</li> <li>● Develop strong introductions that grab readers' attention</li> <li>● Include a conclusion where the main character has learned a lesson</li> <li>● Write the events of a narrative sequentially</li> <li>● Develop author's voice in their own writing</li> <li>● Include similes and metaphors in their Narrative piece</li> <li>● Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts Use dialogue effectively</li> </ul>
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	<ul style="list-style-type: none"> <li>● Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words</li> <li>● Utilize resources to help spell words correctly</li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</li> <li>● Edit with a partner and publish using word processor</li> </ul>
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**Long Beach Island Consolidated School District**  
**ENGLISH LANGUAGE ARTS CURRICULUM**  
**Evidence of Learning**

<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>● Open-Ended Questions</li> <li>● Weekly Tests</li> <li>● Writer’s Workshop</li> <li>● Class Discussion</li> <li>● Graphic Organizers</li> <li>● Reading Responses</li> <li>● Reading Log</li> <li>● Exit Slips</li> <li>● Kinesthetic Assessments</li> <li>● Running Records</li> <li>● Constructive Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Cooperative Learning Groups</li> <li>● Teacher Conferences</li> <li>● Teacher Observation</li> <li>● Journals/Writer’s Notebook</li> <li>● Portfolio</li> <li>● Anecdotal Notes</li> <li>● Peer/Self Assessments</li> <li>● Whiteboard Assessments</li> <li>● Think-Pair-Share</li> <li>● Literature Circles</li> </ul>

<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Portfolio Assessment piece</li> <li>● Unit Test</li> <li>● Journeys’ Weekly Story Tests</li> <li>● Orton-Gillingham Spelling Test</li> <li>● Orton-Gillingham Red Word Assessments</li> <li>● Timed Writing Piece</li> <li>● Timed Reading Piece</li> <li>● Benchmark Assessments or Interim Assessments</li> <li>● Performance Assessment</li> </ul>

### **Benchmark Assessments**

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

### **Alternative Assessment**

- Showcase portfolio
- Reflective journals

### **Modifications**

Leveled Guided Reading Books

- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

### **Suggested / possible modifications for *Enrichment*:**

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)  
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

### **Special Education/504 Plans/Students with Disabilities:**

- Follow specific IEP/504 accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach Orton Gillingham concepts
- Picture Walks
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions

- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments

#### **Students at Risk of Failure:**

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

#### **Economically Disadvantaged:**

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

#### **Culturally Diverse:**

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

#### **Follow all IEP modifications/504 plan**

#### **Suggested Amistad Resources**

- Five Bold Freedom Fighters Hudson, Wade
- I Have a Dream King, Martin Luther
- Rosa Parks Schaefer, Lola M
- Black storm comin' Wilson, Diane L

#### **Suggested Holocaust Resources**

- A Picture Book of Anne Frank Adler, David A
- What was The Holocaust? Gail Herman

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Smart Board
- [www.exchange.smarttech.com](http://www.exchange.smarttech.com) (Free Smart Board power point lessons and resources)
- Elmo
- Clickers
- [HMH-Journeys](#)
- [Orton-Gillingham](#)
- [Newsela](#)
- <http://www.havefunteaching.com/worksheets/writing-worksheets/poetry-worksheets>
- <http://www.rubrics4teachers.com/languagearts.php> ( A long list of useful Rubrics)
- [www.scholasticnews.com](http://www.scholasticnews.com)
- [www.tfk.com](http://www.tfk.com)
- [www.billnye.com](http://www.billnye.com)
- [www.internet4classrooms.com](http://www.internet4classrooms.com)
- [www.brainpop.com](http://www.brainpop.com)
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- [www.topmarks.co.uk/](http://www.topmarks.co.uk/)
- [http://undsci.berkeley.edu/lessons/mystery\\_boxes.html](http://undsci.berkeley.edu/lessons/mystery_boxes.html) (Creating mystery boxes in Science)
- <http://www.cyberkids.com/cw/sto/my/> (Online mysteries submitted by other students)
- <http://www.carolhurst.com/subjects/mysteries.html> (A list of recommended mysteries and activities)
- <http://www.slideshare.net/kmack924/mystery-unit-3rd-grade> (Power Point on the characteristics of a Mystery)
- <http://teacher.scholastic.com/maven/index.htm> (Math Mysteries)
- <http://printables.scholastic.com/shop/SearchCmd?Ntt=A+To+Z+Mysteries%3A+The+Absent+Author+%28Level+N%29%3A+Reading+Response+Trifold+For+Grades+2-3&storeId=12502&PrintableType=all>)
- <http://www.terrificscience.org/lessonpdfs/MysteriesofThirdEdit.pdf> (Science mysteries)
- <http://teachers.net/lessons/posts/4335.html> (Mystery drink pictograph)
- <http://www.dositey.com/2008/math/mistery2.html#s> (Mystery Math Fraction pictures)
- <http://www.kidsloveamystery.com/>
- [http://clow.ipisd.org/spotlight\\_3\\_writing.html](http://clow.ipisd.org/spotlight_3_writing.html) (Samples of 3rd Grade writing)
- <http://mrsdingman.homestead.com/PoetryTableOfContents.html> (Different types of Poems)
- <http://www.canteach.ca/elementary/songspoems.html> (A list of songs and poems)
- <http://www.poetry4kids.com/>
- <http://ettcweb.lr.k12.nj.us/forms/newpoem.htm> (Create different types of Poems using the online template)
- <http://www.teachthechildrenwell.com/language.html> (Many different links to genres and language activities)

