

Lavallette Elementary School	English Language Arts Pacing Guide
<b>Content Area:</b> English Language Arts <b>Course Title:</b> Reading, Writing, Speaking and Listening, Language	<b>Grade Level:</b> Third Grade
<b>Unit Plan 1</b> Fiction Reading Descriptive/Narrative Writing Ideas & Organization Open-Ended Response	September - October
<b>Unit Plan 2</b> Nonfiction Reading Explanatory Writing Ideas & Organization Open-Ended Response	November - December
<b>Unit Plan 3</b> Fiction and Nonfiction Reading Informative & Explanatory Writing Sentence Fluency Open-Ended Response	January
<b>Unit Plan 4</b> Folktales/Legends/Myths Reading Narrative Writing Word Choice Open-Ended Response	February - March
<b>Unit Plan 5</b> Fiction/Nonfiction Reading Explanatory/Poetry Prompt Conventions Writing Open-Ended Response	April
<b>Unit Plan 6</b> Nonfiction/Fiction Reading Creative/Persuasive/Research Writing Voice Writing Open-Ended Response	May - June

Updated: August 2018 by Sharon Carroll  
Aligned to New Jersey Student Learning  
Standards

Board Approved:  
October 16, 2018

## Lavallette Elementary School English Language Arts Curriculum Unit Overview

**Content Area:** English Language Arts

**Grade Level:** Third Grade

**Domain (Unit Title):** Reading, Writing, Speaking and Listening, Language Unit 1

**Cluster Summary:** Fiction Reading and Descriptive/ Narrative Writing

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

**Primary Interdisciplinary Connections:** Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

**21 Century Themes:**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>Career Awareness, Exploration, and Preparation</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and

	preparation in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

### Learning Targets

**Reading:** Students will ....

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it
- Cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

**Writing:** Students will...

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

**Speaking and Listening:** Students will...

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

**Language:** Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Demonstrate understanding of word relationships and nuances in word meanings
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Number	Standard for Mastery
	<b>READING STANDARDS: LITERATURE</b>
RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text
RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how actions contribute to the plot
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
RL.3.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

	<b>READING FOUNDATION SKILLS</b>
RF.3.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> <li>✓ Read grade-level text with purpose and understanding</li> <li>✓ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression</li> <li>✓ Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>
	<b>WRITING STANDARDS</b>
W.3.3	<p>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details and clear events sequences</p> <ul style="list-style-type: none"> <li>✓ Establish a situation and introduce a narrator and/or characters; organize an event sequences that unfolds naturally</li> <li>✓ Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</li> <li>✓ Use temporal words and phrases to signal event order</li> <li>✓ Provide a sense of closure</li> </ul>
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories
W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
	<b>SPEAKING AND LISTENING STANDARDS</b>
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification
	<b>LANGUAGE STANDARDS</b>
L.3.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing and speaking</p> <ul style="list-style-type: none"> <li>✓ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences</li> <li>✓ Form and use regular and irregular plural nouns</li> <li>✓ Use abstract nouns (e.g., <i>childhood</i>)</li> <li>✓ Form and use regular and irregular verbs</li> <li>✓ Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses</li> <li>✓ Ensure subject-verb and pronoun-antecedent agreement</li> <li>✓ Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified</li> <li>✓ Use coordinating and subordinating conjunctions</li> <li>✓ Produce simple, compound, and complex sentences</li> </ul>
L.3.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> <li>✓ Capitalize appropriate words in titles</li> <li>✓ Use commas in addresses</li> <li>✓ Use commas and quotation marks in dialogue</li> <li>✓ Form and use possessives</li> <li>✓ Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>)</li> <li>✓ Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words</li> <li>✓ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</li> </ul>
L.3.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> <li>✓ Choose words and phrases for effect</li> <li>✓ Recognize and observe differences between the conventions of spoken and written standard English</li> </ul>

