

Introduction:

Students in 3rd Grade ELA will complete seven 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. Children ramp up their reading skills by immersing themselves in within-reach fiction books while working on word solving, vocabulary development, envisionment, and prediction. These units address essential skills for reading expository nonfiction, such as ascertaining main ideas, recognizing text infrastructure, comparing texts, and thinking critically, as well as the skills for reading narrative nonfiction, such as determining importance by using knowledge of story structure. During character study, students closely observe characters, make predictions, and sharpen their skills in interpretation. Children work in clubs to gather, synthesize, and organize information about animals, and then use this information to seek solutions to real-world problems. The third-grade units of study take into account that many third-graders are writing on full sheets of notebook paper and in writers notebooks for the first time. Students will write in a variety of genres (narrative, descriptive, informative, explanatory, persuasive, poetry, research/ chapter books and constructed response). Third-graders to use their newfound abilities to gather and organize information to persuade people about causes the children believe matter and study fairy tales to explore techniques of fiction writing such as writing in scenes, employing an omniscient narrator to orient readers, using story structure to create tension, and crafting figurative language to convey mood. The third-grade units support the crucial transition children make from learning to read to reading to learn. All ELA units follow the NJ Student Learning Objectives and meet grade 3 expectations.. Student progress will be measured in a variety of methods.

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Proposed Revision Date:	Summer 2023

Beach Haven School District
English Language Arts Curriculum
Pacing Guide

Content Area: English Language Arts

Course Title: English Language Arts

Grade Level: 3

Instructional Materials: "Reading Workshop," "Writing Workshop,"
 "Foundations"

UNIT 1:

Reading: Building a Reading Life (Book 1), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Crafting True Stories (Book 1), Narrative, Shared Writing, Interactive Writing

Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

**26-30
Days-
ongoing**

UNIT 2:

Reading: Mystery: Foundational Skills in Disguise, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Writing Mysteries, Shared Writing, Interactive Writing

Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

**26-30
Days-
ongoing**

UNIT 3:

Reading: Reading to Learn, Grasping Main Ideas and Text Structures (Book 2), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: The Art of Information Writing (Book 2), Shared Writing, Interactive Writing

Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

**26-30
Days-
ongoing**

UNIT 4:

Reading: Changing the World: Social Issues, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Changing the World: Persuasive Speeches, Petitions and Editorials, Shared Writing, Interactive Writing

**26-30
Days-
ongoing**

Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	
UNIT 5: Reading: Research Clubs: Elephants, Penguins, and Frogs, Oh My!, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening Writing: Writing About Research, Shared Writing, Interactive Writing Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	30 Days-ongoing
UNIT 6: Reading: Character Studies, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening Writing: Baby Literary Essay, Shared Writing, Interactive Writing Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	26-30 Days-ongoing
Unit 7: Reading: Once Upon A Time: Fairy Tales, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening Writing: Once Upon A Time: Fairy Tales, Shared Writing, Interactive Writing Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	26-30 Days-ongoing

Unit 1 Overview

Content Area: English Language Arts

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Reading: Building a Reading Life (Book 1), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Crafting True Stories (Book 1), Narrative, Shared Writing, Interactive Writing

Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Target Course/Grade Level: 3

Integrated Accommodations and Modification

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- 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
- Mark text with highlighter
- Work in alternate setting
- 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)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during 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 expectations, 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

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
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- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

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

Gifted and Talented:

- Higher level books
- Create a poster on the computer as a slideshow
- Provide multisyllabic words during Foundations lessons
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

NJSLS: Content Standards:

Reading:

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

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

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

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

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 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.

Writing:

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.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

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

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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

Phonics:

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

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

Speaking & Listening

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

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

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

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

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language:

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

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).

Career Readiness, Life Literacies and Key Skills
<p>This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.</p> <p>https://www.nj.gov/education/standards/clicks/index.shtml</p> <p>9.1 Personal Financial Literacy</p> <p>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.2 Career Awareness</p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p>

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key Skills

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

Computer Science and Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Essential Question:

Reading:

- How do readers create reading lives for themselves?
- How do readers work to understand the story better?
- How do readers tackle more challenging texts?

Writing:

- How do writers independently write a personal narrative?
- How do writers write with volume, stamina, and speed?
- How do writers become invested in the Writing Workshop?

Phonics:

Enduring Understanding:

Reading:

- Readers set clear goals, find just-right books and push themselves to read more.
- Readers hold tight to meaning, check for comprehension, envision their stories and make predictions.
- Readers read more challenging texts by tackling tricky works and noticing texts and author clues.