Teacher Notes:

- Unit Objectives can be used as guides for your mini-lessons.
- Invite “Mystery Readers” into your classroom and give clues to the students to see if they can guess who the reader will be.

Infuse various literary genres throughout this unit.

Continue the writing portfolio for each student. The portfolio should include published works in digital formats.

The following foundational skills should be developed continuously throughout the year:

**Reading:**

- Reread for clarification
- Marking Text
- Questioning
- Visualizing
- Making Inferences
- Self-Monitoring
- Skim & Scan
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Building Fluency
- Make connections: text to text, text to self, text to world
- Use text evidence to answer Reading Open Ended Questions.

**Writing:**

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progression of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text

Long Beach Island Consolidated School District  
ENGLISH LANGUAGE ARTS CURRICULUM  
Unit 6 Overview

**Content Area: English Language Arts**

**Unit 6: Nonfiction/Fiction Reading & Opinion Piece/Persuasive Writing**

**Target Course/Grade Level: 3**

**Unit Summary: Nonfiction/Fiction Reading & Creative/Persuasive/Research Writing**

The focus of the reading will be nonfiction as students gather information to support their Opinion/Persuasive piece. Continue to infuse Fiction reading throughout the unit. Persuasive writing requires students to state their point of view on a given controversy or topic related to self, school/community, or social situations. To build knowledge on a topic, students will gather information from multiple content areas. Using the Voice Trait, creative writing pieces will be produced to show individuality and personality.

**Interdisciplinary Connections:**

**Social Studies:**

**SOC.6.1.4.D.17** - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

**SOC.6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

**SOC.6.1.4.A.10** Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

**Science**

**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.

**Technology**

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

**8.1.5.A.2**

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

**8.1.5.E.1** Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**8.2.5.C.4** Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

**8.2.5.D.3** Follow step by step directions to assemble a product or solve a problem

**21<sup>st</sup> Century Skills**

9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community.

**Career Ready Practices**

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

CRP11. Use technology to enhance productivity.

<b>Learning and Innovation Skills</b>	<ul style="list-style-type: none"><li>• Creativity and Innovation</li><li>• Critical Thinking and Problem Solving</li><li>• Communication and Collaboration</li></ul>
<b>Information, Media and Technology Skills</b>	<ul style="list-style-type: none"><li>• Information Literacy</li><li>• Media Literacy</li><li>• ICT (Information, Communications and Technology) Literacy</li></ul>

<b>Life and Career Skills</b>	<ul style="list-style-type: none"> <li>• Flexibility and Adaptability</li> <li>• Initiative and Self-Direction</li> <li>• Social and Cross-Cultural Skills</li> <li>• Productivity and Accountability</li> <li>• Leadership and Responsibility</li> </ul>	

Learning Targets	
<b>Content Standards: RL 3.1, RL 3.4, RL 3.5, RL 3.6, RL 3.7, RL 3.9, RL 3.10, 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, RI 3.10, RF 3.3, RF 3.4, W 3.1, W 3.4, W 3.5, W 3.6, W 3.7, W 3.8, W 3.10, SL 3.2, SL 3.3, SL 3.4, L 3.1, L 3.2, L 3.3, L 3.4, 9.1, 9.4, 8.1, 8.2</b>	
Number	NJSLS for Mastery
RL 3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL 3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL 3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections
RL 3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL 3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL 3.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RL 3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
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	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.
RI 3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
RI 3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area

RI 3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI 3.6	Distinguish their own point of view from that of the author of a text.
RI 3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI 3.8	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.