L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>✓ Use sentence-level context as a clue to the meaning of a word or phrase</li> <li>✓ Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>)</li> <li>✓ Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>)</li> <li>✓ Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases</li> </ul>
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<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How does understanding a text's structure help me better understand the meaning?</li> <li>● How does my speed, accuracy, and expression help me understand what I have read?</li> <li>● How do readers construct meaning from text?</li> <li>● How do good writers express themselves?</li> <li>● How does process shape the writer's product?</li> <li>● How do writers develop a well written product?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>● Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>● Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>● Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.</li> <li>● Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>● Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</li> </ul>
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## Unit Objectives

*Students will know...*

- The Writing Process
  - ✓ Brainstorming
  - ✓ Drafting
  - ✓ Revising
  - ✓ Publishing
  - ✓ Editing
- How to work cooperatively in groups
- How to write about their own ideas
- How to communicate in writing
- How to correctly use common spelling rules

## Unit Objectives

*Students will be able to...*

- Listen for a variety of purposes
- Identify setting, characters, and plot in a story
- Retell a story in order listing the most important events
- Make and confirm predictions
- Determine what characters are like based on what they say and do
- Identify Author's Purpose
- Read grade-level text with purpose and understanding
- Use context to confirm or self-correct word recognition and understanding, reading as necessary
- Determine meanings of unknown words using Context Clues
- Use syllable patterns to decode multisyllabic words
- Use new vocabulary learned from literature in classroom experience
- Generate ideas for writing through recalling experiences, listening to stories, reading, brainstorming, and discussion
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.
- Use sensory details in their writing
- Use sentence variety
- Choose words and phrases for effect



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<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
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**Reading:** Students will ....

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- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- Assess how point of view or purpose shapes the content and style of a text

**Writing:** Students will...

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation
- Draw evidence from literary or informational texts to support analysis, reflection, and research

**Speaking and Listening:** Students will...

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

**Language:** Students will...

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<b>Number</b>	<b>Standard for Mastery</b>
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RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
	<b>READING STANDARDS: INFORMATIONAL TEXT</b>
RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently
RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)
	<b>READING FOUNDATION SKILLS</b>
RF.3.4	Read with sufficient accuracy and fluency to support comprehension

	<ul style="list-style-type: none"> <li>✓ Read grade-level text with purpose and understanding</li> <li>✓ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression</li> <li>✓ Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>
	<b>WRITING STANDARDS</b>
W.3.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons</p> <ul style="list-style-type: none"> <li>A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons</li> <li>B. Provide reasons that support the opinion</li> <li>C. Use linking words and phrases (e.g., because,</li> </ul>
W.3.3	<p>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details and clear events sequences</p> <ul style="list-style-type: none"> <li>✓ Establish a situation and introduce a narrator and/or characters; organize an event sequences that unfolds naturally</li> <li>✓ Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</li> <li>✓ Use temporal words and phrases to signal event order</li> <li>✓ Provide a sense of closure</li> </ul>
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Number	Standard for Mastery
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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
	<b>READING STANDARDS: INFORMATIONAL TEXT</b>
RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently
RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text
RI.3.9	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

	<b>READING FOUNDATION SKILLS</b>
RF.3.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> <li>✓ Read grade-level text with purpose and understanding</li> <li>✓ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression</li> <li>✓ Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>
	<b>WRITING STANDARDS</b>
W.3.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <ul style="list-style-type: none"> <li>A. Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension</li> <li>B. Develop the topic with facts, definitions, and details</li> <li>C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information</li> <li>D. Provide a conclusion</li> </ul>
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
W.3.7	Conduct short research projects that build knowledge about a topic
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories
W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
	<b>SPEAKING AND LISTENING STANDARDS</b>