Writing:

- Writers draw upon personal experiences to write personal narratives.
- Writers use notebooks to log their ideas.
- Writers have many ways of revising stories they create.

Phonics:

- -Understanding letter sounds can apply to reading and writing fluently
- -Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know

- How can I use letter sounds to read and write words?
- How do letter sounds help me read words I do not know?
- How do letter patterns help me learn to read words I do not know?

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will be able to:

- Establish routines and expectations of the workshop.
- Develop familiarity with essential reading skills and apply comprehension strategies.
- Home ability to select just-right books that are meaningful to them.

Writing:

In the area of writing, the student will:

- Establishing routines for a well-managed, productive writing workshop.
- Practicing the utility of a writer's notebook.
- Establishing a community of writers in the classroom.

Phonics:

- Identify parts of words (syllables, basewords, suffixes)
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends, trigraphs (tch, dge)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- Identify the “exceptions” to these six syllable types
- Read and spell words with these unexpected vowel sounds (exceptions)
- Segment syllables into sounds (phonemes) and divide multisyllabic words
- Read and spell words with short and long vowel sounds
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, ei, eigh, ie, igh, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Identify schwa
- Read and spell words with the unexpected vowel sound of schwa in unaccented syllables
- Read and spell phonetically regular words
- Read words with sound options for the grapheme representation
- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Read and spell words with additional sounds of a and ch, the suffix -ed, and the soft sounds of c and g
- Read and spell words with ph, nge, nce, tion, sion, ture, tu, ti, ci
- Read and spell words with silent letters (wr, rh, gn, kn, mn, mb, gh)
- Read and spell words with suffixes, including most common Latin suffixes (-s, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, -or)

- Identify and know the meaning of most common Latin suffixes
- Read and spell words with suffixes added to unchanging base words (strongest)
- Form and use regular and irregular plural nouns
- Apply spelling rules for adding suffixes to base words that change (sliding)
- Read and spell contractions, reduce two words into a contraction, and identify the words from which a contraction was made
- Read and spell trick words or targeted high frequency words
- Read and know meaning of sound-alike words (homophones)

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

Core Instructional and Supplemental Materials

- **Foundations student toolkit**
- **Foundations Teacher Toolkits**
- ***Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013**
- ***Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013**
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcy.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

Dragon Tales series by Dav Pilkey (Level J),
 Commander Toad series by Jane Yolen (Level K)
 The Infamous Ratsos series by Kara LaReau (Level L)

The King & Kayla series by Dori Hillestad Butler (Level L),

The Little Shaq series by Shaquille O’Neal (Level M)

The Alien Next Door series by A. I. Newton (Level N/O/P/Q)

Jasmine Toguchi series by Debbi Michiko Florence Hilo series by Judd Winick (Levels O-Q)

Assessments/Evidence of Learning

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader’s Notebooks
- Writer’s Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Summative Assessments

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Foundations Unit Assessments

Alternative Assessments

- Reflective/response journals
- Reading A-Z Guided Level Assessments
- Kahoot
- Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time)
- My Reading Log and Reflections
- Foundations Fluency Kit Assessments
- Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day)

Benchmark Assessments

- DRA
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt

Unit 2 Overview

UNIT 2:

Reading: Mystery: Foundational Skills in Disguise (New Book 2016), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

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- Provide students with necessary academic resources and materials

Gifted and Talented:

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- Create a poster on the computer as a slideshow
- Provide multisyllabic words during Foundations lessons

- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
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- Expose to sophisticated vocabulary
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Learning Targets

NJSLS: Content Standards:

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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). **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.

Writing:

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.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

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

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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

Phonics:

- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

Speaking & Listening

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
- 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.
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- SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language:

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 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.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings
- 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).

Career Readiness, Life Literacies and Key Skills
<p>This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLs-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.</p> <p>https://www.nj.gov/education/standards/clicks/index.shtml</p> <p>9.1 Personal Financial Literacy</p> <p>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.2 Career Awareness</p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.3 Career and Technical Education</p> <p>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key Skills