RF3.3	Know and apply grade-level phonics and word analysis skills in decoding words
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.
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 3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W 3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W 3.7	Conduct short research products 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.
W3.6	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.
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
L 3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L 3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L 3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
L 3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies
<b>Unit Essential Questions</b>  ● Why do readers need to pay attention to a writer's choice of words?	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> ● Words powerfully affect meaning.

<ul style="list-style-type: none"> <li>● How does my speed, accuracy, and expression help me understand what I have read?</li> <li>● How does understanding a text's structure help me better understand its meaning?</li> <li>● Why does a writer choose a particular form of writing?</li> <li>● How does following the rules of language help the author communicate clearly?</li> </ul>	<ul style="list-style-type: none"> <li>● Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>● Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>● A writer selects a form based on audience and purpose.</li> <li>● Rules, conventions of language, help the reader understand what is being communicated.</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i> <b>The Writing Process</b> 1. Brainstorming 2. Drafting 3. Revising 4. Publishing	<b>Unit Objectives</b> <i>Students will be able to...</i> ● Read a variety of nonfiction and fiction books and produce evidence of understanding ● Recognize a purpose for reading ● Listen for a variety of purposes ● Identify setting, characters, and plot in a story

## 5. Editing

- How to work cooperatively in groups
- Purposes for different types of Writing
- How punctuation helps people understand what they read and write
- The importance of word choice when writing an Opinion/Persuasive piece
- The importance of Audience when writing an Opinion/Persuasive piece
- When reading it is important to read fluently in order to fully comprehend the story
- How to write three persuasive reasons in their letter
- How to create their own web for pre-writing
- Identify chronological order of events in a selection by using time order words and other unstated clues
- Make and confirm predictions
- Use reading strategies (e.g., questioning, clarifying, predicting)
- Summarize the most important details from a nonfiction text
- Make judgments, form opinions, and draw conclusions from the text
- Make inferences about texts, using text ideas, prior knowledge, and experience
- Classify arguments as either fact or opinion
- Draw conclusions from information and data gathered
- Identify Author's Purpose
- Identify Point of View and how that affects the information presented to the reader
- Determine meanings of unknown words using Context Clues
- Use knowledge of word relationships to determine or clarify word meanings
- Use new vocabulary learned from texts in classroom experience
- Provide relevant text evidence when responding to an Open-Ended question
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section
- Develop strong introductions that grab readers' attention
- Develop author's voice in their own writing
- Choose words and phrases for effect
- Form and use possessives
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words
- Utilize resources to help spell words correctly
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Edit with a partner and publish using word processor

**Formative Assessments**

- Open Ended Questions
- Weekly Tests
- Writer's Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Constructive Quizzes
- Rubric
- Cooperative Learning Groups
- Teacher Conferences
- Teacher Observation
- Journals/Writer's Notebook
- Portfolio
- Anecdotal Notes
- Peer/Self Assessments
- Whiteboard Assessments
- Think-Pair-Share
- Literature Circles

**Summative Assessments**

- Portfolio Assessment piece
- Unit Test
- Journeys' Weekly Story Tests
- Orton-Gillingham Spelling Test
- Orton-Gillingham Red Word Assessments
- Timed Writing Piece
- Timed Reading
- Performance Assessment
- District Benchmark or Interim Assessment

**Alternative Assessment**

- Showcase portfolio
- Reflective journals

**Benchmark Assessments**

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

## **Modifications**

### **General:**

Leveled Guided Reading Books

- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

### **Special Education/504 Plans/Students with Disabilities:**

- Follow specific IEP/504 accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach Orton Gillingham concepts
- Picture Walks
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments

### **Students at Risk of Failure:**

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

### **Economically Disadvantaged:**

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

### **Culturally Diverse:**

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support

- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

**Suggested / possible modifications for Enrichment:**

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)  
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonom>

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- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