SL.3.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly</p> <ul style="list-style-type: none"> <li>✓ Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</li> <li>✓ Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)</li> <li>✓ Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</li> <li>✓ Explain their own ideas and understanding in light of the discussion</li> </ul>
SL.3.2	<p>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</p>
SL.3.4	<p>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</p>
SL.3.6	<p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>
<b>LANGUAGE STANDARDS</b>	
L.3.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing and speaking</p> <ul style="list-style-type: none"> <li>✓ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences</li> <li>✓ Form and use regular and irregular plural nouns</li> <li>✓ Use abstract nouns (e.g., <i>childhood</i>)</li> <li>✓ Form and use regular and irregular verbs</li> <li>✓ Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses</li> <li>✓ Ensure subject-verb and pronoun-antecedent agreement</li> <li>✓ Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified</li> <li>✓ Use coordinating and subordinating conjunctions</li> <li>✓ Produce simple, compound, and complex sentences</li> </ul>
L.3.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>

	<ul style="list-style-type: none"> <li>✓ Capitalize appropriate words in titles</li> <li>✓ Use commas in addresses</li> <li>✓ Use commas and quotation marks in dialogue</li> <li>✓ Form and use possessives</li> <li>✓ Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>)</li> <li>✓ Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words</li> <li>✓ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</li> </ul>
L.3.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> <li>✓ Choose words and phrases for effect</li> <li>✓ Recognize and observe differences between the conventions of spoken and written standard English</li> </ul>
L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>✓ Use sentence-level context as a clue to the meaning of a word or phrase</li> <li>✓ Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>)</li> <li>✓ Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>)</li> <li>✓ Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases</li> </ul>
L.3.6	<p>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., <i>After dinner that night we went looking for them</i>)</p>

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do readers construct meaning from text?</li> <li>• How does my speed, accuracy, and expression help me understand what I have read?</li> <li>• What do readers do when they do not understand everything in a text?</li> <li>• Why conduct research?</li> <li>• How do writers develop a well written product?</li> <li>• Why does a writer choose a particular form of writing?</li> <li>• How do conventions make my writing easy to read and to understand?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>• Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make texts personally relevant and useful.</li> <li>• Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>• Good readers employ strategies to help them understand text.</li> <li>• Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>• Researchers gather and critique information on a topic from a variety of sources for specific purposes.</li> <li>• Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</li> <li>• A writer selects a form based on audience and purpose.</li> </ul>
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<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The Writing Process <ul style="list-style-type: none"> <li>✓ Brainstorming</li> <li>✓ Drafting</li> <li>✓ Revising</li> <li>✓ Publishing</li> <li>✓ Editing</li> </ul> </li> <li>• Differences between Fiction and Nonfiction</li> <li>• Purposes for different types of Writing</li> <li>• How to work cooperatively in groups</li> <li>• How to write Informational piece keeping their audience in mind</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Read a variety of nonfiction and fiction books and produce evidence of understanding</li> <li>• Listen for a variety of purposes</li> <li>• Identify setting, characters, and plot in a story</li> <li>• Retell a story in order listing the most important events</li> <li>• Make and confirm predictions</li> <li>• Determine what characters are like based on what they say and do</li> <li>• Identify Nonfiction selections and their text structure</li> </ul>
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- Read factual material more slowly and carefully than fictional pieces to understand the difference
- Summarize the most important details from a nonfiction text
- Use a glossary or index to locate information in a text
- Distinguish Main Idea and supporting details in Expository text
- Make inferences about texts, using text ideas, prior knowledge, and experience
- Draw conclusions from information and data gathered
- Identify Author's Purpose
- Determine meanings of unknown words using Context Clues
- Infer word meaning from taught roots, prefixes, and suffixes
- Use syllable patterns to decode multisyllabic words
- Use knowledge of word relationships to determine or clarify word meanings
- Use new vocabulary learned from texts in classroom experience
- Provide relevant text evidence when responding to an Open Ended question
- Write an explanatory using linking words to connect ideas within categories of information
- Develop a topic with facts, definitions, and details
- Introduce a topic and group related information together; include illustrations when useful to aid in comprehension
- Draw evidence from textual and digital resources to support analysis, reflection, and research
- Reference resources, including technology, to locate information
- Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts Use dialogue effectively
- Provide a concluding statement or