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

Computer Science and Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Unit Essential Questions Reading: <ul style="list-style-type: none">● How can I read mysteries, collecting and interpreting clues to allow me to solve the mystery before the crime solver does?● What are some techniques that help raise the level of mystery reading?● How does reading mysteries help you read any kind of fiction? Writing: <ul style="list-style-type: none">● How can I write a piece that includes all of the elements of a mystery?● What are all the elements of a mystery? Phonics: <ul style="list-style-type: none">● How can I use letter sounds to read and write words?● How do letter sounds help me read words I do not know?	Unit Enduring Understandings Reading: <p><i>Students will understand that...</i></p> <ul style="list-style-type: none">● Readers draw on all they know about solving mysteries to read mysteries.● Readers look for patterns across mysteries, thinking about how the book they are reading is and is not like other mystery books.● Readers will apply all they have learned to do as mystery readers to any fiction book they are reading. Writing: <ul style="list-style-type: none">● Writers will write a piece that includes a great hook, clues, a beginning, middle, end, and cliffhangers.● Writers will learn about red herrings.● Writers draw upon their knowledge of mysteries to write an original mystery. Phonics: <ul style="list-style-type: none">● -Understanding letter sounds can apply to reading and writing fluently● -Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know

<ul style="list-style-type: none"> How do letter patterns help me learn to read words I do not know? 	

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

- Pay attention to story details that might be clues to solve the mystery.
- Use common characteristics of mysteries to read differently.
- Apply mystery reading skills to read any fiction book.

In the area of comprehension, the student will learn the following strategies:

Writing:

In the area of writing, the student will:

- Writers develop strategies to write effective mysteries.
- Writers include the elements of the mystery in their writing.

Phonics:

In the area of Phonics Students Will:

- Know and apply grade-level phonics and word-analysis skills in decoding words
- Segment syllables into sounds (phonemes)—up to six sounds
- Identify word structures such as vowels, consonants, blends, digraphs, and digraph blends
- Identify parts of words (syllables, base words, suffixes)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, and consonant-le
- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Read and spell words with short vowels
- Read and spell words with long vowels in vowel-consonant-e and open syllables
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Read and spell words with unexpected vowel sounds (old, ild, ind, ost, olt, ive)
- Read and spell words with suffixes (-s, -es, -ed,-ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty)
- Read and spell words with common prefixes (un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-)
- Read and spell phonetically regular one-, two- and three-syllable words
- Identify words with inconsistent but common spelling-sound correspondences

Correlation Key

Holocaust	Amistad	LGBTQ & Disabilities	DEI
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Core Instructional and Supplemental Materials

- Foundations student toolkit
- Foundations Teacher Toolkits
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcy.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

The Absent Author by Ron Roy

The Diamond Mystery by Martin Widmar

Hamster Holmes series by Albin Sadar (Level J)

Katie's Spooky Sleepover and Pedro's Mystery Club by Fran Manushkin (Level J)

Young Cam Jansen series by David A. Adler (Level J)

King & Kayla series by Dori Hillestad Butler (Level K)

Nate the Great* series by Marjorie Weinman Sharmat (Level K)

Milo and Jazz Mysteries series by Lewis B.

Montgomery (Level L)

Cam Jansen* series by David A. Adler (Level L)

Jigsaw Jones series by James Preller (Level M)

Assessments/Evidence of Learning

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons

Summative Assessments

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment

<ul style="list-style-type: none"> ● Strategy Groups ● Reader's Notebooks ● Writer's Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips 	<ul style="list-style-type: none"> ● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Foundations Unit Assessments
<p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) ● My Reading Log and Reflections ● Foundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	<p>Benchmark Assessments</p> <ul style="list-style-type: none"> ● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

Unit 3 Overview

Content Area: English Language Arts

Unit 3:

Reading: Reading to Learn, Grasping Main Ideas and Text Structures (Book 2), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: The Art of Information Writing (Book 2), Shared Writing, Interactive Writing

Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Integrated Accommodations and Modification

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- 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
- Mark text with highlighter
- Work in alternate setting
- 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)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during 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 expectations, 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

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- 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
- Mark text with highlighter
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- Leveled Guided Reading Books
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- Student choice for publication
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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

Gifted and Talented:

- Higher level books
- Create a poster on the computer as a slideshow
- Provide multisyllabic words during Foundations lessons
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Learning Targets

NJSLS: Content Standards:

Reading:

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

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

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

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

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

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

RI.3.7. 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.

Writing:

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.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

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

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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

Phonics:

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

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

Speaking & Listening

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

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

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

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

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language:

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

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).

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This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

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Interdisciplinary Connections

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Unit Essential Questions

Reading:

- How can readers of expository nonfiction texts read in such a way that they can determine what is most important and consolidate information and ideas?
- How can readers of nonfiction lift the level of their thinking about expository text?
- How can readers synthesize and grow ideas in narrative nonfiction texts?

Writing:

- How can I raise the level of my informational writing.
- How can I learn to plan out ways to teach a topic that I know well so the information is chunked into organized categories?

Unit Enduring Understandings

Reading:

Students will understand that...