**Follow all IEP modifications/504 plan**

## Suggested Amistad Resources

- [Five Bold Freedom Fighters](#) Hudson, Wade
- [I Have a Dream](#) King, Martin Luther
- [Rosa Parks](#) Schaefer, Lola M
- [Black storm comin'](#) Wilson, Diane L

## Suggested Holocaust Resources

- [A Picture Book of Anne Frank](#) Adler, David A
- [What was The Holocaust?](#) Gail Herman

## Curriculum development Resources/Instructional Materials/Equipment Needed/ Teacher Resources:

- Smart Board
- [www.exchange.smarttech.com](http://www.exchange.smarttech.com) (Free Smart Board power point lessons and resources)
- Elmo
- Clickers
- [HMH-Journeys](#)
- [Orton-Gillingham](#)
- [Newsela](#)
- <http://www.havefunteaching.com/worksheets/graphic-organizers>
- <http://www.rubrics4teachers.com/languagearts.php> ( A long list of useful Rubrics)
- [www.scholasticnews.com](http://www.scholasticnews.com)
- [www.tfk.com](http://www.tfk.com)
- [www.billnye.com](http://www.billnye.com)
- [www.internet4classrooms.com](http://www.internet4classrooms.com)
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- [www.topmarks.co.uk/](http://www.topmarks.co.uk/)
- <http://www.wilmette39.org/central/CWSbinder/pdfs/CSWS3rdprompts.pdf>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/convince-developing-persuasive-writing-56.html> (click on the Power Point presentation link)
- <http://www.slideshare.net/SuzanneKlein2/introduce-research-writing-to-3rd-graders>
- <http://www.3rdgradethoughts.com/2015/03/did-you-know-mini-research-project.html> mini-project
- [http://www.sps186.org/downloads/basic/78399/3rd\\_Grade\\_Research\\_Paper.pdf](http://www.sps186.org/downloads/basic/78399/3rd_Grade_Research_Paper.pdf) inventor project
- <http://interlakes.libguides.com/content.php?pid=540330&sid=4785625> african animals project
- <http://interlakes.libguides.com/content.php?pid=540330&sid=4786009> amazon rainforest project
- <http://www.vrml.k12.la.us/graphorgan/>
- [http://www.edhelper.com/persuasive\\_writing\\_third\\_grade.htm](http://www.edhelper.com/persuasive_writing_third_grade.htm)
- <http://www.unitsofstudy.com/workshophelpdesk/teaching.asp>
- [http://www1.kent.k12.wa.us/curriculum/writing/elem\\_writing/bib/persuasive.htm](http://www1.kent.k12.wa.us/curriculum/writing/elem_writing/bib/persuasive.htm) (Persuasive Writing websites)

## Teacher Notes:

Unit Objectives can be used as guides for your mini-lessons.

## Suggestions for Opinion/Persuasive Topics

- Year Round School

- **Uniforms/Dress Code**
- **Write a letter to Mom/Dad getting them to buy you whatever you want**
- **Raise Allowance**
- **Later bedtime**
- **Going on a trip/vacation**
- **Should the school be able to sell candy/sweets during lunch?**
- **Extra recess time**
- **Longer lunch period**
- **Getting a cell phone**
- **Banning homework or limiting homework given by teachers**
- **Should boys and girls go to separate schools, or should they go to the same school? Decide what you think.**

Then persuade others to agree with you.

Continue the writing portfolio for each student. The portfolio should include published works in digital formats.

The following foundational skills should be developed continuously throughout the year:

**Reading:**

- **Reread for clarification**
- **Marking Text**
- **Questioning**
- **Visualizing**
- **Making Inferences**
- **Self-Monitoring**
- **Skim & Scan**
- **Seeking meaning of unknown vocabulary**
- **Make and revise predictions**
- **Building Fluency**
- **Make connections: text to text, text to self, text to world**
- **Use text evidence to answer Reading Open Ended Questions.**

**Writing:**

- **Use written and oral English appropriate for various purposes and audiences.**
- **Create and develop texts that include the following text features:**
  - **Development: the topic, theme, stand/perspective, argument or character is fully developed**
  - **Organization: the text exhibits a discernible progressions of ideas**
  - **Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice**
  - **Word choice: the words are precise and vivid**
- **Create and develop texts that include the following language conventions:**
  - **Sentence formation: sentences are complete and varied in length and structure**
  - **Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text**