	<p>section</p> <ul style="list-style-type: none"> <li>• Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words</li> <li>• Utilize resources to help spell words correctly</li> </ul>
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**Lavallette Elementary School  
English Language Arts Curriculum  
Unit Overview**

**Content Area:** English Language Arts **Grade Level:** Third Grade

**Domain (Unit Title):** Reading, Writing, Speaking and Listening, Language Unit 4

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

**Primary Interdisciplinary Connections:** Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

**21 Century Themes:**  
All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and

	strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>Career Awareness, Exploration, and Preparation</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

### Learning Targets

**Reading:** Students will ....

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it
- Cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- Assess how point of view or purpose shapes the content and style of a text

**Writing:** Students will...

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation
- Draw evidence from literary or informational texts to support analysis, reflection, and research

**Speaking and Listening:** Students will...

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

**Language:** Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Demonstrate understanding of word relationships and nuances in word meanings
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Number	Standard for Mastery
	<b>READING STANDARDS: LITERATURE</b>
RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text

RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how actions contribute to the plot
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
RL.3.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and a 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)
	<b>READING FOUNDATION SKILLS</b>
RF.3.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words</p> <ul style="list-style-type: none"> <li>✓ Identify and know the meaning of the most common prefixes and derivational suffixes</li> <li>✓ Decode words with common Latin suffixes</li> <li>✓ Decode multisyllable words</li> <li>✓ Read grade-appropriate irregularly spelled words</li> </ul>
RF.3.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> <li>✓ Read grade-level text with purpose and understanding</li> <li>✓ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression</li> <li>✓ Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>
	<b>WRITING STANDARDS</b>
W.3.3	<p>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences</p> <ul style="list-style-type: none"> <li>✓ Establish a situation and introduce a narrator and/or characters; organize an event sequences that unfolds naturally</li> <li>✓ Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Use temporal words and phrases to signal event order</li> <li>✓ Provide a sense of closure</li> </ul>
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.3.8	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
	<b>LANGUAGE STANDARDS</b>
L.3.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing and speaking</p> <ul style="list-style-type: none"> <li>✓ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences</li> <li>✓ Form and use regular and irregular plural nouns</li> <li>✓ Use abstract nouns (e.g., <i>childhood</i>)</li> <li>✓ Form and use regular and irregular verbs</li> <li>✓ Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses</li> <li>✓ Ensure subject-verb and pronoun-antecedent agreement</li> <li>✓ Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified</li> <li>✓ Use coordinating and subordinating conjunctions</li> <li>✓ Produce simple, compound, and complex sentences</li> </ul>
L.3.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> <li>✓ Capitalize appropriate words in titles</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Use commas in addresses</li> <li>✓ Use commas and quotation marks in dialogue</li> <li>✓ Form and use possessives</li> <li>✓ Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>)</li> <li>✓ Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words</li> <li>✓ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</li> </ul>
L.3.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> <li>✓ Choose words and phrases for effect</li> <li>✓ Recognize and observe differences between the conventions of spoken and written standard English</li> </ul>
L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>✓ Use sentence-level context as a clue to the meaning of a word or phrase</li> <li>✓ Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>)</li> <li>✓ Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>)</li> <li>✓ Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases</li> </ul>
L.3.6	<p>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., <i>After dinner that night we went looking for them</i>)</p>