- Readers determine the main idea and key ideas.
- Readers of nonfiction become experts by setting clear goals.
- Readers distinguish their own opinion from that of the author.
- Readers of narrative nonfiction summarize the text.
- Readers tackle hard words that complicate meaning.
- Readers synthesize and grow ideas when reading narrative nonfiction.

Writing:

<ul style="list-style-type: none"> • How can I learn to draft and revise my chapters so that I practice writing with varied kinds of information and structures, elaborating on that information and linking pieces together? • How can I use writing time to learn / transfer what I have learned so far in this unit into pieces of writing that I am doing in other disciplines? <p>Phonics:</p> <ul style="list-style-type: none"> • How can I use letter sounds to read and write words? • How do letter sounds help me read words I do not know? • How do letter patterns help me learn to read words I do not know? 	<ul style="list-style-type: none"> • Writing informational text is a way to teach others about a topic. • Writers structure, elaborate, and craft their information in a way that helps the readers understand. • Writers elaborate on their topics by using facts, details, and observations. • Writers choose expert words to teach readers a lot about the subject and use text features as a way to support the reader's understanding. <p>Phonics:</p> <ul style="list-style-type: none"> • -Understanding letter sounds can apply to reading and writing fluently • -Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know
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Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

- Explore both expository and narrative non-fiction texts.
- Identify main ideas and details.
- Read deeply about one topic/ subject to become an expert.

In the area of comprehension, the student will learn the following strategies:

Writing:

In the area of writing, the student will:

- Write an expository text

Phonics:

- Identify parts of words (syllables, base words, suffixes)
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends, trigraphs (tch, dge)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- Identify the “exceptions” to these six syllable types
- Read and spell words with these unexpected vowel sounds (exceptions)
- Segment syllables into sounds (phonemes) and divide multisyllabic words
- Read and spell words with short and long vowel sounds
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)

- Read and spell words with vowel teams (ai, ay, ee, ey, ea, ei, eigh, ie, igh, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Identify schwa
- Read and spell words with the unexpected vowel sound of schwa in unaccented syllables
- Read and spell phonetically regular words
- Read words with sound options for the grapheme representation
- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Read and spell words with additional sounds of a and ch, the suffix -ed, and the soft sounds of c and g
- Read and spell words with ph, nge, nce, tion, sion, ture, tu, ti, ci
- Read and spell words with silent letters (wr, rh, gn, kn, mn, mb, gh)
- Read and spell words with suffixes, including most common Latin suffixes (-s, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, -or)
- Identify and know the meaning of most common Latin suffixes
- Read and spell words with suffixes added to unchanging base words (strongest)
- Form and use regular and irregular plural nouns
- Apply spelling rules for adding suffixes to base words that change (sliding)
- Read and spell contractions, reduce two words into a contraction, and identify the words from which a contraction was made
- Read and spell trick words or targeted high frequency words
- Read and know meaning of sound-alike words (homophones)

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

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- Foundations Teacher Toolkits
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- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcy.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

Gorillas (Living in the Wild: Primates) by Lori McManus

Frogs and Toads by Bobbie Kalman and Tammy Everts

Storyteller's Candle by Lucía M. González

The Story of Ruby Bridges* by Robert Coles

George Washington's Breakfast by Jean Fritz.

Assessments/Evidence of Learning

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
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Summative Assessments

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- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Foundations Unit Assessments

<ul style="list-style-type: none"> ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips 	
<p style="text-align: center;">Alternative Assessments</p> <ul style="list-style-type: none"> ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) ● My Reading Log and Reflections ● Foundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	<p style="text-align: center;">Benchmark Assessments</p> <ul style="list-style-type: none"> ● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

Unit 4 Overview

Content Area: English Language Arts
<p>Unit 4: Reading: Changing the World: Social Issues Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Changing the World: Persuasive Speeches, Petitions and Editorials Shared Writing, Interactive Writing</p> <p>Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>
Target Course/Grade Level: 3

Integrated Accommodations and Modification
<p>English Language Learners:</p> <ul style="list-style-type: none"> ● choral reading ● chants, songs ● use charts, posters, videos ● use a highlighter for key ideas, vocabulary ● write helpful hints in margins of copied materials ● provide copy of all notes ● preferential seating ● use manipulatives ● use graphic organizers ● reinforce vocabulary within the content ● assign a picture or movement to vocabulary words

- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
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- Paired partner reading
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Students at Risk of Failure:

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- Small group for reading and writing assessments
- Check in's during 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 expectations, 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

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- 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
- Mark text with highlighter
- Work in alternate setting
- 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)

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

Gifted and Talented:

- Higher level books
- Create a poster on the computer as a slideshow
- Provide multisyllabic words during Foundations lessons
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research

Learning Targets

NJSLS: Content Standards:

Reading:

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

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

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

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

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

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

RI.3.7. 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.

Writing:

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

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

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

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

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

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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

Phonics:

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

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

Speaking & Listening

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

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

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

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

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language:

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.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings**
- 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).**

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key Skills

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

Computer Science and Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals

involving a current or historical community, state, or national issue.

Unit Essential Questions

Reading:

- How can I read texts, thinking about what lessons they can teach me?
- How can my reading help me to look at issues that exist in the world and in our lives through a variety of perspectives.
- How can I read with a lens, looking at texts to locate the issues that are faced by several different characters.
- How can I use what I learn to make the world around me better?

Writing:

- How do writers independently write a persuasive speech?
- How do writers persuade their target audience?
- How do writers revise and edit for precision and clarity?

Phonics:

- How can I use letter sounds to read and write words?
- How do letter sounds help me read words I do not know?
- How do letter patterns help me learn to read words I do not know?

Unit Enduring Understandings

Reading:

Students will understand that...

- Reading books can teach them how to live their lives.
- Books can teach you lessons.
- Reading books can help you learn about issues in the world.
- Readers read texts through various lenses.
- Readers use what they learn from texts about issues in the world to make the world around them better.
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- Readers read texts through various lenses.
- Readers use what they learn from texts about issues in the world to make the world around them better.

Writing:

- Writers draw upon things that they want to see changed in the world to write persuasive speeches.
- Writers have many ways to organize facts, details, and examples to support their claim.
- Writers consistently use checklists to edit and revise their work throughout the writing process.

Phonics:

- -Understanding letter sounds can apply to reading and writing fluently.
- -Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know.

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

- Examine texts to locate issues of different characters
- Compare and contrast similar issues in different texts and different lives.
- Understand that a character can represent a larger group of people facing an issue.
- See multiple perspectives to an issue; understanding the complexity of it.
- Learn to interpret and determine themes.
- Read with a new lens.

In the area of comprehension, the student will learn the following strategies:

Writing:

In the area of writing, the student will:

- Craft a claim.
- Collect specific evidence to support and elaborate on a claim.
- Shape a claim and related evidence into a persuasive speech.

Phonics:

- Identify parts of words (syllables, basewords, suffixes)
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends, trigraphs (tch, dge)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- Identify the “exceptions” to these six syllable types
- Read and spell words with these unexpected vowel sounds (exceptions)
- Segment syllables into sounds (phonemes) and divide multisyllabic words
- Read and spell words with short and long vowel sounds
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, ei, eigh, ie, igh, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Identify schwa
- Read and spell words with the unexpected vowel sound of schwa in unaccented syllables
- Read and spell phonetically regular words
- Read words with sound options for the grapheme representation
- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Read and spell words with additional sounds of a and ch, the suffix -ed, and the soft sounds of c and g
- Read and spell words with ph, nge, nce, tion, sion, ture, tu, ti, ci
- Read and spell words with silent letters (wr, rh, gn, kn, mn, mb, gh)
- Read and spell words with suffixes, including most common Latin suffixes (-s, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, -or)
- Identify and know the meaning of most common Latin suffixes

- Read and spell words with suffixes added to unchanging base words (strongest)
- Form and use regular and irregular plural nouns
- Apply spelling rules for adding suffixes to base words that change (sliding)
- Read and spell contractions, reduce two words into a contraction, and identify the words from which a contraction was made
- Read and spell trick words or targeted high frequency words
- Read and know meaning of sound-alike words (homophones)

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

Core Instructional and Supplemental Materials

- Foundations student toolkit
- Foundations Teacher Toolkits
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

Dragon Tales series by Dav Pilkey (Level J), Commander

Toad series by Jane Yolen (Level K)

The Infamous Ratsos series by Kara LaReau (Level L)

The King & Kayla series by Dori Hillestad Butler (Level L),

The Little Shaq series by Shaquille O'Neal (Level M)

The Alien Next Door series by A. I. Newton (Level N/O/P/Q)
 Jasmine Toguchi series by Debbi Michiko Florence Hilo
 series by Judd Winick (Levels O-Q)

Assessments/Evidence of Learning

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Summative Assessments

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Foundations Unit Assessments

Alternative Assessments

- Reflective/response journals
- Reading A-Z Guided Level Assessments
- Kahoot
- Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time)
- My Reading Log and Reflections
- Foundations Fluency Kit Assessments
- Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day)

Benchmark Assessments

- DRA
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt

Unit 5 Overview

Content Area: English Language Arts

Unit 5:

Reading: Research Clubs: Elephants, Penguins and Frogs, Oh My!, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Writing About Research, Shared Writing, Interactive Writing

Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Target Course/Grade Level: 3

Integrated Accommodations and Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- 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
- Mark text with highlighter
- Work in alternate setting
- 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)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during 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 expectations, 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

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- Follow specific students accommodations and modifications as listed in individual student 504 plan
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- Involve families in student learning
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- Create a poster on the computer as a slideshow
- Provide multisyllabic words during Foundations lessons
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Learning Targets

NJSLS: Content Standards:

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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.