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do key details in the text help readers determine the central message, lesson or moral of the story?</li> <li>• How does speed, accuracy, and expression help readers understand what they have read?</li> <li>• How do illustrations help the reader identify the mood created by the author?</li> <li>• Why do readers need to pay attention to a writer's choice of words?</li> <li>• How do writers use technology to produce and publish writing?</li> <li>• How do conventions make writings easy to read and to understand?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> <li>• Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>• Words powerfully affect meaning.</li> <li>• Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</li> <li>• Rules, conventions of language, help a reader understand what is being communicated.</li> </ul>
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<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The Writing Process <ul style="list-style-type: none"> <li>✓ Brainstorming</li> <li>✓ Drafting</li> <li>✓ Revising</li> <li>✓ Publishing</li> <li>✓ Editing</li> </ul> </li> <li>• Characteristics of genres</li> <li>• Purposes for different types of Writing</li> <li>• Characteristics of a strong narrative piece</li> <li>• How to work cooperatively in groups</li> <li>• How punctuation helps people understand what they read and write</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Listen for a variety of purposes</li> <li>• Identify setting, characters, and plot in a story</li> <li>• Identify chronological order of events in a selection by using time order words and other unstated clues</li> <li>• Identify the conflict or problem and its resolution in a work of literature</li> <li>• Make, confirm, and revise predictions</li> <li>• Understand that creating mental images while reading can help a reader understand characters and story events</li> <li>• Compare and contrast story plots, characters, settings, and themes</li> <li>• Determine what characters are like based on what they say and do</li> <li>• Identify cause and effect relationships</li> </ul>
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in a literary text and use them to understand plot development

- Identify Author's Purpose
- Identify Author's message/theme using text evidence
- Recognize an Author's use of Figurative Language
- Determine meanings of unknown words using Context Clues
- Infer word meaning from taught roots, prefixes, and suffixes
- Use syllable patterns to decode multisyllabic words
- Use knowledge of word relationships to determine or clarify word meanings
- Use new vocabulary learned from texts in classroom experience
- Provide relevant text evidence when responding to an Open Ended question
- Use graphic organizers to assist with planning writing
- Write a narrative piece based on personal experiences
- Develop strong introductions that grab readers' attention
- Include a conclusion where the main character has learned a lesson
- Write the events of a narrative sequentially
- Develop author's voice in their own writing
- Include sensory details
- Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts
- Use dialogue effectively
- Form and use regular and irregular plural nouns
- Ensure subject-verb and pronoun-antecedent agreement
- Form and use regular and irregular verbs
- Produce simple, compound, and



<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>Career Awareness, Exploration, and Preparation</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

**Learning Targets**

**Reading:** Students will ....

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it
- Cite specific textual evidence when writing or speaking to support conclusions drawn from the text

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- Assess how point of view or purpose shapes the content and style of a text

**Writing:** Students will...

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation
- Draw evidence from literary or informational texts to support analysis, reflection, and research

**Speaking and Listening:** Students will...

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

**Language:** Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Demonstrate understanding of word relationships and nuances in word meanings
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Number	Standard for Mastery
	<b>READING STANDARDS: LITERATURE</b>
RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text
RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how 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 a 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)
	<b>READING STANDARDS: INFORMATIONAL TEXT</b>
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea

RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently
RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)
	<b>READING FOUNDATION SKILLS</b>
RF.3.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words</p> <ul style="list-style-type: none"> <li>✓ Identify and know the meaning of the most common prefixes and derivational suffixes</li> <li>✓ Decode words with common Latin suffixes</li> <li>✓ Decode multisyllable words</li> <li>✓ Read grade-appropriate irregularly spelled words</li> </ul>
RF.3.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> <li>✓ Read grade-level text with purpose and understanding</li> <li>✓ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression</li> <li>✓ Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>
	<b>WRITING STANDARDS</b>
W.3.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>✓ Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension</li> <li>✓ Develop the topic with facts, definitions, and details</li> <li>✓ Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information</li> <li>✓ Provide a conclusion</li> </ul>
W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences

	<ul style="list-style-type: none"> <li>✓ Establish a situation and introduce a narrator and/or characters; organize an event sequences that unfolds naturally</li> <li>✓ Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</li> <li>✓ Use temporal words and phrases to signal event order</li> <li>✓ Provide a sense of closure</li> </ul>
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.3.8	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
	<b>LANGUAGE STANDARDS</b>
L.3.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing and speaking</p> <ul style="list-style-type: none"> <li>✓ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences</li> <li>✓ Form and use regular and irregular plural nouns</li> <li>✓ Use abstract nouns (e.g., <i>childhood</i>)</li> <li>✓ Form and use regular and irregular verbs</li> <li>✓ Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses</li> <li>✓ Ensure subject-verb and pronoun-antecedent agreement</li> <li>✓ Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified</li> <li>✓ Use coordinating and subordinating conjunctions</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Produce simple, compound, and complex sentences</li> </ul>
L.3.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> <li>✓ Capitalize appropriate words in titles</li> <li>✓ Use commas in addresses</li> <li>✓ Use commas and quotation marks in dialogue</li> <li>✓ Form and use possessives</li> <li>✓ Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>)</li> <li>✓ Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words</li> <li>✓ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</li> </ul>
L.3.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> <li>✓ Choose words and phrases for effect</li> <li>✓ Recognize and observe differences between the conventions of spoken and written standard English</li> </ul>
L.3.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings</p> <ol style="list-style-type: none"> <li>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>)</li> <li>B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>)</li> <li>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>)</li> </ol>

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How does understanding a text’s</li> </ul>	<p><b>Unit Enduring Understandings</b>  <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>● Understanding of a text’s features,</li> </ul>
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<p>structure help me better understand its meaning?</p> <ul style="list-style-type: none"> <li>● Why do readers need to pay attention to a writer's choice of words?</li> <li>● How does a reader's speed, accuracy, and expression help them understand what they have read?</li> <li>● How does a writer use parts of a poem to describe the structure?</li> <li>● Why does a writer choose a particular form of writing?</li> <li>● How does following the rules of language help the author communicate clearly?</li> </ul>	<p>structures, and characteristics facilitate the reader's ability to make meaning of the text.</p> <ul style="list-style-type: none"> <li>● Words powerfully affect meaning.</li> <li>● Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>● Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>● A writer selects a form based on audience and purpose.</li> <li>● Rules, conventions of language, help the reader understand what is being communicated.</li> </ul>
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<p><b>Unit Objectives</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The Writing Process <ul style="list-style-type: none"> <li>✓ Brainstorming</li> <li>✓ Drafting</li> <li>✓ Revising</li> <li>✓ Publishing</li> <li>✓ Editing</li> </ul> </li> <li>● Purposes for different types of Writing</li> <li>● How to work cooperatively in groups</li> <li>● How punctuation helps people understand what they read and write</li> <li>● How to correctly use common spelling rules</li> <li>● How to communicate with writing</li> </ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Read a variety of nonfiction and fiction books and produce evidence of understanding</li> <li>● Recognize a purpose for reading</li> <li>● Listen for a variety of purposes</li> <li>● Identify setting, characters, and plot in a story</li> <li>● Identify chronological order of events in a selection by using time order words and other unstated clues</li> <li>● Make and confirm predictions</li> <li>● Determine what characters are like based on what they say and do</li> <li>● Interpret figurative language</li> <li>● Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>● Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> </ul>
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- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).
- Use reading strategies (e.g., questioning, clarifying, predicting)
- Identify Nonfiction selections and their text structure
- Read factual material more slowly and carefully than fiction
- Summarize the most important details from a nonfiction text
- Make judgments, form opinions, and draw conclusions from the text
- Identify a stated and unstated Main Idea and supporting details
- Make inferences about texts, using text ideas, prior knowledge, and experience
- Draw conclusions from information and data gathered
- Identify Author's Purpose
- Determine meanings of unknown words using Context Clues
- Infer word meaning from taught roots, prefixes, and suffixes
- Use syllable patterns to decode multisyllabic words
- Use knowledge of word relationships to determine or clarify word meanings
- Use new vocabulary learned from texts in classroom experience
- Provide relevant text evidence when responding to an Open Ended question
- Write a narrative piece based on personal experiences
- Develop strong introductions that grab readers' attention
- Include a conclusion where the main character has learned a lesson
- Write the events of a narrative sequentially
- Develop author's voice in their own writing



<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>Career Awareness, Exploration, and Preparation</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

<b>Learning Targets</b>
<p><b>Reading:</b> Students will ....</p> <ul style="list-style-type: none"> <li>● Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it</li> <li>● Cite specific textual evidence when writing or speaking to support conclusions drawn from the text</li> </ul>

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- Assess how point of view or purpose shapes the content and style of a text
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

**Writing:** Students will...

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation
- Draw evidence from literary or informational texts to support analysis, reflection, and research

**Speaking and Listening:** Students will...

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

**Language:** Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Demonstrate understanding of word relationships and nuances in word meanings
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

knowledge when encountering an unknown term important to comprehension or expression

Number	Standard for Mastery
	<b>READING STANDARDS: LITERATURE</b>
RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
RL.3.4	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 a 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
	<b>READING STANDARDS: INFORMATIONAL TEXT</b>
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea

RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area
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
	<b>READING FOUNDATION SKILLS</b>
RF.3.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words</p> <ul style="list-style-type: none"> <li>✓ Identify and know the meaning of the most common prefixes and derivational suffixes</li> <li>✓ Decode words with common Latin suffixes</li> <li>✓ Decode multisyllable words</li> <li>✓ Read grade-appropriate irregularly spelled words</li> </ul>
RF.3.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> <li>✓ Read grade-level text with purpose and understanding</li> <li>✓ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>
	<b>WRITING STANDARDS</b>
W.3.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons</p> <ul style="list-style-type: none"> <li>✓ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons</li> <li>✓ Provide reasons that support the opinion</li> <li>✓ Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons</li> <li>✓ Provide a conclusion</li> </ul>
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
	<b>LANGUAGE STANDARDS</b>
L.3.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing and speaking</p> <ul style="list-style-type: none"> <li>✓ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences</li> <li>✓ Form and use regular and irregular plural nouns</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Use abstract nouns (e.g., <i>childhood</i>)</li> <li>✓ Form and use regular and irregular verbs</li> <li>✓ Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses</li> <li>✓ Ensure subject-verb and pronoun-antecedent agreement</li> <li>✓ Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified</li> <li>✓ Use coordinating and subordinating conjunctions</li> <li>✓ Produce simple, compound, and complex sentences</li> </ul>
L.3.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> <li>✓ Capitalize appropriate words in titles</li> <li>✓ Use commas in addresses</li> <li>✓ Use commas and quotation marks in dialogue</li> <li>✓ Form and use possessives</li> <li>✓ Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>)</li> <li>✓ Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words</li> <li>✓ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</li> </ul>
L.3.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> <li>✓ Choose words and phrases for effect</li> <li>✓ Recognize and observe differences between the conventions of spoken and written standard English</li> </ul>
L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies</p> <ul style="list-style-type: none"> <li>✓ Use sentence-level context as a clue to the meaning of a word or phrase</li> <li>✓ Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>)</li> <li>✓ Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>)</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases</li> </ul>
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<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● Why do readers need to pay attention to a writer’s choice of words?</li> <li>● How does a reader’s speed, accuracy, and expression help them understand what they have read?</li> <li>● How does understanding a text’s structure help me better understand its meaning?</li> <li>● Why does a writer choose a particular form of writing?</li> <li>● How does following the rules of language help the author communicate clearly?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>● Words powerfully affect meaning.</li> <li>● Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>● Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>● A writer selects a form based on audience and purpose.</li> <li>● Rules, conventions of language, help the reader understand what is being communicated.</li> </ul>
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<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The Writing Process <ul style="list-style-type: none"> <li>✓ Brainstorming</li> <li>✓ Drafting</li> <li>✓ Revising</li> <li>✓ Publishing</li> <li>✓ Editing</li> </ul> </li> <li>● How to work cooperatively in groups</li> <li>● Purposes for different types of Writing</li> <li>● How punctuation helps people understand what they read and write</li> <li>● The importance of word choice when</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Read a variety of nonfiction and fiction books and produce evidence of understanding</li> <li>● Recognize a purpose for reading</li> <li>● Listen for a variety of purposes</li> <li>● Identify setting, characters, and plot in a story</li> <li>● Identify chronological order of events in a selection by using time order words and other unstated clues</li> <li>● Make and confirm predictions</li> </ul>
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writing an Opinion/Persuasive piece

- The importance of Audience when writing an Opinion/Persuasive piece
- When reading it is important to read fluently in order to fully comprehend the story
- How to write three persuasive reasons

- Use reading strategies (e.g., questioning, clarifying, predicting)
- Summarize the most important details from a nonfiction text
- Make judgments, form opinions, and draw conclusions from the text
- Make inferences about texts, using text ideas, prior knowledge, and experience
- Classify arguments as either fact or opinion
- Draw conclusions from information and data gathered
- Identify Author's Purpose
- Identify Point of View and how that affects the information presented to the reader
- Determine meanings of unknown words using Context Clues
- Use knowledge of word relationships to determine or clarify word meanings
- Use new vocabulary learned from texts in classroom experience
- Provide relevant text evidence when responding to an Open-Ended question
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section
- Develop strong introductions that grab readers' attention
- Develop author's voice in their own writing
- Choose words and phrases for effect
- Form and use possessives
- Use conventional spelling for high-frequency and other studied

	<p>words and for adding suffixes to base words</p> <ul style="list-style-type: none"> <li>● Utilize resources to help spell words correctly</li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</li> </ul>
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**Evidence of Learning**

**Formative Assessments**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● Open Ended Questions</li> <li>● Weekly Tests</li> <li style="padding-left: 20px;">Groups</li> <li>● Writer’s Workshop</li> <li>● Class Discussion</li> <li>● Graphic Organizers</li> <li>● Reading Responses</li> <li>● Reading Log</li> <li>● Exit Slips</li> <li>● Kinesthetic Assessments</li> <li>● Running Records</li> <li>● Constructive Quizzes</li> </ul> | <ul style="list-style-type: none"> <li>· Rubric</li> <li>· Cooperative Learning</li> <li>· Teacher Conferences</li> <li>· Teacher Observation</li> <li>· Journals/Writer’s Notebook</li> <li>· Portfolio</li> <li>· Anecdotal Notes</li> <li>· Peer/Self Assessments</li> <li>· Whiteboard Assessments</li> <li>· Think-Pair-Share</li> <li>· Literature Circles</li> </ul> |
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**Summative Assessments**

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading
- Performance Assessment
- District Benchmark or Interim Assessment

### **Modifications (ELLs, Special Education, Gifted and Talented)**

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

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)  
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment
- **Follow all IEP modifications/504 plan**

## Curriculum development Resources/Instructional Materials/Equipment Needed

### Teacher Resources:

- Curriculum documents of the following districts were referenced in the development of this curriculum.

Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp., Pt. Pleasant Boro, Berkeley Twp., Manchester Twp., Brick Twp., Plumsted Twp.

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

### **Suggested Literature**

<http://commoncore.scholastic.com/teachers/books/literature>

<http://commoncore.scholastic.com/teachers/books/non-fiction>

### **Teacher Notes:**

- Unit Objectives can be used as guides for your mini-lessons.
- Suggestions for Opinion/Persuasive Topics
  - Year Round School
  - Uniforms/Dress Code
  - Write a letter to Mom/Dad getting them to buy you whatever you want
  - Raise Allowance
  - Later bedtime
  - Going on a trip/vacation
  - Should the school be able to sell candy/sweets during lunch?
  - Extra recess time
  - Longer lunch period
  - Getting a cell phone
  - Banning homework or limiting homework given by teachers
  - Should boys and girls go to separate schools, or should they go to the same school? Decide what you think.

Then persuade others to agree with you.

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

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

#### **Reading:**

- Reread for clarification
- Marking Text
- Questioning
- Visualizing
- Making Inferences
- Self-Monitoring
- Skim & Scan
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Building Fluency

- Make connections: text to text, text to self, text to world
- Use text evidence to answer Reading Open Ended Questions.

Writing:

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