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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.

Writing:

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.

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

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- SL.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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- 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.
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8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Unit Essential Questions

Reading:

- How can nonfiction readers research a topic?
- What strategies do nonfiction readers use when planning a second cycle of research?
- How do readers synthesize, compare and contrast to develop their research?

Writing:

- How can I raise the level of my research-based information writing, in particular, by working on structure and development?
- How can I transfer over everything I've learned so far about information writing to this new book?

Phonics:

- How can I use letter sounds to read and write words?
- How do letter sounds help me read words I do not know?

Unit Enduring Understandings

Reading:

Students will understand that...

- Researchers orient themselves to a text.
- Nonfiction readers will synthesize information across texts.
- Nonfiction readers will compare and contrast texts to grow their research.
- Researchers ask questions to grow ideas.

Writing:

- Research topics are developed through observation.
- Researchers organize information with a table of contents.
- Research is developed through collaboration with others.
- Using a mentor text helps to elaborate information.

Phonics:

- -Understanding letter sounds can apply to reading and writing fluently
- -Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know

- How do letter patterns help me learn to read words I do not know?

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

- Reviewing nonfiction reading strategies.
- Learning ways to research a topic.

In the area of comprehension, the student will learn the following strategies:

Writing:

In the area of writing, the student will:

- Raise the level of research-based information writing.
- Emphasize the use of structure in writing about research.
- Use collaboration, on goal setting, and feedback to develop writing.
- Advance ideas through the process of revision

Phonics:

- Identify parts of words (syllables, base words, suffixes)
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends, trigraphs (tch, dge)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- Identify the “exceptions” to these six syllable types
- Read and spell words with these unexpected vowel sounds (exceptions)
- Segment syllables into sounds (phonemes) and divide multisyllabic words
- Read and spell words with short and long vowel sounds
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, ei, eigh, ie, igh, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Identify schwa
- Read and spell words with the unexpected vowel sound of schwa in unaccented syllables
- Read and spell phonetically regular words
- Read words with sound options for the grapheme representation
- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Read and spell words with additional sounds of a and ch, the suffix -ed, and the soft sounds of c and g
- Read and spell words with ph, nge, nce, tion, sion, ture, tu, ti, ci
- Read and spell words with silent letters (wr, rh, gn, kn, mn, mb, gh)
- Read and spell words with suffixes, including most common Latin suffixes (-s, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, -or)
- Identify and know the meaning of most common Latin suffixes
- Read and spell words with suffixes added to unchanging base words (strongest)

- Form and use regular and irregular plural nouns
- Apply spelling rules for adding suffixes to base words that change (sliding)
- Read and spell contractions, reduce two words into a contraction, and identify the words from which a contraction was made
- Read and spell trick words or targeted high frequency words
- Read and know meaning of sound-alike words (homophones)

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

Core Instructional and Supplemental Materials

- Foundations student toolkit
- Foundations Teacher Toolkits
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

The Life Cycle of an Emperor Penguin* by Bobbie Kalman
 Penguins* by Bobbie Kalman
 The Life Cycle of a Frog* by Bobbie Kalman
 Frogs and Toads by Bobbie Kalman
 Frogs! by Elizabeth Carney

Assessments/Evidence of Learning	
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader's Notebooks ● Writer's Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Test ● Report Card Assessments ● Running Records/DRA ● Exit Slips ● Performance Assessment ● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Foundations Unit Assessments
<p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) ● My Reading Log and Reflections ● Foundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	<p>Benchmark Assessments</p> <ul style="list-style-type: none"> ● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

Unit 6 Overview

Content Area: English Language Arts
<p>Unit 6: Reading: Character Studies,, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Baby Literary Essay, Shared Writing, Interactive Writing</p> <p>Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>
Target Course/Grade Level: 3

Integrated Accommodations and Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- 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
- Mark text with highlighter
- Work in alternate setting
- 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)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during 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 expectations, 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

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- 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
- Mark text with highlighter
- Work in alternate setting
- 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)

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

Gifted and Talented:

- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Foundations lessons
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary

Learning Targets

NJSLS: Content Standards:

Reading:

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

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

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

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

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). **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.

Writing:

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.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

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

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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

Phonics:

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

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

Speaking & Listening

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

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

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

- SL.3.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language:

- 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.3.5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings
- 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).

Career Readiness, Life Literacies and Key Skills
<p>This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.</p> <p>https://www.nj.gov/education/standards/clicks/index.shtml</p> <p>9.1 Personal Financial Literacy</p> <p>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.2 Career Awareness</p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.3 Career and Technical Education</p> <p>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p>9.4 Life Literacies and Key Skills</p> <p>This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.</p> <p>Career Readiness, Life Literacies and Key Skills</p> <p>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9,</p>

6.1.5.HistoryCC.8)

Computer Science and Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Unit Essential Questions

Reading:

- Why do readers need to pay attention to a writer's choice of words?
- How does my speed, accuracy, and expression help me understand what I have read?
- How does understanding a text's structure help me better understand its meaning?
- Why does a writer choose a particular form of writing?
- How does following the rules of language help the author communicate clearly?

Writing:

- How do writers write an essay that states a strong opinion about a text and supports it with reasons and evidence from the text?
- How do writers structure an essay organizing their thinking and using text evidence to support their claim?
- How do writers explore ideas about texts and develop a claim about their characters and the theme of the text?
- How do writers draft, revise and edit an essay that clearly supports their idea about a text?

Phonics:

Unit Enduring Understandings

Reading:

Students will understand that...

- Words powerfully affect meaning.
- Fluent readers group words quickly to help them gain meaning from what they read.
- Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.
- A writer selects a form based on audience and purpose.
- Rules, conventions of language, help the reader understand what is being communicated.

Writing:

- Writers play close attention to the characters and life lessons in their stories.
- Writers gather evidence to support their claims, elaborating on and crafting their arguments.

Phonics:

- -Understanding letter sounds can apply to reading and writing fluently
- -Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know

<ul style="list-style-type: none"> • How can I use letter sounds to read and write words? • How do letter sounds help me read words I do not know? • How do letter patterns help me learn to read words I do not know? 	

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

- Envision the characters in a story by noticing how characters act and talk.
- Grow theories about characters by reading closely and making inferences while citing text evidence.
- Learn lessons by stepping into the shoes of different characters.
-

In the area of comprehension, the student will learn the following strategies:

Writing:

In the area of writing, the student will:

- Literary Essays are the way readers write about the books they read.
- Read and respond to texts through writing.

Phonics:

- Identify parts of words (syllables, base words, suffixes)
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends, trigraphs (tch, dge)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- Identify the “exceptions” to these six syllable types
- Read and spell words with these unexpected vowel sounds (exceptions)
- Segment syllables into sounds (phonemes) and divide multisyllabic words
- Read and spell words with short and long vowel sounds
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, ei, eigh, ie, igh, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Identify schwa
- Read and spell words with the unexpected vowel sound of schwa in unaccented syllables
- Read and spell phonetically regular words
- Read words with sound options for the grapheme representation
- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Read and spell words with additional sounds of a and ch, the suffix -ed, and the soft sounds of c and g

- Read and spell words with ph, nge, nce, tion, sion, ture, tu, ti, ci
- Read and spell words with silent letters (wr, rh, gn, kn, mn, mb, gh)
- Read and spell words with suffixes, including most common Latin suffixes (-s, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, -or)
- Identify and know the meaning of most common Latin suffixes
- Read and spell words with suffixes added to unchanging base words (strongest)
- Form and use regular and irregular plural nouns
- Apply spelling rules for adding suffixes to base words that change (sliding)
- Read and spell contractions, reduce two words into a contraction, and identify the words from which a contraction was made
- Read and spell trick words or targeted high frequency words
- Read and know meaning of sound-alike words (homophones)

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

Core Instructional and Supplemental Materials

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- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

Because of Winn-Dixie* by Kate DiCamillo

Peter's Chair* by Ezra Jack Keats

Assessments

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Summative Assessments

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Foundations Unit Assessments

Alternative Assessments

- Reflective/response journals
- Reading A-Z Guided Level Assessments
- Kahoot
- Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time)
- My Reading Log and Reflections
- Foundations Fluency Kit Assessments
- Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day)

Benchmark Assessments

- DRA
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt

Unit 7 Overview

Content Area: English Language Arts

Unit 7:

Reading: Once Upon A Fairy Tales, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Once Upon A Time: Adapting and Writing Fairy Tales, Shared Writing, Interactive Writing

Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Integrated Accommodations and Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- 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
- Mark text with highlighter
- Work in alternate setting
- 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)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during 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 expectations, 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

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- 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
- Mark text with highlighter
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- Leveled Guided Reading Books
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- 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)

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

Gifted and Talented:

- Higher level books
- Create a poster on the computer as a slideshow
- Provide multisyllabic words during Foundations lessons
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Learning Targets

NJSLS: Content Standards:

Reading:

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

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

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

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

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 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.

Writing:

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.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

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

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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

Phonics:

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

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

Speaking & Listening

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

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

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

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

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language:

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

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).

Career Readiness, Life Literacies and Key Skills
<p>This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.</p> <p>https://www.nj.gov/education/standards/clicks/index.shtml</p> <p>9.1 Personal Financial Literacy</p> <p>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.2 Career Awareness</p>

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key Skills

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

Computer Science and Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Unit Essential Questions

Reading:

- How do readers work to understand fairy tales?
- How do readers grasp the elements of a fairy tale?
- How do authors change fairy tales to various versions?

Writing:

- Why do writers adapt classic fairy tales?
- How do writers adapt classic fairy tales?
- How do writers create well-developed original fairy tales?

Phonics:

- How can I use letter sounds to read and write words?

Unit Enduring Understandings

Students will understand that...

Reading:

- Fairy tales are usually a story from long ago, with a big problem, good and evil characters.
- Fairy tales usually have a happy ending.
- Fairy tales sometimes have magic in them.
- Authors create different versions of fairy tales that can be compared.

Writing:

- Fairy tales are short stories, written as several small scenes that follow a predictable pattern.
- Writers adapt classic fairy tales for many reasons. Some may adapt fairy tales to teach modern-day lessons, showcase a difference in character or setting, or to make their audience laugh.

<ul style="list-style-type: none"> • How do letter sounds help me read words I do not know? • How do letter patterns help me learn to read words I do not know? 	<ul style="list-style-type: none"> • Writers begin adapting classic fairy tales by knowing the original well and deciding on a meaningful change that will lead to other changes throughout the story. • Writers study the work of others as a way to improve their own craft. <p>Phonics:</p> <ul style="list-style-type: none"> • -Understanding letter sounds can apply to reading and writing fluently • -Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

- Explore traditional /familiar fairy tales as well as different versions.
- Learn the traditional elements of a fairy tale.

In the area of comprehension, the student will learn the following strategies:

Writing:

In the area of writing, the student will:

- Students will use familiar fairy tales to explore techniques of fiction writing in scenes, with a narrator to orient readers, using story structure to create tension, and drafting figurative language to convey mood.

Phonics:

- Identify parts of words (syllables, base words, suffixes)
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends, trigraphs (tch, dge)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- Identify the “exceptions” to these six syllable types
- Read and spell words with these unexpected vowel sounds (exceptions)
- Segment syllables into sounds (phonemes) and divide multisyllabic words
- Read and spell words with short and long vowel sounds
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, ei, igh, ie, igh, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Identify schwa
- Read and spell words with the unexpected vowel sound of schwa in unaccented syllables
- Read and spell phonetically regular words
- Read words with sound options for the grapheme representation

- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Read and spell words with additional sounds of a and ch, the suffix -ed, and the soft sounds of c and g
- Read and spell words with ph, nge, nce, tion, sion, ture, tu, ti, ci
- Read and spell words with silent letters (wr, rh, gn, kn, mn, mb, gh)
- Read and spell words with suffixes, including most common Latin suffixes (-s, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, -or)
- Identify and know the meaning of most common Latin suffixes
- Read and spell words with suffixes added to unchanging base words (strongest)
- Form and use regular and irregular plural nouns
- Apply spelling rules for adding suffixes to base words that change (sliding)
- Read and spell contractions, reduce two words into a contraction, and identify the words from which a contraction was made
- Read and spell trick words or targeted high frequency words
- Read and know meaning of sound-alike words (homophones)

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

Core Instructional and Supplemental Materials

- **Foundations student toolkit**
- **Foundations Teacher Toolkits**
- ***Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013**
- ***Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013**
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcy.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

Rapunzel by Bethan Woollvin

The Three Little Pigs by James Marshall

The True Story of the 3 Little Pigs by Jon Scieszka

Assessments/Evidence of Learning**Formative Assessments**

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Summative Assessments

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Foundations Unit Assessments

Alternative Assessments

- Reflective/response journals
- Reading A-Z Guided Level Assessments
- Kahoot
- Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time)
- My Reading Log and Reflections
- Foundations Fluency Kit Assessments
- Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day)

Benchmark Assessments

- DRA
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt