

Winslow Township School District
English Language Arts
Grade 3

Overview: English Language Arts curriculum is developed to provide comprehensive and differentiated instruction and practice for all learners. Effective English Language Arts routines are based upon research and best practices and integrate a multi-discipline approach to ensure that all students make meaningful connections between literacy and other content areas. The goal of literacy instruction is to promote critical thinking, reading proficiency, writing proficiency, and the communication skills necessary to thrive in a global and technological society.

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus NJSLs: RL.3.1 RI.3.1 RF.3.3A,B,C,D RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F RL.3.4 RI.3.4 RL.3.6 RI.3.6 WIDA Standards 1, 2, 3, 5	Primary Focus NJSLs: W.3.1A,B,C,D W.3.4 W.3.5 W.3.6 W.3.7 W.3.10	Primary Focus NJSLs: SL.3.1A,B,C,D SL.3.6	Primary Focus NJSLs: L.3.1A,B,C L.3.2A,E,F,G L.3.4A,D L.3.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> • 1 extended text • 3-6 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> • Opinion writing • Research writing • Routine writing 	Task Types: <ul style="list-style-type: none"> • Small and whole group discussions 	These standards are embedded within the writing process
	Enduring Understandings: <ol style="list-style-type: none"> 1. Each character is a unique individual. (Module 1) 2. Words express ideas, feelings, and thoughts and these words connect to our lives. (Module 2) 3. Historic places, documents, and symbols represent our nation. (Module 3) 		Essential Questions: <ol style="list-style-type: none"> 1. What makes a character interesting? 2. How do people use words to express themselves? 3. How do historic places, documents, and symbols represent our nation? 	
Unit 2	Primary Focus NJSLs: RL.3.1 RI.3.1 RF.3.3A,B,C,D RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F RI.3.3 RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9 WIDA Standards 1, 2, 4, 5	Primary Focus NJSLs: W.3.2A,B,C,D W.3.4 W.3.5 W.3.6 W.3.8 W.3.10	Primary Focus NJSLs: SL.3.1A,B,C,D SL.3.2 SL.3.3 SL.3.6	Primary Focus NJSLs: L.3.1A,D,E L.3.2B,E,F,G L.3.3A,B L.3.4A,B,D L.3.6

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Unit 2 (cont.)	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> • 1 extended text • 3-6 shorter texts depending upon length and complexity 	Writing Genre: Research <ul style="list-style-type: none"> • Informative and explanatory writing • Routine writing 	Task Type: <ul style="list-style-type: none"> • Project-based presentations focusing on use of multimedia and visual displays 	These standards are embedded within the writing process
	Enduring Understandings <ol style="list-style-type: none"> 1. There are many features and values of drama that are better told and appreciated in the form of a play (Module 4) 2. Sports can teach us about working together. (Module 5) 3. There are many different ways animals survive. (Module 6) 		Essential Questions <ol style="list-style-type: none"> 1. Why might some stories be better told as plays? 2. What can sports teach us about working together? 3. What behaviors help animals survive? 	
Unit 3	Primary Focus NJSLs: RL.3.1 RI.3.1 RF.3.3A,B,C,D RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F RL.3.3 RL.3.4 RL.3.5 RL.3.6 RL.3.7 RL.3.9 WIDA Standards 1, 2, 4, 5	Primary Focus NJSLs: W.3.3A,B,C,D W.3.4 W.3.5 W.3.6 W.3.10 Select at least one-W.3.7 or W.3.8	Primary Focus NJSLs: SL.3.1A,B,C,D SL.3.2 SL.3.4 SL.3.6	Primary Focus NJSLs: L.3.1A,G,H L.3.2C,E,F,G L.3.4A,C,D L.3.5A,B,C L.3.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> • 1 extended text • 4-8 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> • Narrative writing • Literary analysis • Routine writing 	Task Type: <ul style="list-style-type: none"> • Present in small groups and to whole class 	These standards are embedded within the writing process
	Enduring Understandings <ol style="list-style-type: none"> 1. There are many ways one person can make a meaningful difference in their local and global community. (Module 7) 2. There are many important inventors and inventions (Module 8) 3. Food gets to you your table in many ways. (Module 9) 		Essential Questions <ol style="list-style-type: none"> 1. How can one person make a meaningful difference in their local or global community? 2. What does it take to make a successful invention? 3. How does food get to your table? 	

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Unit 4	<p>Primary Focus NJSLs: RL.3.1 RI.3.1 RF.3.3A,B,C,D RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F RL.3.4 RI.3.4 RL.3.5 RI.3.5 RL.3.6 RI.3.6 RL.3.10 RI.3.10 WIDA Standards 1, 2, 5</p>	<p>Primary Focus NJSLs: W.3.2A,B,C,D W.3.4 W.3.5 W.3.6 W.3.10 Select at least one-W.3.7 or W.3.8</p>	<p>Primary Focus NJSLs: SL.3.1A,B,C,D SL.3.5 SL.3.6</p>	<p>Primary Focus NJSLs: L.3.1A,F L.3.2D,E,F,G L.3.4A,D L.3.6</p>
	<p>Text Type:(fiction and nonfiction)</p> <ul style="list-style-type: none"> • 1 extended text • 3-6 shorter texts depending upon length and complexity 	<p>Writing Genre:</p> <ul style="list-style-type: none"> • Research • Informative and explanatory • Routine writing 	<p>Task type:</p> <ul style="list-style-type: none"> • Debates • Present in small groups and to whole class 	<p>These standards are embedded within the writing process</p>
	<p>Enduring Understandings</p> <ol style="list-style-type: none"> 1. Stories get passed down from generation to generation. (Module 10) 2. Reading non-fiction is different from reading other genres. Knowing the characteristics of non-fiction including Information texts, Narrative Non-Fiction and opinion writing can enhance our understanding and learning of new facts and information (Module 11) 3. Reading literary texts is different from reading other genres. Knowing the characteristics of literary texts including realistic fiction, poetry and traditional tales can enhance our understanding and enjoyment of stories and poems. (Module 12) 		<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What can we learn from different people and cultures? 2. What makes reading non-fiction different from reading other genres? <ol style="list-style-type: none"> a. Week One: What are the characteristics of information texts? b. Week Two: What are the characteristics of narrative non-fiction? c. Week Three: What are the characteristics of opinion writing? 3. What makes reading literary texts different from reading other genres? <ol style="list-style-type: none"> a. Week One: What are the characteristics of realistic fiction? b. Week Two: What are the characteristics of poetry c. Week Three: What are the characteristics of traditional tales? 	

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Suggested Open Educational Resources	Reading <ul style="list-style-type: none"> • http://readingandwritingproject.org/ • www.jenniferserravallo.com/blog • http://www.nwp.org/cs/public/print/resource_topic/teaching_reading • http://www.sightwords.com/ • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ • http://www.lesterlaminack.com/blog.htm • www.seymoursimon.com/index.php/blog • https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684 	Writing/Language <ul style="list-style-type: none"> • http://readingandwritingproject.org/ • http://www.schrockguide.net/ • http://twowritingteachers.wordpress.com • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ • http://www.nwp.org/cs/public/print/resource_topic/teaching_writing 	Speaking & Listening <ul style="list-style-type: none"> • http://readingandwritingproject.org/ • www.lindahoyt.com/tips.html 	Critical Thinking <ul style="list-style-type: none"> • http://readingandwritingproject.org/ • http://kylenebeers.com/blog/ • www.lindahoyt.com/tips.html • www.seymoursimon.com/index.php/blog
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Unit 1 Grade 3			
Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills	
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.	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.	<ul style="list-style-type: none"> • Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader 	
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.	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	RL.3.2: <ul style="list-style-type: none"> • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details • Determine central messages or theme • Identify patterns in details 	RI.3.2: <ul style="list-style-type: none"> • Determine central messages or main ideas in a text • Identify details to support the main idea

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Unit 1 Grade 3		
		<ul style="list-style-type: none"> Analyze how the details of the text help to support and reveal the central idea or theme
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	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.	<ul style="list-style-type: none"> Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) Differentiate between literal and nonliteral language
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	RI.3.6. Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> Establish the point of view of a text Determine how the reader’s point of view is different from the narrator’s or the characters Compare the reader’s point of view with the author’s point of view
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3.B. Decode words with common Latin suffixes. RF.3.3.C. Decode multisyllable words. RF.3.3.D. Read grade-appropriate irregularly spelled words.		<ul style="list-style-type: none"> Distinguish the base root from the affix Identify and define common prefixes and suffixes Identify and define common Latin suffixes Decode words that have a Latin suffix Use strategies to read multi-syllable words Read grade-appropriate irregularly spelled words
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. RF.3.4.A. Read grade-level text with purpose and understanding. RF.3.4.B. Read grade-level prose and poetry orally with accuracy. RF.3.4.C. Use an appropriate rate while reading aloud. RF.3.4.D. Read with expression on successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. RF.3.4.F. Reread as necessary.		<ul style="list-style-type: none"> Use various strategies to understand text and read with purpose Accurately read grade-level poetry and prose aloud Use an appropriate rate and expression when reading aloud Use various strategies to support word recognition and understanding Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 1 Writing Standards		Unit 1 Writing Critical Knowledge and Skills
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.1.B. Provide reasons that support the opinion. W.3.1.C. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. W.3.1.D. Provide a conclusion .		<ul style="list-style-type: none"> Distinguish fact from opinion Group supporting details to support the writer’s purpose Introduce the topic or text clearly State an opinion to be supported with reasons Write a thesis statement to focus the writing Support the opinion with facts and/or reasons Connect opinions with reasons using linking words and phrases Write a conclusion

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W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<ul style="list-style-type: none"> • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Determine writing purpose (the writer’s designated reason for writing) • Focus the organization and development of a topic to reflect the 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	<ul style="list-style-type: none"> • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
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.	<ul style="list-style-type: none"> • Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing • Use technology to collaborate with others
W.3.7. Conduct short research projects that build knowledge about a topic.	<ul style="list-style-type: none"> • Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic • Gather information to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing
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.	<ul style="list-style-type: none"> • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
SL.3.1. 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. SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)	<ul style="list-style-type: none"> • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations • Develop skills in active listening and group discussion

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SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others SL.3.1.D. Explain their own ideas and understanding in light of the discussion	
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> • Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.B. Form and use regular and irregular plural nouns. L.3.1.C. Use abstract nouns (e.g., <i>childhood</i>).	<ul style="list-style-type: none"> • Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences • Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences • Differentiate between regular and irregular plural nouns • Identify regular and irregular plural nouns in reading and use them when writing or speaking • Identify abstract nouns • Use abstract nouns when writing or speaking
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.2.A. Capitalize appropriate words in titles. L.3.2.E. 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>) L.3.2.F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	<ul style="list-style-type: none"> • Identify the words in titles that should be capitalized • Consistently apply rules for capitalization in titles • Spell high frequency or studied words correctly • Spell conventional words correctly when adding a suffix to base words • Identify spelling patterns and generalizations • Apply spelling patterns when writing words • Determine the purpose and use of reference materials • Utilize reference materials to check and correct spelling, when needed
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.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.	<ul style="list-style-type: none"> • Decipher the meanings of words and phrases by using sentence context • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words
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., <i>After dinner that night we went looking for them</i>).	<ul style="list-style-type: none"> • Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics

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	<ul style="list-style-type: none"> • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use spatial and temporal relationship words and phrases
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

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Unit 1 Grade 3	
Unit 1 Grade 3	
District/School Formative Assessment Plan	District/School Diagnostic and Summative Assessment Plan
<ul style="list-style-type: none"> • Correct and Redirect • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization • Anecdotal notes • Performance-Based Assessments/Tasks • Oral Reading/Running Records • Exit Tickets • <i>IRead</i> • Graphic organizers • Literacy Centers • Think-pair-share • Scoring rubric • Weekly assessments • Benchmark assessments • Selection & leveled reader quizzes • Text Responses • Conferences • Know It, Show It • Intervention Assessments 	<p>Diagnostic Assessments</p> <ul style="list-style-type: none"> • DIBELS Benchmark Assessment MP1,2,4 • LinkIt! MP1,2,4 • <i>iRead</i> • Guided Reading Benchmark Assessment Kit MP 1,3,4 • HMH Adaptive Growth Measure MP1,3,4 Oct/Feb/Jun <p>Summative Assessments</p> <ul style="list-style-type: none"> • Module Assessments • Guided Reading Benchmark Assessment Kit <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Inquiry and Research Projects • Hands-On Activities
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> 1. Each character is a unique individual. (Module 1) 2. Words express ideas, feelings, and thoughts and these words connect to our lives. (Module 2) 3. Historic places, documents, and symbols represent our nation. (Module 3) 	<ol style="list-style-type: none"> 1. What makes a character interesting? 2. How do people use words to express themselves? 3. How do historic places, documents, and symbols represent our nation?
District/School Texts and Resources	Aligned Skills & Activities
<p><i>The following texts and resources are utilized in Unit 1.</i></p> <p>Module 1: What a Character Houghton Mifflin Harcourt Into Reading Print/Online Resources</p> <ul style="list-style-type: none"> • Teacher Guide (TG) pp. T2-T190 <ul style="list-style-type: none"> ○ Week1: TG pp. T21-T79 ○ Week 2: TG pp. T81-T135 	<p><i>Activities for the following skills are found in the corresponding texts and resources.</i></p> <p>Module 1: What a Character! Learning Mindset: Belonging <u>Build Knowledge & Language</u></p> <ul style="list-style-type: none"> • Access Prior Knowledge/Build Background • Vocabulary

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Unit 1 Grade 3

- Week 3: TG pp. T137-T190
- Ed Your Friend in Learning <https://www.hmho.com/one/login/>

Resources for Module 1:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher's Guides
- Writer's Workshop Teacher's Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer's Workshop)
- Writers Notebook

- **Big Idea Words:** individuality, unique, feature, personality
- **Multimedia**
 - **Active Listening and Viewing:**
 - Get Curious Video: Calamity Jane

Foundational Skills

- **Decoding**
 - Short Vowels a,e,i,o,u
 - Long Vowels a,e,i,o,u
 - More Long a, Long e Spellings
- **Spelling**
 - Short Vowels
 - VCe Spellings
 - More Long a, Long e Spellings
- **Fluency**
 - Accuracy and Self-Correction
 - Expression
 - Reading Rate

Reading Workshop & Vocabulary

- **Academic Vocabulary**
 - Critical Vocabulary
 - Instructional Vocabulary
- **Generative Vocabulary**
 - Prefix: mis-, un-, non-
 - Suffix -ful, -less
- **Vocabulary Strategy**
 - Context Clues
- **Multiple Genres**
 - Genre Focus: Realistic Fiction & Fantasy
- **Comprehension**
 - **Use Metacognitive Skills**
 - Make and Confirm Predictions
 - Monitor and Clarify
 - Make Inferences

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- **Literary Elements/Author's Purpose and Craft**
 - Point of View
 - Literary Elements
 - Theme
 - Figurative Language
 - Text and Graphic Features
- **Respond to Text**
 - Write a Story Idea
 - Write an E-Mail
 - Write a Retelling
 - Write a Biography
- **Performance Task**
 - Write a Personal Narrative
- **Communication**
 - Listening and Speaking: Engage in Discussion
 - Listening and Speaking: Work Collaboratively
 - Research: Generate a Plan
- Writing Workshop**
- **Writing Process**
 - Plan and Generate Ideas
 - Organize
 - Draft
 - Revise and Edit
 - Publish and Present
- **Writing Form**
 - Personal Narrative
- **Focal Text**
 - *Westlandia*
- **Grammar**
 - Conventions
 - Simple Sentences
 - Kinds of Sentences

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Module 2: Use Your Words

Houghton Mifflin Harcourt Into Reading Print/Online Resources

- Teacher Guide T192-T380
 - Week1: TG pp. T212-T213
 - Week 2: TG pp. T272-T273
 - Week 3: TG pp. T328-T329
- Ed Your Friend in Learning <https://www.hmho.com/one/login/>

Resources for Module2:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

- Compound Sentences

Module 2: Use Your Words

Learning Mindset: Seeking Challenges

Build Knowledge & Language

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - **Big Idea Words:** express, convey, chronical, creative
- **Multimedia**
 - **Active Listening and Viewing:**
 - Get Curious Video: Use Your Words

Foundational Skills

- **Decoding**
 - More Long o & I Spellings
 - Review Short and Long Vowels
- **Spelling**
 - More Long o & I Spellings
 - More Short & Long Vowels
- **Fluency**
 - Phrasing
 - Reading Rate
 - Expression

Reading Workshop & Vocabulary

- **Academic Vocabulary**
 - Critical Vocabulary
- **Generative Vocabulary**
 - Prefix: re-, pre-, -dis
 - Suffixes: -y, -ly
- **Vocabulary Strategy**
 - Synonyms/Antonyms
- **Multiple Genres**

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- **Genre Focus: Letters/Poetry**
 - Letters
 - Realistic Fiction
 - Poetry
 - Memoir
 - Fantasy
 - **Comprehension**
 - **Use Metacognitive Skills**
 - Retell/Summarize
 - Ask and Answer Questions
 - Visualize
 - **Literary Elements/Author's Purpose and Craft**
 - Text and Graphic Features
 - Point of View
 - Literary Elements
 - Elements of Poetry
 - **Respond to Text**
 - Write a Friendly Letter
 - Write a Poem
 - Write a retelling
 - Write a Comparison
 - **Performance Task**
 - Write a Persuasive Letter
 - **Communication**
 - Research: Gather Information
 - Speaking and Listening: Use Formal and Informal Language
 - Media Literacy: Create a Multimedia Presentation
- Writing Workshop**
- **Writing Process - Correspondence**
 - Plan and Generate Ideas
 - Organize
 - Draft

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Module 3: Let Freedom Ring!

Houghton Mifflin Harcourt Into Reading Print/Online Resources

- Teacher Guide (TG) pp. T2-T190
 - Week1: TG pp. T22-T23
 - Week 2: TG pp. T82-T83
 - Week 3: TG pp. T138-T139
- Ed Your Friend in Learning <https://www.hmho.com/one/login/>

Resources for Module 3:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)

- Revise and Edit
- Publish and Present
- **Writing Form**
 - Letter
- **Focal Text**
 - *The Lemonade War*
- **Grammar Conventions**
 - Common and Proper Nouns
 - Plural Nouns with –s and -es
 - Types of Verbs

Module 3: Let Freedom Ring!

Learning Mindset: Grit

Build Knowledge & Language

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - **Big Idea Words:** loyal, sovereignty, democracy, civic
- **Multimedia**
 - **Active Listening and Viewing:**
 - Get Curious Video: Let Freedom Ring!

Foundational Skills

- **Decoding**
 - Three-letter Blends (spl, scr, spr, str)
 - Soft g (-gee, -dge)
 - Silent Letters (kn, wr, gn, mb, rh)
- **Spelling**
 - Three-letter Blends (spl, scr, spr, str)
 - Words with /j/, /k/, and /kw/
 - Silent Consonants
- **Fluency**
 - Reading Rate
 - Phrasing
 - Expression

Reading Workshop & Vocabulary

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- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer's Workshop)
- Writers Notebook

- **Academic Vocabulary**
 - Critical Vocabulary
 - Instructional Vocabulary
- **Generative Vocabulary**
 - Prefix: im- (not), dis-
 - Suffixes: -y, -less, -er/-est with Spelling Change
- **Vocabulary Strategy**
 - Multiple Meaning Words
- **Multiple Genres**
 - **Genre Focus: Nonfiction**
 - Information Text
 - Information Video
 - Narrative Nonfiction
- **Comprehension**
 - **Use Metacognitive Skills**
 - Synthesize
 - Retell/Summarize
 - Ask and Answer Questions
 - **Literary Elements/Author's Purpose and Craft**
 - Text and Graphic Features
 - Central Idea
 - Text Structure
 - Media Techniques
 - Content-Area Words
 - Author's Purpose
 - Literary Elements
- **Respond to Text**
 - Write an Encyclopedia Entry
 - Write a Summary
 - Write an Autobiography
 - Write an Opinion Letter
- **Performance Task**
 - Write an Informative Article
- **Communication**
 - Research: Take Notes

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Unit 1 Grade 3

- Media Literacy: Interpret/Analyze Media
- Speaking and Listening: Give a Presentation

Writing Workshop

- **Writing Process**
- **Information Text**
 - Plan and Generate Ideas
 - Organize
 - Draft
 - Revise and Edit
 - Publish and Present
- **Writing Form**
 - Descriptive Essay
- **Focal Text**
 - *All the Places to Love*
- **Grammar**
 - Verb Tenses I
 - Abstract Nouns

Holocaust Activity: *Westlandia* (Module 1 Writing Focal text), Dear Dragon (Module 2, Week 3)

- Additional activities found in **911 Lessons for the: K-5 Lesson Plans** (NJDOE)
- Additional activities found in **Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL** (NJDOE)
- Additional activities found in **Caring Makes a Difference** (NJDOE)

Additional Holocaust Resources:

- <https://www.nj.gov/education/holocaust/911/additional/K5.pdf>
- <https://nj.gov/education/holocaust/curriculum/UniversalK-5.pdf>
- https://nj.gov/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf

District/School Supplementary Resources

Smithsonian: <https://www.tweentribune.com/>
 Read Works: <https://www.readworks.org/>
 newsela: <https://newsela.com/>
 Freckle: <https://www.freckle.com/ela/>
 Dogo News: <https://www.dogonews.com/>
 Reading Bear: <http://www.readingbear.org/>
 ABCya: <https://www.abcya.com/>

Actively Learn: <https://www.activelylearn.com/>
 Read Works: <https://www.readworks.org/>
 Starfall: <https://www.starfall.com/h/>
 FunEnglishGames.com: <http://www.funenglishgames.com/>
 Family Learning/Sight Word Games:
http://www.familylearning.org.uk/sight_word_games.html
 Quill: <https://www.quill.org/>

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Unit 1 Grade 3		
BrainPop: https://brainpop.com/ Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/		
District/School Writing Tasks		
Primary Focus <ul style="list-style-type: none"> • Module 1: Narrative Writing <i>Personal Narrative</i> • Module 2: Correspondence <i>Letter</i> • Module 3: Informational Text Writing <i>Descriptive Essay</i> <p><i>District Requirement: Complete one process piece for Unit/MP 1 for district writing portfolio.</i></p> <p><i>State Requirement: Complete at least one piece of opinion, research and routine writing.</i></p>	Secondary Focus <ul style="list-style-type: none"> • Opinion Writing • Response to Text • Inquiry & Research Projects 	Routine Writing <ul style="list-style-type: none"> • Response to Text <ul style="list-style-type: none"> ○ myBook ○ Writing Prompts • Literacy Centers <ul style="list-style-type: none"> ○ Listening & Reading Logs ○ Annotate the Text ○ Response Journal ○ Inquiry & Research Projects
Instructional Best Practices and Exemplars		
Instructional Best Practices <ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates • Use data to drive instruction 		Exemplars <ul style="list-style-type: none"> • https://www.readingrockets.org/strategies#skill1042 • http://www.readwritethink.org/ • https://www.noredink.com/ • https://eleducation.org/

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, and Preparation and Training, 9.4 Life Literacies and Key Skills

- 9.2.5.CAP.2: Identify how you might like to earn an income. (Module 2)
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). (Module 2)
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.). (Module 2)
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate). (Module 2)
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. (Module 2)
- 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. (Module 2: Weeks 1, 2, 3)
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences. (Module 3: Weeks 1 & 2)

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Modeling and guided practice
- Targeted phonics practice
- Provide graphic organizers
- Verbalize before writing
- Provide sentence starters
- Use technology i.e. Chromebooks and iPads
- Provide consistent structured routine
- Provide simple and clear classroom rules

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Unit 1 Grade 3	
<ul style="list-style-type: none"> ○ Targeted Phonological Awareness Instruction ○ Scaffolding strategies ○ Shortened assignments ○ Extend time as needed ○ Read directions aloud ○ Repeat, rephrase and clarify directions 	<ul style="list-style-type: none"> ○ Provide frequent feedback ○ Provide support staff as needed ○ Assist w/ organization ○ Recognize success ○ Modify testing format ○ Provide alternative assessment
Modifications for At Risk Students	
<p>Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.</p> <p>Modifications/accommodations may include:</p>	
<ul style="list-style-type: none"> ○ Small group instruction ○ Audio books ○ Text-to-speech platforms ○ Leveled texts ○ Extended time as needed ○ Read directions aloud ○ Assist with organization ○ Use of technology i.e. Chromebooks and iPads 	<ul style="list-style-type: none"> ○ Emphasize/highlight key concepts ○ Provide timelines for work completion ○ Break down multi-step tasks into smaller chunks ○ Provide copy of class notes ○ Graphic organizers ○ Sentence Starters ○ Targeted phonics practice ○ Targeted Phonological Awareness Instruction
English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> ● Use of bilingual dictionaries ● Personal dictionary ● Word wall ● Manipulatives 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> ● Require higher order thinking, communication, and leadership skills ● Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles ● Provide higher level texts ● Expand use of open-ended, abstract questions

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- Pictures, photographs
- Modeling and guided practice
- Sentence starters
- Response frames
- Adapted text/ Leveled Readers
- Repeated reading
- Graphic organizers
- Background knowledge experience
- Vocabulary (cognates) exposure
- Fluency strategies
- Targeted phonics practice
- Additional SIOP Strategies as described in the following book:
 - *Making Content Comprehensible for English Language Learners: The SIOP Model*
 - *99 Activities for Teaching English Language Arts to English Language Learners*

- Require critical and creative thinking activities with emphasis on research and in-depth study
- Provide Enrichment Activities/Project-Based Learning/ Independent Study

Additional strategies may be located at the following links:

- [Gifted Programming Standards](#)
- [Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy](#)
- [REVISED Bloom’s Taxonomy Action Verbs](#)

Interdisciplinary Connections

Social Studies:

- NJSLS 3-6.1.5.CivicsPR.1:** Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. (Module 3:Week 1)
- NJSLS3 – 6.1.5.CivicsHR.1:** Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process). (Module 3: Week 1)
- NJSLS3-6.1.5.CivicsPI.8:** Describe how the United States Constitution defines [how] and limits the power of government [is organized].
- NJSLS3-6.1.5.CivicsPI.6:** Distinguish the roles and responsibilities of the three branches of the national government. (Module 3: Week 1)
- NJSLS3-6.1.5.CivicsPI.3:** Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. (Module 3: Week 1)
- NJSLS3 6.1.5.EconNM.7:** Describe the role and relationship among households, businesses, laborers, and governments within the economic system. (Module 2: Weeks 1, 2 & 3)
- NJSLS3-6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world. (Module 1) **Holocaust**
- NJSLS3-6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. (Module 1, Week 1 and Module 2 Week 2)

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NJSLS3-6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity. (Module 3: Week 2 & 3)

NJSLS36.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. (Module 1 Week 1, 2 & 3, Module 2 Week 2): **Holocaust**

Arts:

NJSLS 1.4.5.Cn11a: Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work. (Module 2: Week 1)

Math:

NJSLS3.OA.A.2: Interpret whole-number quotients of whole numbers, e.g, interpret 56 divided 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe and/or represent a context in which a number of shares or a number of groups can be expressed as 56 divided by 8.*

Integration of Computer Science and Design Thinking

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.2.CS.2 Explain the functions of common software and hardware components of computing systems.

8.1.2.AP.3 Create programs with sequences and simple loops to accomplish tasks.

8.1.2.NI.1 Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2 Describe how the internet enables individuals to connect with others worldwide.

8.1.2.CS.3 Describe basic hardware and software problems using accurate terminology.

Unit 2 Grade 3

Unit 2 Reading Standards

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.

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.

Unit 2 Reading Critical Knowledge and Skills

- Closely read a text to demonstrate understanding
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Refer to specific text to support answers and to craft questions
- Explicitly locate evidence in the text to support answers and to craft questions of a factual nature
- Answer and ask both factual questions and inferential questions that require reasoning from the reader

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Unit 2 Grade 3		
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.	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	RL.3.2: <ul style="list-style-type: none"> • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details • Determine central messages or theme • Identify patterns in details
		RI.3.2: <ul style="list-style-type: none"> • Determine central messages or main ideas in a text • Identify details to support the main idea • Analyze how the details of the text help to support and reveal the central idea or theme
	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.	<ul style="list-style-type: none"> • Closely read text to determine important events, ideas or concepts • Identify words that signify time order, sequence, and cause/effect • Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect • Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas
	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.	<ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) • Differentiate between literal and nonliteral language
	RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<ul style="list-style-type: none"> • Identify the unique features and organization of informational text (text features, and search tools) • Use the unique features to find and manage information specific to the topic • Demonstrate proficiency in using the tools to locate information
	RI.3.6. Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> • Establish the point of view of a text • Determine how the reader’s point of view is different from the narrator’s or the characters • Compare the reader’s point of view with the author’s point of view
	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).	<ul style="list-style-type: none"> • Examine various text features (maps, diagrams, photos, audios) to understand specific information in the text • Synthesize the various text features and the text itself to understand the ideas in the text • Explain how the different text features aid understanding

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Unit 2 Grade 3		
	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.	<ul style="list-style-type: none"> • Make a clear link between sentences and paragraphs when reading informational text • Explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc) • Identify words that signify a relationship between ideas • Use the relationships between ideas to describe how an author supports specific points
	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.	<ul style="list-style-type: none"> • Closely read the text to identify the important details of a text • Find similarities and differences about important details when reading about two texts that share the same topic • Reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3.B. Decode words with common Latin suffixes. RF.3.3.C. Decode multisyllable words. RF.3.3.D. Read grade-appropriate irregularly spelled words.		<ul style="list-style-type: none"> • Distinguish the base root from the affix • Identify and define common prefixes and suffixes • Identify and define common Latin suffixes • Decode words that have a Latin suffix • Use strategies to read multi-syllable words • Read grade-appropriate irregularly spelled words
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. RF.3.4.A. Read grade-level text with purpose and understanding. RF.3.4.B. Read grade-level prose and poetry orally with accuracy. RF.3.4.C. Use an appropriate rate while reading aloud. RF.3.4.D. Read with expression on successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. RF.3.4.F. Reread as necessary.		<ul style="list-style-type: none"> • Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 2 Writing Standards		Unit 2 Writing Critical Knowledge and Skills
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. W.3.2.B. Develop the topic with facts, definitions, and details. W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.		<ul style="list-style-type: none"> • Organize information to support the topic • Introduce a topic • Write a thesis statement to focus writing • Use text features to support the topic, when appropriate • Select details that appropriate support the development of the topic • Link ideas by using transitional words and phrases • Write a conclusion to close the writing

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Unit 2 Grade 3	
W.3.2.D. Provide a conclusion .	
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<ul style="list-style-type: none"> • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer’s designated reason for writing) • Focus the organization and development of a topic to reflect the 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	<ul style="list-style-type: none"> • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
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.	<ul style="list-style-type: none"> • Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing • Use technology to 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.	<ul style="list-style-type: none"> • Locate information from print and digital sources • Integrate information from personal experiences • Take notes and organize information into categories provided by the teacher • Gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes • Thoughtfully choose online sources • Select the information needed from each source • Connect new information learned online with offline sources • Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources

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Unit 2 Grade 3	
<p>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.</p>	<ul style="list-style-type: none"> • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
<p>SL.3.1. 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> <p style="color: red;">SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</p> <p>SL.3.1.D. Explain their own ideas and understanding in light of the discussion</p>	<ul style="list-style-type: none"> • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations • Develop skills in active listening and group discussion
<p>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.</p>	<ul style="list-style-type: none"> • Determine the main idea of a text read aloud • Determine the supporting details for a text read aloud • Determine the main ideas and supporting details of information presented in multiple formats
<p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<ul style="list-style-type: none"> • Listen carefully to what a speaker says • Ask questions to clarify what was heard • Elaborate and provide details to build upon the speaker's response
<p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> • Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills
<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> • Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose • Differentiate between regular and irregular plural nouns

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Unit 2 Grade 3	
<p>L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1.D. Form and use regular and irregular verbs.</p> <p>L.3.1.E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p>	<ul style="list-style-type: none"> • Identify regular and irregular plural nouns in reading and use them when writing or speaking • Identify simple verb tenses and use them when writing or speaking
<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2.B. Use commas in addresses.</p> <p>L.3.2.E. 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>)</p> <p>L.3.2.F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words</p> <p>L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p>	<ul style="list-style-type: none"> • Apply comma rules to addresses in writing • Spell high frequency or studied words correctly • Spell conventional words correctly when adding a suffix to base words • Identify spelling patterns and generalizations • Apply spelling patterns when writing words • Determine the purpose and use of reference materials • Utilize reference materials to check and correct spelling, when needed
<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.3.A. Choose words and phrases for effect</p> <p>L.3.3.B. Recognize and observe differences between the conventions of spoken and written standard English</p>	<ul style="list-style-type: none"> • Purposefully select words or phrases to create effect when writing or speaking • Identify similarities and differences between spoken and written English • Acknowledge those differences when writing and speaking
<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4.B. 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>).</p> <p>L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.</p>	<ul style="list-style-type: none"> • Decipher the meanings of words and phrases by using sentence context • Determine the meaning of commonly used prefixes and suffixes • Separate a base word from the prefix or suffix • Use the definition of known prefixes and suffixes to define new words • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words
<p>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., <i>After dinner that night we went looking for them</i>).</p>	<ul style="list-style-type: none"> • Use grade 3 vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use spatial and temporal relationship words and phrases

Winslow Township School District
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Grade 3

Unit 2 Grade 3	
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Unit 2 Grade 3	
District/School Formative Assessment Plan	District/School Summative Assessment Plan edit as needed
<ul style="list-style-type: none"> • Correct and Redirect • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization • Anecdotal notes • Performance-Based Assessments/Tasks • Oral Reading/Running Records • Exit Tickets • <i>IRead</i> • Intervention Assessments 	<ul style="list-style-type: none"> • Graphic organizers • Literacy Centers • Think-pair-share • Scoring rubric • Weekly assessments • Benchmark assessments • Selection & leveled reader quizzes • Text Responses • Conferences • Know It, Show It
	<p>Diagnostic Assessments</p> <ul style="list-style-type: none"> • DIBELS Benchmark Assessment MP1,2,4 • LinkIt! MP1,2,4 • <i>iRead</i> • Guided Reading Benchmark Assessment Kit MP 1,3,4 • HMH Adaptive Growth Measure MP1,3,4 Oct/Feb/Jun <p>Summative Assessments</p> <ul style="list-style-type: none"> • Module Assessments • Guided Reading Benchmark Assessment Kit <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Inquiry and Research Projects • Hands-On Activities
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> 1. There are many features and values of drama that are better told and appreciated in the form of a play (Module 4) 2. Sports can teach us about working together. (Module 5) 3. There are many different ways animals survive. (Module 6) 	<ol style="list-style-type: none"> 1. Why might some stories be better told as plays? 2. What can sports teach us about working together? 3. What behaviors help animals survive?

Winslow Township School District
English Language Arts
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Unit 2 Grade 3	
District/School Texts and Resources	Aligned Skills & Activities
<p><i>The following texts and resources are utilized in Unit 2.</i></p> <p>Module 4: Stories on Stage Houghton Mifflin Harcourt <i>Into Reading</i> Print/Online Resources</p> <ul style="list-style-type: none"> • Teacher’s Guide (TG) pp. T192-T380 • Week at a Glance <ul style="list-style-type: none"> ○ Week 1: TG pp. T212-T213 ○ Week 2: TG pp. T272-T273 ○ Week 3: TG pp. T327-T380 • Ed Your Friend in Learning: https://www.hmhco.com/one/login/ <p>Resources for Module 4:</p> <ul style="list-style-type: none"> • Ed Your Friend in Learning (Ed Online) - Access to all online resources • Teacher’s Guides • Writer’s Workshop Teacher’s Guide • Teacher Resource Book • Teaching Pal (teacher text) • myBook (student text) • Read Aloud Books with Matching Bookstix • Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards • Articulation Videos • Vocabulary Cards • Anchor Charts • Display and Engage Organizers (online resource) • Get Curious Videos (online resource) • <i>iRead</i> (online resource) • Rigby Readers with matching Take and Teach Lessons • Start Right Readers • Tabletop Minilessons • Printables 	<p><i>Activities for the following skills are found in the corresponding texts and resources.</i></p> <p>Module 4: Stories on Stage Learning Mindset: Self-Reflection</p> <p><u>Build Knowledge & Language</u></p> <ul style="list-style-type: none"> • Access Prior Knowledge/Build Background • Vocabulary <ul style="list-style-type: none"> ○ Big Idea Words: audition, rehearse, ability, actor • Multimedia <ul style="list-style-type: none"> ○ Active Listening and Viewing: <ul style="list-style-type: none"> ➤ Get Curious Video: Stories on Stage <p><u>Foundational Skills</u></p> <ul style="list-style-type: none"> • Decoding <ul style="list-style-type: none"> ○ Consonant Diagraphs ch, tch, sh, wh, th, ph, ng ○ Vowel Diphthongs ow, ou ○ Vowel Sounds au, aw, al, o • Spelling <ul style="list-style-type: none"> ○ Spelling the /ch/ sound ○ Vowels sound in town ○ Vowel sound in talk • Fluency <ul style="list-style-type: none"> ○ Expression ○ Intonation ○ Reading Rate <p><u>Reading Workshop & Vocabulary</u></p> <ul style="list-style-type: none"> • Academic Vocabulary <ul style="list-style-type: none"> ○ Critical Vocabulary ○ Instructional Vocabulary • Generative Vocabulary <ul style="list-style-type: none"> ○ Prefix: im-, in-

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Unit 2 Grade 3

- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

- Suffixes: -er, -or
- Latin roots aud, vis
- **Vocabulary Strategy**
 - Shades of Meaning
- **Multiple Genres**
 - **Genre Focus: Drama**
 - Drama
 - Educational Video
 - Classic Tale
- **Comprehension**
 - **Use Metacognitive Skills**
 - Visualize
 - Retell/Summarize
 - Monitor and Clarify
 - **Literary Elements/Author’s Purpose and Craft**
 - Ideas and Support
 - Elements of Drama
 - Literary Elements
 - Figurative Language
 - Media Techniques
 - Theme
- **Respond to Text**
 - Write Flash Fiction
 - Write a Travel Guide
 - Write a Newspaper Report
 - Write a Character Study
- **Performance Task**
 - Write a Story
- **Communication**
 - Speaking and Listening: Summarizing and Paraphrasing
 - Research: Evaluate and Organize Information
 - Speaking and Listening: Oral Instructions

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Unit 2 Grade 3

Writing Workshop

- **Writing Process - Narrative**
 - Plan and Generate Ideas
 - Organize
 - Draft
 - Revise and Edit
 - Publish and Present
- **Writing Form: Story**
- **Focal Text:** *Crossing Bok Chitto*
- **Grammar - Conventions**
 - Pronouns and Antecedents
 - More Plural Nouns
 - Writing Quotations

Module 5: Teamwork

Learning Mindset: Asking for Help

Build Knowledge & Language

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - **Big Idea Words:** collaboration, symbiosis, determination, unity
- **Multimedia**
 - **Active Listening and Viewing:**
 - Get Curious Video: Teamwork

Foundational Skills

- **Decoding**
 - Vowel Diphthongs oi, oy
 - Homophones
 - Contractions
- **Spelling**
 - Vowel Sound in joy
 - Homophones
 - Contractions
- **Fluency**

Module 5: Teamwork

Houghton Mifflin Harcourt *Into Reading* Print/Online Resources

- Teacher's Guide (TG) pp. T249-T495
- Week at a Glance
 - Week 1: TG pp. T270-T271Wr
 - Week 2: TG pp. T346-T347
 - Week 3: TG pp. T422-T423
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 5:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher's Guides
- Writer's Workshop Teacher's Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos

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Unit 2 Grade 3

- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

- Accuracy and Self Correction
- Intonation
- Reading Rate

Reading Workshop & Vocabulary

- **Academic Vocabulary**
 - Critical Vocabulary
 - Instructional Vocabulary
- **Generative Vocabulary**
 - Greek Roots bio,; Latin Roots vid
 - Suffixes: -er, -or, -er, -est, -ment
- **Vocabulary Strategy**
 - Homographs/Homophones
- **Multiple Genres**
 - **Genre Focus: Realistic Fiction**
 - Information Text
 - Realistic Fiction
 - Humorous Video
 - Narrative Non-Fiction
- **Comprehension**
 - **Use Metacognitive Skills**
 - Ask and Answer Questions
 - Monitor and Clarify
 - Make and Confirm Predictions
 - **Literary Elements/Author’s Purpose and Craft**
 - Text and Graphic Features
 - Literary Elements
 - Theme
 - Author’s Craft
 - Media Techniques
 - Author’s Purpose
 - Figurative Language
 - Text Structure

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Unit 2 Grade 3

- **Respond to Text**
 - Write a Sport's Column
 - Write an E-mail
 - Write a Memoir
 - Write a Hall of Fame Biography
- **Performance Task**
 - Write an editorial
- **Communication**
 - Research: Cite Sources
 - Speaking and Listening: Summarizing and Paraphrasing
 - Speaking and Listening: Engage in Discussion

Writing Workshop

- **Writing Process - Argument**
 - Plan and Generate Ideas
 - Organize
 - Draft
 - Revise and Edit
 - Publish and Present
- **Writing Form: Persuasive Letter**
- **Focal Text: *Don't Feed the Geckos***
- **Grammar - Conventions**
 - Subject and Verb Agreement
 - Pronoun-Verb Agreement
 - Verb Tenses II

Module 6: Animal Behaviors

Houghton Mifflin Harcourt *Into Reading* Print/Online Resources

- Teacher's Guide (TG) pp. T1-T247
- Week at a Glance
 - Week 1: TG pp. T22-T23
 - Week 2: TG pp. T98-T99
 - Week 3: TG pp. T174-T175
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Module 6: Animal Behaviors

Mindset: Noticing

Build Knowledge & Language

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - **Big Idea Words:** hatch, universal, span, growth
- **Multimedia**
 - **Active Listening and Viewing:**

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Unit 2 Grade 3

Resources for Module 6:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

- Get Curious Video: Animal Behaviors

Foundational Skills

- **Decoding**
 - Words with ar, or, ore
 - Words with er, ir, ur, or
 - Words with /ar/ and /ir/
- **Spelling**
 - Vowel + /r/ Sounds
 - Vowel +/r/ Sounds in nurse
 - Vowel + /r/ Sounds in air and fear

Reading Workshop & Vocabulary

- **Academic Vocabulary**
 - Critical Vocabulary
 - Instructional Vocabulary
- **Generative Vocabulary**
 - Prefix: un-
 - Suffixes: -ly
 - Greek Prefixes uni-,bi-,tri-
- **Vocabulary Strategy**
 - Reference Sources: Thesaurus
- **Multiple Genres**
 - **Genre Focus: Nonfiction**
 - Information Text
 - Narrative Nonfiction
- **Comprehension**
 - **Use Metacognitive Skills**
 - Retell/Summarize
 - Ask and Answer Questions
 - Monitor and Clarify
 - **Literary Elements/Author’s Purpose and Craft**
 - Text and Graphic Features
 - Author’s Purpose

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Unit 2 Grade 3

- Author’s Craft
- Central Idea
- Figurative Language
- Text Structure

- **Respond to Text**

- Write a Book Review
- Written an Announcement
- Write a Poem
- Write an Opinion Blog Entry

- **Performance Task**

- Write a Science Article

- **Communication**

- Research: Paraphrase
- Speaking and Listening: Give a Presentation
- Speaking and Listening: Work Collaboratively

- **Fluency**

- Expression
- Reading Rate
- Accuracy and Self-Correction

Writing Workshop

- **Writing Process**

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

- **Writing Form: Expository Essay**

- **Focal Text: *In November***

- **Grammar - Conventions**

- Adjectives and Articles
- Adjectives That Compare
- The Verb Be and Helping Verbs

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Unit 2 Grade 3		
<p>Amistad Resource:</p> <ul style="list-style-type: none"> • https://nj.gov/education/amistad/resources/literacy.pdf 	<p>Amistad Activities: <i>Crossing Bok Chitto (Module 4: Week 1, 2 & 3)</i></p> <ul style="list-style-type: none"> • Additional activities found in <i>The Amistad Commission’s Literacy Components for Primary Grades</i> (NJDOE) 	
District/School Supplementary Resources		
<p>Smithsonian: https://www.tweentribune.com/ Read Works: https://www.readworks.org/ newsela: https://newsela.com/ Freckle: https://www.freckle.com/ela/ Dogo News: https://www.dogonews.com/ Reading Bear: http://www.readingbear.org/ ABCya: https://www.abcya.com/</p>	<p>Actively Learn: https://www.activelylearn.com/ Read Works: https://www.readworks.org/ Starfall: https://www.starfall.com/h/ FunEnglishGames.com: http://www.funenglishgames.com/ Family Learning/Sight Word Games: http://www.familylearning.org.uk/sight_word_games.html Quill: https://www.quill.org/ BrainPop: https://brainpop.com/</p> <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	
District/School Writing Tasks		
<p>Primary Focus</p> <ul style="list-style-type: none"> • Module 4: Narrative Story • Module 5: Argument Persuasive Letter • Module 6: Informational Text Expository Essay <p>District Requirement: <i>Complete one process piece for Unit/MP 2 for district writing portfolio.</i></p> <p>State Requirement: <i>Complete at least one piece of Information and explanatory, research and routine writing.</i></p>	<p>Secondary Focus</p> <ul style="list-style-type: none"> • Explanatory Writing • Response to Text • Inquiry & Research Projects 	<p>Routine Writing</p> <ul style="list-style-type: none"> • Response to Text <ul style="list-style-type: none"> ○ myBook ○ Writing Prompts • Literacy Centers <ul style="list-style-type: none"> ○ Listening & Reading Logs ○ Annotate the Text ○ Response Journal ○ Inquiry & Research Projects

**Winslow Township School District
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Unit 2 Grade 3	
Instructional Best Practices and Exemplars	
<p style="text-align: center;">Instructional Best Practices</p> <ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations 	<p style="text-align: center;">Instructional Best Practices</p> <ul style="list-style-type: none"> • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates • Use data to drive instruction
9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, and Preparation and Training, 9.4 Life Literacies and Key Skills	
<p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. (Module 3: Week 2, Module 6: Week 3, Module 7: Week 1), Module 8 (Week 1,2, &3)</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. (Module 6, Week 3)</p> <p>The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:</p> <p>Philadelphia Mint https://www.usmint.gov/learn/kids/resources/educational-standards</p> <p>Different ways to teach Financial Literacy. https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</p>	

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Unit 2 Grade 3

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- | | |
|---|---|
| <ul style="list-style-type: none"> ○ Small group instruction ○ Audio books ○ Text-to-speech platforms ○ Leveled texts ○ Modeling and guided practice ○ Targeted phonics practice ○ Targeted Phonological Awareness Instruction ○ Scaffolding strategies ○ Shortened assignments ○ Extend time as needed ○ Read directions aloud ○ Repeat, rephrase and clarify directions | <ul style="list-style-type: none"> ○ Provide graphic organizers ○ Verbalize before writing ○ Provide sentence starters ○ Use technology i.e. Chromebooks and iPads ○ Provide consistent structured routine ○ Provide simple and clear classroom rules ○ Provide frequent feedback ○ Provide support staff as needed ○ Assist w/ organization ○ Recognize success ○ Modify testing format ○ Provide alternative assessment |
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Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.

Modifications/accommodations may include:

- | | |
|---|--|
| <ul style="list-style-type: none"> ○ Small group instruction ○ Audio books ○ Text-to-speech platforms ○ Leveled texts ○ Extended time as needed ○ Read directions aloud ○ Assist with organization ○ Use of technology i.e. Chromebooks and iPads | <ul style="list-style-type: none"> ○ Emphasize/highlight key concepts ○ Provide timelines for work completion ○ Break down multi-step tasks into smaller chunks ○ Provide copy of class notes ○ Graphic organizers ○ Sentence Starters ○ Targeted phonics practice ○ Targeted Phonological Awareness Instruction |
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Unit 2 Grade 3	
English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> ● Use of bilingual dictionaries ● Personal dictionary ● Word wall ● Manipulatives ● Pictures, photographs ● Modeling and guided practice ● Sentence starters ● Response frames ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Fluency strategies ● Targeted phonics practice ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> ○ <i>99 Activities for Teaching English Language Arts to English Language Learners</i> 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> ● Require higher order thinking, communication, and leadership skills ● Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles ● Provide higher level texts ● Expand use of open-ended, abstract questions ● Require critical and creative thinking activities with emphasis on research and in-depth study ● Provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ● REVISED Bloom’s Taxonomy Action Verbs

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Unit 2 Grade 3

Interdisciplinary Connections

Science:

3-LS1-1: Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death (Module 6, Week 1)

3-LS2-1: Construct an argument that some animals form groups that help members survive Module 6 (Weeks 1,2 & 3)

3-LS3-1: Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these of these traits exists in a group of similar organisms (Module 6: Weeks1,2 & 3)

3-LS4-2: Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing (Module 6:1,2 & 3)

Social Studies:

6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. (Module 4: Week 1, 2 & 3) **Amistad**

6.1.5.EconGE.2: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (Module 4: Week 1)

Arts:

1.4.5.Cn11a: Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work. (Module 2: Weeks1, 2, & 3)

1.1.5.Pr6c: Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage). (Module 2: Weeks 1, 2, & 3)

1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work. (Module 2: Weeks 1, 2 & 3)

1.1.5.Pr6d: Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances. (Module 2: Weeks 1, 2 & 3)

Integration of Computer Science and Design Thinking

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.2.CS.2 Explain the functions of common software and hardware components of computing systems.

8.1.2.AP.3 Create programs with sequences and simple loops to accomplish tasks.

8.1.2.NI.1 Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

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Unit 2 Grade 3

- 8.1.2.NI.2** Describe how the internet enables individuals to connect with others worldwide.
- 8.1.2.CS.3** Describe basic hardware and software problems using accurate terminology.

Unit 3 Grade 3

Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> • Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader
<p>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.</p>	<p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>RL.3.2:</p> <ul style="list-style-type: none"> • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details • Determine central messages or theme • Identify patterns in details <p>RI.3.2:</p> <ul style="list-style-type: none"> • Determine central messages or main ideas in a text • Identify details to support the main idea • Analyze how the details of the text help to support and reveal the central idea or theme
<p>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.</p>		<ul style="list-style-type: none"> • Closely read text to determine the important events, ideas, or concepts • Identify the main characters in a story • Describe the characters using literal and inferential story details • Analyze how the actions of characters influence the story events
<p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>		<ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) • Differentiate between literal and nonliteral language

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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.		<ul style="list-style-type: none"> • Describe how various parts build on one another not only in stories, but in dramas and poems • Identify the parts of this story (chapters, stanzas, scenes) • Determine how the parts of a story are connected or organized (time order, topic)
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.		<ul style="list-style-type: none"> • Establish the point of view of a text • Determine how the reader’s point of view is different from the narrator’s or the characters • Compare the reader’s point of view with the author’s point of view
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)		<ul style="list-style-type: none"> • Synthesize pictures and written text to better understand a text • Examine the relation to the illustrations and the text • Discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters • Identify the mood of a text • Interpret what the illustrations tell a reader about the mood • Determine how the pictures help clarify the description of the mood
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).		<ul style="list-style-type: none"> • Use a variety of sources to access previous information to compare, contrast, and reflect on texts • Identify similarities and differences in books with the same author and characters • Determine the central message, theme, lesson, and/or moral of the stories • Identify similarities and differences in the central message of the texts • Reflect on how the text details, characters, and central messages are alike and different
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3.B. Decode words with common Latin suffixes. RF.3.3.C. Decode multisyllable words. RF.3.3.D. Read grade-appropriate irregularly spelled words.		<ul style="list-style-type: none"> • Distinguish the base root from the affix • Identify and define common prefixes and suffixes • Identify and define common Latin suffixes • Decode words that have a Latin suffix • Use strategies to read multi-syllable words • Read grade-appropriate irregularly spelled words
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. RF.3.4.A. Read grade-level text with purpose and understanding. RF.3.4.B. Read grade-level prose and poetry orally with accuracy. RF.3.4.C. Use an appropriate rate while reading aloud.		<ul style="list-style-type: none"> • Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding

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RF.3.4.D. Read with expression on successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. RF.3.4.F. Reread as necessary.	<ul style="list-style-type: none"> • Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 3 Writing Standards	Unit 3 Writing Critical Knowledge and Skills
<p>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W.3.3.C. Use temporal words and phrases to signal event order.</p> <p>W.3.3.D. Provide a sense of closure.</p>	<ul style="list-style-type: none"> • Organize ideas for a narrative • Engage the reader with a story hook • Establish a situation or story background • Establish a narrator and/or characters for the story • Present an organized sequence of events • Use various narrative techniques to develop the characters and the plot • Incorporate vivid details to tell the story • Establish chronology by using appropriate transitional words and phrases • Bring the story to a close
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<ul style="list-style-type: none"> • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer’s designated reason for writing) • Focus the organization and development of a topic to reflect the 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	<ul style="list-style-type: none"> • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
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.	<ul style="list-style-type: none"> • Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing • Use technology to collaborate with others
W.3.7. (Choice) Conduct short research projects that build knowledge about a topic.	<ul style="list-style-type: none"> • Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic • Gather information to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing

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<p>W.3.8. (Choice) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<ul style="list-style-type: none"> • Locate information from print and digital sources • Integrate information from personal experiences • Take notes and organize information into categories provided by the teacher • Gather information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes • Thoughtfully choose online sources • Select the information needed from each source • Connect new information learned online with offline sources • Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources
<p>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.</p>	<ul style="list-style-type: none"> • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
<p>SL.3.1. 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> <p style="padding-left: 20px;">SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p style="padding-left: 20px;">SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p style="padding-left: 20px;">SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</p> <p style="padding-left: 20px;">SL.3.1.D. Explain their own ideas and understanding in light of the discussion</p>	<ul style="list-style-type: none"> • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations • Develop skills in active listening and group discussion
<p>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.</p>	<ul style="list-style-type: none"> • Determine the main idea of a text read aloud • Determine the supporting details for a text read aloud • Determine the main ideas and supporting details of information presented in multiple formats

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Unit 3 Grade 3	
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.	<ul style="list-style-type: none"> • Report on a topic or text, telling a story, or recounting an event in an organized, logical manner • Use relevant facts and descriptive details that add to the reporting of a topic or event • Present information orally and in coherent, spoken sentences • Use an appropriate pace when presenting • Present and logically support personal opinions
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> • Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary
Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills
<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1.G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.1.H. Use coordinating and subordinating conjunctions.</p>	<ul style="list-style-type: none"> • Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences • Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences • Define and identify comparative and superlative adjectives • Use comparative and superlative adjectives when writing or speaking • Select the appropriate form of adjective when writing and speaking • Define and identify coordinating and subordinating conjunctions • Use coordinating and subordinating conjunctions when writing or speaking
<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2.C. Use commas and quotation marks in dialogue</p> <p>L.3.2.E. 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>)</p> <p>L.3.2.F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words</p> <p>L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p>	<ul style="list-style-type: none"> • Apply comma and quotation mark rules and format when writing dialogue • Spell high frequency or studied words correctly • Spell conventional words correctly when adding a suffix to base words • Identify spelling patterns and generalizations • Apply spelling patterns when writing words • Determine the purpose and use of reference materials • Utilize reference materials to check and correct spelling, when needed
<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4.C. 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>).</p>	<ul style="list-style-type: none"> • Decipher the meanings of words and phrases by using sentence context • Identify root words in unknown words • Use known root words to aid in defining unknown words • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries

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L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.	<ul style="list-style-type: none"> Use both print and digital glossaries and dictionaries to define and clarify words
L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>) L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>) L.3.5.C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>)	<ul style="list-style-type: none"> Define the terms ‘literal’ and ‘nonliteral’ Identify literal and nonliteral words and phrases in texts Differentiate the literal phrases from nonliteral phrases Connect words to their purpose or use Determine the slight difference in meaning in synonymous words
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., <i>After dinner that night we went looking for them</i>).	<ul style="list-style-type: none"> Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics Choose the most accurate word when describing actions, emotions, or states of being Choose the most accurate word when discussing a particular topic Use spatial and temporal relationship words and phrases
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Unit 3 Grade 3		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
<ul style="list-style-type: none"> Correct and Redirect Class discussions Student participation Teacher observation Self-assessment 	<ul style="list-style-type: none"> Graphic organizers Literacy Centers Think-pair-share Scoring rubric Weekly assessments 	Diagnostic Assessments <ul style="list-style-type: none"> DIBELS Benchmark Assessment MP1,2,4 LinkIt! MP1,2,4 <i>iRead</i> Guided Reading Benchmark Assessment Kit MP 1,3,4

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Unit 3 Grade 3	
<ul style="list-style-type: none"> • Verbalization • Anecdotal notes • Performance-Based Assessments/Tasks • Oral Reading/Running Records • Exit Tickets • <i>IRead</i> • Intervention Assessments 	<ul style="list-style-type: none"> • Benchmark assessments • Selection & leveled reader quizzes • Text Responses • Conferences • Know It, Show It
<ul style="list-style-type: none"> • HMH Adaptive Growth Measure MP1,3,4Oct/Feb/Jun <p>Summative Assessments</p> <ul style="list-style-type: none"> • Module Assessments • Guided Reading Benchmark Assessment Kit <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Inquiry and Research Projects • Hands-On Activities 	
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> 1. There are many ways one person can make a meaningful difference in their local and global community. (Module 7) 2. There are many important inventors and inventions (Module 8) 3. Food gets to you your table in many ways. (Module 9) 	<ol style="list-style-type: none"> 1. How can one person make a meaningful difference in their local or global community? 2. What does it take to make a successful invention? 3. How does food get to your table?
District/School Texts and Resources	Aligned Skills & Activities
<p><i>The following texts and resources are utilized in Unit 3.</i></p> <p>Module 7: Make a Difference Houghton Mifflin Harcourt <i>Into Reading</i> Print/Online Resources</p> <ul style="list-style-type: none"> • Teacher’s Guide (TG) pp. T2-T190 • Week at a Glance <ul style="list-style-type: none"> ○ Week 1: TG pp. T22-T23 ○ Week 2: TG pp. T82-T83 ○ Week 3: TG pp. T138-139 • Ed Your Friend in Learning: https://www.hmhco.com/one/login/ <p>Resources for Module 7:</p> <ul style="list-style-type: none"> • Ed Your Friend in Learning (Ed Online) - Access to all online resources • Teacher’s Guides • Writer’s Workshop Teacher’s Guide 	<p><i>Activities for the following skills are found in the corresponding texts and resources.</i></p> <p>Module 7: Making a Difference Learning Mindset: Purpose</p> <p><u>Build Knowledge & Language</u></p> <ul style="list-style-type: none"> • Access Prior Knowledge/Build Background • Vocabulary <ul style="list-style-type: none"> ○ Big Idea Words: outreach, fellowship, command, residents • Multimedia <ul style="list-style-type: none"> ○ Active Listening and Viewing: <ul style="list-style-type: none"> ➤ Get Curious Video: Kids Change the World <p><u>Foundational Skills</u></p> <ul style="list-style-type: none"> • Decoding & Spelling <ul style="list-style-type: none"> ○ Compound Words and Abbreviations ○ Irregular Plurals

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Unit 3 Grade 3

- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

- Words with long /oo/ and short /oo/
- **Fluency**
 - Phrasing
 - Intonation
 - Accuracy and Self-Correction

Reading Workshop & Vocabulary

- **Academic Vocabulary**
 - Critical Vocabulary
 - Instructional Vocabulary
- **Generative Vocabulary**
 - Compound Words
 - Suffixes: -ion, -ness, -able
- **Vocabulary Strategy**
 - Analogies
- **Multiple Genres**
 - **Genre Focus: Narrative Nonfiction**
 - Opinion Essay
 - Biography
 - Memoir
 - Historical Fiction
- **Comprehension**
 - **Use Metacognitive Skills**
 - Make and Confirm Predictions
 - Make Inferences
 - Synthesize
 - **Literary Elements/Author’s Purpose and Craft**
 - Author’s Purpose
 - Text Structure
 - Point of View
 - Text and Graphic Features
 - Literary Elements
 - Figurative Language
- **Respond to Text**
 - Write a How-To Report

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- Write a Newspaper Article
- Write an Encyclopedia Entry
- Write a Pamphlet
- **Performance Task**
 - Write an Informative Report
- **Communication**
 - Research: Plan and Gather Information
 - Research: Evaluate and Organize Information
 - Research: Paraphrase/Cite Sources

Writing Workshop

- **Writing Process**
 - Plan and Generate Ideas
 - Organize
 - Draft
 - Revise and Edit
 - Publish and Present
- **Writing Form: Opinion Essay**
- **Focal Text:** *What If Everybody Did That?*
- **Grammar - Conventions**
 - More Irregular Verbs
 - Types of Adverbs
 - Adverbs that Compare

Module 8: Imagine! Invent!

Learning Mindset: Problem Solving

Build Knowledge & Language

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - **Big Idea Words:** invention, brilliant, productive, original
- **Multimedia**
 - **Active Listening and Viewing:**
 - Get Curious Video: Imagine! Invent!

Foundational Skills

Module 8: Imagine! Invent!

Houghton Mifflin Harcourt *Into Reading* Print/Online Resources

- Teacher's Guide (TG) pp. T192-T-380
- Week at a Glance
 - Week 1: TG pp. T212-T213
 - Week 2: TG pp. T272-T273
 - Week 3: TG pp. T328-T329
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 8:

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- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

- **Decoding**
 - Review of Prefixes and Suffixes
 - Prefixes re-, un-, and Suffixes -less, -ness
 - Plurals
- **Spelling**
 - Words with -ed and -ing
 - Prefixes re-, un-, and Suffixes -less, -ness
 - Changing final y to i
- **Fluency**
 - Reading Rates
 - Accuracy and Self-Correction

Reading Workshop & Vocabulary

- **Academic Vocabulary**
 - Critical Vocabulary
 - Instructional Vocabulary
- **Generative Vocabulary**
 - Greek Word Root graph and Suffix -logy
 - Prefix: ex-
 - Latin Roots vis, mem
- **Vocabulary Strategy**
 - Reference Sources: Dictionary/Glossary
- **Multiple Genres**
 - **Genre Focus: Nonfiction**
 - Information Text
 - Biography
 - Narrative Poetry
 - Opinion Text
- **Comprehension**
 - **Use Metacognitive Skills**
 - Make Inferences
 - Make and Confirm Predictions
 - Retell/Summarize

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Unit 3 Grade 3

- **Literary Elements/Author’s Purpose and Craft**
 - Text and Graphic Features
 - Text Structure
 - Central Idea
 - Literary Elements
 - Figurative Language
 - Identify Claim
 - Ideas and Support
- **Respond to Text**
 - Write a Friendly Letter
 - Write a Magazine Article
 - Write a Summary
 - Write a Caption
- **Performance Task**
 - Write an Opinion Essay
- **Communication**
 - Speaking and Listening: Oral Instructions
 - Speaking and Listening: Give a Presentation
 - Research/Media Literacy: Create a Multimedia Presentation
- **Writing Workshop**
 - **Writing Process**
 - Plan and Generate Ideas
 - Organize
 - Draft
 - Revise and Edit
 - Publish and Present
 - **Writing Form: Research Report**
 - **Focal Text: *Now and Ben: The Modern Inventions of Benjamin Franklin***
 - **Grammar**
 - Making Comparisons
 - Possessive Nouns and Pronouns

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Module 9: From Farm to Table

Houghton Mifflin Harcourt *Into Reading* Print/Online Resources

- Teacher’s Guide (TG) pp. T2-T190
- Week at a Glance
 - Week 1: TG pp. T22-T23
 - Week 2: TG pp. T82-T83
 - Week 3: TG pp. T138-139
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 9:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)

- Complex Sentences

Module 9: From Farm to Table
Learning Mindset: Planning Ahead

Build Knowledge & Language

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - **Big Idea Words:** agriculture, reap, nutrition, tilling
- **Multimedia**
 - **Active Listening and Viewing:**
 - Get Curious Video: From Farm to Table

Foundational Skills

- **Decoding and Spelling**
 - Suffixes -ful, -y, -ly, and -er
 - Words with ough, augh
 - Words with /j/ and /s/
- **Fluency**
 - Intonation
 - Accuracy and Self-Correction
 - Reading Rate

Reading Workshop & Vocabulary

- **Academic Vocabulary**
 - Critical Vocabulary
 - Instructional Vocabulary
- **Generative Vocabulary**
 - Prefix: in-, re-; Suffix -ful; Root mem
 - Suffixes: -ness, -able, -ion
 - Compound Words
- **Vocabulary Strategy**
 - Context Clues
- **Multiple Genres**
 - **Genre Focus: Informational Text**

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Unit 3 Grade 3

- Writers Notebook

- Editorial
- Informational Text
- Educational Video

- **Comprehension**

- **Use Metacognitive Skills**

- Synthesize
- Ask and Answer Questions
- Monitor and Clarify

- **Literary Elements/Author's Purpose and Craft**

- Ideas and Support
- Text Structure
- Text and Graphic Features
- Central Idea
- Media Techniques
- Figurative Language
- Content-Area Words
- Point of View

- **Respond to Text**

- Write a Critique
- Write a Question and Answer Summary
- Write an Opinion Essay
- Write an Instructional Manual

- **Performance Task**

- Write an Information/How-to

- **Communication**

- Research: Plan and Gather Information
- Media Literacy: Interpret/Analyze Media
- Speaking and Listening: Engage in Discussion

Writing Workshop

- **Writing Process - Poetry**

- Plan and Generate Ideas
- Organize
- Draft

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<p>Amistad Resource:</p> <ul style="list-style-type: none"> • https://nj.gov/education/amistad/resources/literacy.pdf 	<ul style="list-style-type: none"> ○ Revise and Edit ○ Publish and Present • Writing Form: Poem • Focal Text: <i>Gone Fishing: A Novel In Verse</i> • Grammar <ul style="list-style-type: none"> ○ Abbreviations ○ Contractions ○ Commas in Sentences and Series <p>Amistad Activities: <i>Farmer Will Allen and the Growing Table (Module 7: Week 1)</i></p> <ul style="list-style-type: none"> • Additional activities found in <i>The Amistad Commission’s Literacy Components for Primary Grades</i> (NJDOE)
District/School Supplementary Resources	
<p>Smithsonian: https://www.tweentribune.com/ Read Works: https://www.readworks.org/ newsela: https://newsela.com/ Freckle: https://www.freckle.com/ela/ Dogo News: https://www.dogonews.com/ Reading Bear: http://www.readingbear.org/ ABCya: https://www.abcya.com/</p>	<p>Actively Learn: https://www.activelylearn.com/ Read Works: https://www.readworks.org/ Starfall: https://www.starfall.com/h/ FunEnglishGames.com: http://www.funenglishgames.com/ Family Learning/Sight Word Games: http://www.familylearning.org.uk/sight_word_games.html Quill: https://www.quill.org/ BrainPop: https://brainpop.com/ Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>

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District/School Writing Tasks		
<p>Primary Focus</p> <ul style="list-style-type: none"> • Module 7: Argument Opinion Essay • Module 8: Informational Text Research Report • Module 9: Poetry Poem <p><i>District Requirement: Complete one process piece for Unit/MP3 for district writing portfolio.</i></p> <p><i>State Requirement: Complete at least one piece of narrative, literary analysis or research and routine writing.</i></p>	<p>Secondary Focus</p> <ul style="list-style-type: none"> • Narrative Writing • Literary Analysis • Response to Text • Inquiry & Research Projects 	<p>Routine Writing</p> <ul style="list-style-type: none"> • Response to Text <ul style="list-style-type: none"> ○ myBook ○ Writing Prompts • Literacy Centers <ul style="list-style-type: none"> ○ Listening & Reading Logs ○ Annotate the Text ○ Response Journal ○ Inquiry & Research Projects
Instructional Best Practices and Exemplars		
<p style="text-align: center;">Instructional Best Practices</p> <ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates • Use data to drive instruction 		<p style="text-align: center;">Instructional Best Practices</p> <ul style="list-style-type: none"> • https://www.readingrockets.org/strategies#skill1042 • http://www.readwritethink.org/ • https://www.noredink.com/ • https://eleducation.org/
9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, and Preparation and Training, 9.4 Life Literacies and Key Skills		
<p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. (Module 7: Weeks 1,2, & 3)</p> <p>9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy. (Module 9: Week 1)</p> <p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. (Module 7, Week 1 & 2)</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. (Module 7: Week 1,2 & 3)</p>		

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The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students’ IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- | | |
|---|---|
| <ul style="list-style-type: none"> ○ Small group instruction ○ Audio books ○ Text-to-speech platforms ○ Leveled texts ○ Modeling and guided practice ○ Targeted phonics practice | <ul style="list-style-type: none"> ○ Provide graphic organizers ○ Verbalize before writing ○ Provide sentence starters ○ Use technology i.e. Chromebooks and iPads ○ Provide consistent structured routine ○ Provide simple and clear classroom rules |
| <ul style="list-style-type: none"> ○ Targeted Phonological Awareness Instruction ○ Scaffolding strategies ○ Shortened assignments ○ Extend time as needed ○ Read directions aloud ○ Repeat, rephrase and clarify directions | <ul style="list-style-type: none"> ○ Provide frequent feedback ○ Provide support staff as needed ○ Assist w/ organization ○ Recognize success ○ Modify testing format ○ Provide alternative assessment |

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Modifications for At Risk Students	
<p>Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.</p> <p>Modifications/accommodations may include:</p> <ul style="list-style-type: none"> ○ Small group instruction ○ Audio books ○ Text-to-speech platforms ○ Leveled texts ○ Extended time as needed ○ Read directions aloud ○ Assist with organization ○ Use of technology i.e. Chromebooks and iPads ○ Emphasize/highlight key concepts ○ Provide timelines for work completion ○ Break down multi-step tasks into smaller chunks ○ Provide copy of class notes ○ Graphic organizers ○ Sentence Starters ○ Targeted phonics practice ○ Targeted Phonological Awareness Instruction 	
English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> ● Use of bilingual dictionaries ● Personal dictionary ● Word wall ● Manipulatives ● Pictures, photographs ● Modeling and guided practice ● Sentence starters ● Response frames ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> ● Require higher order thinking, communication, and leadership skills ● Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles ● Provide higher level texts ● Expand use of open-ended, abstract questions ● Require critical and creative thinking activities with emphasis on research and in-depth study ● Provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy

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<ul style="list-style-type: none"> ● Background knowledge experience ● Vocabulary (cognates) exposure ● Fluency strategies ● Targeted phonics practice ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> ○ <i>99 Activities for Teaching English Language Arts to English Language Learners</i> 	<ul style="list-style-type: none"> ● REVISED Bloom’s Taxonomy Action Verbs
Interdisciplinary Connections	
<p>Science:</p> <p>3LS1-1: Develop models to describe that organisms have unique and diverse life cycles but all have common birth, growth, reproduction, and death (Module 7: Week 1, Module 9: Week 1, 2 & 3)</p> <p>3LS3-2: Use evidence to support the explanation that traits can be influenced by the environment (Module 9: Week 1, 2 & 3)</p> <p>3LS4-3: Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all (Module 7: Week 1, Module 9: Week 1,2 & 3)</p> <p>3LS4-4: Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change (Module 7: Week 1)</p> <p>3ESS2-1: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season (Module 7: Week 2)</p> <p>3ESS2-2: Obtain and combine information to describe climates in different regions of the world (Module 7: Week 2)</p> <p>3-ESS-1: Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard (Module 7: Week 2)</p> <p>Social Studies:</p> <p>6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. (Module 7: Week 1)</p> <p>6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration. (Module 7: Week 1,2 & 3)</p> <p>6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities. (Module 8: Week 1, 2 & 3)</p> <p>6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (Module 7: Week 1, Module 8: Week 1, 2 & 3) Amistad</p> <p>6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered. (Module 7: Week 3)</p> <p>6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time. (Module 8: Week 1,2, & 3)</p>	

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Integration of Computer Science and Design Thinking
<p>Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.</p> <p>8.1.2.CS.2 Explain the functions of common software and hardware components of computing systems.</p> <p>8.1.2.AP.3 Create programs with sequences and simple loops to accomplish tasks.</p> <p>8.1.2.NI.1 Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p> <p>8.1.2.NI.2 Describe how the internet enables individuals to connect with others worldwide.</p> <p>8.1.2.CS.3 Describe basic hardware and software problems using accurate terminology.</p>

Unit 4 Grade 3		
Unit 4 Reading Standards	Unit 4 Reading Critical Knowledge and Skills	
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> • Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader
<p>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.</p>	<p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>RL.3.2:</p> <ul style="list-style-type: none"> • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details • Determine central messages or theme • Identify patterns in details <p>RI.3.2:</p> <ul style="list-style-type: none"> • Determine central messages or main ideas in a text • Identify details to support the main idea • Analyze how the details of the text help to support and reveal the central idea or theme

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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.	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.	<ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) • Differentiate between literal and nonliteral language
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.	RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RL.3.5: <ul style="list-style-type: none"> • Describe how various parts build on one another not only in stories, but in dramas and poems • Identify the parts of this story (chapters, stanzas, scenes) • Determine how the parts of a story are connected or organized (time order, topic)
		RI.3.5: <ul style="list-style-type: none"> • Identify the unique features and organization of informational text (text features, and search tools) • Use the unique features to find and manage information specific to the topic • Demonstrate proficiency in using the tools to locate information
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	RI.3.6. Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> • Establish the point of view of a text • Determine how the reader’s point of view is different from the narrator’s or the characters • Compare the reader’s point of view with the author’s point of view
RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.	RI.3.10. By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	<ul style="list-style-type: none"> • Efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year • Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts • Read texts with scaffolding, as needed minimal clarifications
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3.B. Decode words with common Latin suffixes. RF.3.3.C. Decode multisyllable words. RF.3.3.D. Read grade-appropriate irregularly spelled words.		<ul style="list-style-type: none"> • Distinguish the base root from the affix • Identify and define common prefixes and suffixes • Identify and define common Latin suffixes • Decode words that have a Latin suffix • Use strategies to read multi-syllable words • Read grade-appropriate irregularly spelled words
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. RF.3.4.A. Read grade-level text with purpose and understanding. RF.3.4.B. Read grade-level prose and poetry orally with accuracy. RF.3.4.C. Use an appropriate rate while reading aloud. RF.3.4.D. Read with expression on successive readings.		<ul style="list-style-type: none"> • Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding

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RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. RF.3.4.F. Reread as necessary.	<ul style="list-style-type: none"> • Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 4 Writing Standards	Unit 4 Writing Critical Knowledge and Skills
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. W.3.2.B. Develop the topic with facts, definitions, and details. W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2.D. Provide a conclusion.	<ul style="list-style-type: none"> • Organize information to support the topic • Introduce a topic • Write a thesis statement to focus writing • Use text features to support the topic, when appropriate • Select details that appropriate support the development of the topic • Link ideas by using transitional words and phrases • Write a conclusion to close the writing
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<ul style="list-style-type: none"> • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer’s designated reason for writing) • Focus the organization and development of a topic to reflect the 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	<ul style="list-style-type: none"> • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps)to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
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.	<ul style="list-style-type: none"> • Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing • Use technology to collaborate with others
W.3.7.(Choice) Conduct short research projects that build knowledge about a topic.	<ul style="list-style-type: none"> • Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic • Gather information to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing
W.3.8.(Choice) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<ul style="list-style-type: none"> • Locate information from print and digital sources • Integrate information from personal experiences • Take notes and organize information into categories provided by the teacher

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	<ul style="list-style-type: none"> • Gather information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes • Thoughtfully choose online sources • Select the information needed from each source • Connect new information learned online with offline sources • Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources
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.	<ul style="list-style-type: none"> • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
<p>SL.3.1. 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> <p>SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</p> <p>SL.3.1.D. Explain their own ideas and understanding in light of the discussion</p>	<ul style="list-style-type: none"> • Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion • Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) • Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others • Explain their own ideas and understanding in light of the discussion
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.	<ul style="list-style-type: none"> • Use multimedia to create engaging audio recordings of stories or poems • Focus on inflection and volume instead of just reading out loud • Demonstrate fluid and well-paced reading • Add visual displays to illuminate chosen facts or details
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> • Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary

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Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills
<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p style="padding-left: 20px;">L.3.1.F. Ensure subject-verb and pronoun-antecedent agreement.*</p>	<ul style="list-style-type: none"> • Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences • Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences • Identify subjects, verbs, pronouns, and antecedents in sentences • Consistently use the appropriate form of subjects, verbs, pronouns, and antecedents in sentences • Reread writing to ensure agreement
<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">L.3.2.D. Form and use possessives.</p> <p style="padding-left: 20px;">L.3.2.E. 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>)</p> <p style="padding-left: 20px;">L.3.2.F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words</p> <p style="padding-left: 20px;">L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p>	<ul style="list-style-type: none"> • Identify possessive nouns • Use apostrophe appropriately to show possession • Spell high frequency or studied words correctly • Spell conventional words correctly when adding a suffix to base words • Identify spelling patterns and generalizations • Apply spelling patterns when writing words • Determine the purpose and use of reference materials • Utilize reference materials to check and correct spelling, when needed
<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p style="padding-left: 20px;">L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p style="padding-left: 20px;">L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.</p>	<ul style="list-style-type: none"> • Decipher the meanings of words and phrases by using sentence context • Determine the meaning of commonly used prefixes and suffixes • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words
<p>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., <i>After dinner that night we went looking for them</i>).</p>	<ul style="list-style-type: none"> • Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use spatial and temporal relationship words and phrases
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

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District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> • Correct and Redirect • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization • Anecdotal notes • Performance-Based Assessments/Tasks • Oral Reading/Running Records • Exit Tickets • <i>IRead</i> • Graphic organizers • Literacy Centers • Think-pair-share • Scoring rubric • Weekly assessments • Benchmark assessments • Selection & leveled reader quizzes • Text Responses • Conferences • Know It, Show It • Intervention Assessments 	<p>Diagnostic Assessments</p> <ul style="list-style-type: none"> • DIBELS Benchmark Assessment MP1,2,4 • LinkIt! MP1,2,4 • <i>iRead</i> • Guided Reading Benchmark Assessment Kit MP 1,3,4 • HMH Adaptive Growth Measure MP1,3,4 Oct/Feb/Jun <p>Summative Assessments</p> <ul style="list-style-type: none"> • Module Assessments • Guided Reading Benchmark Assessment Kit <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Inquiry and Research Projects • Hands-On Activities
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> 1. Stories get passed down from generation to generation. (Module 10) 2. Reading non-fiction is different from reading other genres. Knowing the characteristics of non-fiction including Information texts, Narrative Non-Fiction and opinion writing can enhance our understanding and learning of new facts and information (Module 11) 3. Reading literary texts is different from reading other genres. Knowing the characteristics of literary texts including realistic fiction, poetry and traditional tales can enhance our understanding and enjoyment of stories and poems. (Module 12) 	<ol style="list-style-type: none"> 1. What can we learn from different people and cultures? 2. What makes reading non-fiction different from reading other genres? Week One: What are the characteristics of information texts? Week Two: What are the characteristics of narrative non-fiction? Week Three: What are the characteristics of opinion writing? 3. What makes reading literary texts different from reading other genres? Week One: What are the characteristics of realistic fiction? Week Two: What are the characteristics of poetry Week Three: What are the characteristics of traditional tales?
District/School Texts and Resources	Skills & Aligned Activities
<p><i>The following texts and resources are utilized in Unit 4.</i></p> <p>Module 10: Tell a Tale Houghton Mifflin Harcourt <i>Into Reading</i> Print/Online Resources</p>	<p><i>Activities for the following skills are found in the corresponding texts and resources.</i></p> <p>Module 10: Tell a Tale Learning Mindset: Perseverance</p>

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- Teacher’s Guide (TG) pp. T2-T190
- Week at a Glance
 - Week 1: TG pp. T22-T23
 - Week 2: TG pp. T82-T83
 - Week 3: TG pp. T138-139
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 10:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

Build Knowledge & Language

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - **Big Idea Words:** myth, folklore, recount, inherit
- **Multimedia**
 - **Active Listening and Viewing:**
 - Get Curious Video: Tell a Tale

Foundational Skills

- **Decoding**
 - Final Stable Syllables -tion, -sure, -ture
 - VCCV Syllable Division Pattern
 - Word Endings in, -le, -al, -el, -er
- **Spelling**
 - VCCV Pattern
 - Words with Double Consonants
 - Word Endings in -er, or -le
- **Fluency**
 - Phrasing
 - Expression
 - Intonation

Reading Workshop & Vocabulary

- **Academic Vocabulary**
 - Critical Vocabulary
 - Instructional Vocabulary
- **Generative Vocabulary**
 - Review Prefix: re-, Suffix -y, Root graph
 - Suffixes: -ment
 - Prefixes im-, in-
- **Vocabulary Strategy**
 - Multiple Meaning Words

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- **Multiple Genres**
 - **Genre Focus: Tale**
 - Informational Text
 - Legend
 - Folktale
 - Fairy Tale
 - **Comprehension**
 - **Use Metacognitive Skills**
 - Make Inferences
 - Visualize
 - Retell/Summarize
 - **Literary Elements/Author's Purpose and Craft**
 - **Respond to Text**
 - Interact with Text
 - Written Response
 - **Performance Task**
 - Write a Story
 - **Communication**
 - Speaking and Listening: Oral Instructions
 - Research: Evaluate and Organize Information
 - Speaking and Listening: Give a Presentation
- Writing Workshop**
- **Writing Process**
 - Plan and Generate Ideas
 - Organize
 - Draft
 - Revise and Edit
 - Publish and Present
 - **Writing Form: Story**
 - **Focal Text: *The Plot Chickens***
 - **Grammar**
 - **Conventions**
 - Prepositions and Prepositional Phrases
 - Correct Pronouns
 - Frequently Misspelled Words

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Module 11: Genre Study: Nonfiction

Houghton Mifflin Harcourt *Into Reading* Print/Online Resources

- Teacher’s Guide (TG) pp. T2-T64
- Week at a Glance
 - Week 1: TG pp. T6-T7
 - Week 2: TG pp. T26-T27
 - Week 3: TG pp. T46-T47
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 11:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

Module 11: Genre Study: Nonfiction

Learning Mindset: Growth Mindset

Foundational Skills

- **Decoding**
 - Position-Based Spellings
- **Spelling**
 - Review of Position-Based Spellings
- **Fluency**
 - Accuracy and Self-Correction

Reading Workshop & Vocabulary

- **Genres Focus: Informational Text**
- **Focus on Information Text**
 - Genre Characteristics
 - Central Idea
 - Text and Graphic Features
 - Text Structure

Writing Workshop

- **Writing Process**
 - **Persuasive Essay**
 - Introducing the Focal Text
 - Vocabulary
 - Prewriting 1: Prepare to Write
 - Prewriting II: Topic, Audience, and Purpose
 - Drafting I: Beginning the Draft
- **Grammar**
 - Review Common and Proper Nouns
 - Simple Sentences
 - Kinds of Sentences
 - Compound Sentences
 - Commas in Sentences and Series

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Module 12: Genre Study: Nonfiction

Houghton Mifflin Harcourt *Into Reading* Print/Online Resources

- Teacher’s Guide (TG) pp. T69-T128
- Week at a Glance
 - Week 1: TG pp. T70-T71
 - Week 2: TG pp. T90-T91
 - Week 3: TG pp. T110-T111
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 12:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
Writers Notebook

Module 12: Genre Study: Literary Texts

Learning Mindset: Noticing

Foundational Skills

- **Decoding**
 - Decoding Strategy
- **Spelling**
 - Review More Syllable Patterns
- **Fluency**
 - Intonation

Reading Workshop & Vocabulary

- **Genre Focus: Realistic Fiction**
 - Genre Characteristics: Realistic Fiction
 - Theme
 - Point of View
 - Figurative Language

Writing Workshop

- **Biographical Essay**
- **Focal Text: *Roberta Clemente***
- **Grammar Minilessons**
 - Review Plural Nouns
 - Spelling
 - Abstract Nouns
 - Subject-Verb Agreement
 - Irregular Verbs

Amistad Activities: *Roberto Clemente* (Module 12: Week 1, 2 & 3)

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Resources for Amistad <ul style="list-style-type: none"> • https://nj.gov/education/amistad/resources/literacy.pdf 		<ul style="list-style-type: none"> • Additional activities found in <i>The Amistad Commission’s Literacy Components for Primary Grades</i> (NJDOE)
District/School Supplementary Resources		
Smithsonian: https://www.tweentribune.com/ Read Works: https://www.readworks.org/ newsela: https://newsela.com/ Freckle: https://www.freckle.com/ela/ Dogo News: https://www.dogonews.com/ Reading Bear: http://www.readingbear.org/ ABCya: https://www.abcya.com/	Actively Learn: https://www.activelylearn.com/ Read Works: https://www.readworks.org/ Starfall: https://www.starfall.com/h/ FunEnglishGames.com: http://www.funenglishgames.com/ Family Learning/Sight Word Games: http://www.familylearning.org.uk/sight_word_games.html Quill: https://www.quill.org/ BrainPop: https://brainpop.com/	Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/
District/School Writing Tasks		
Primary Focus <ul style="list-style-type: none"> • Module 10: Narrative Imaginative Story • Module 11: Argument Persuasive Essay • Module 12: Informational Text Biographical Essay <p><i>District Requirement: Complete one process piece for Unit/MP 4 for district writing portfolio.</i></p> <p><i>State Requirement: Complete at least one piece of Informative and explanatory, research and routine writing.</i></p>	Secondary Focus <ul style="list-style-type: none"> • Explanatory Writing • Response to Text • Inquiry & Research Projects 	Routine Writing <ul style="list-style-type: none"> • Response to Text <ul style="list-style-type: none"> ○ myBook ○ Writing Prompts • Literacy Centers <ul style="list-style-type: none"> ○ Listening & Reading Logs ○ Annotate the Text ○ Response Journal ○ Inquiry & Research Projects

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Instructional Best Practices and Exemplars		
<p style="text-align: center;">Instructional Best Practices</p> <ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations 	<ul style="list-style-type: none"> • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates • Use data to drive instruction 	<p style="text-align: center;">Instructional Best Practices</p> <ul style="list-style-type: none"> • https://www.readingrockets.org/strategies#skill1042 • http://www.readwritethink.org/ • https://www.noredink.com/ • https://eleducation.org/
9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, and Preparation and Training, 9.4 Life Literacies and Key Skills		
<p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</p> <p>9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.</p> <p>9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).</p> <p>The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:</p> <p>Philadelphia Mint https://www.usmint.gov/learn/kids/resources/educational-standards</p> <p>Different ways to teach Financial Literacy. https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</p>		

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Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

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|---|--|
| <ul style="list-style-type: none"> ○ Small group instruction ○ Audio books ○ Text-to-speech platforms ○ Leveled texts ○ Modeling and guided practice ○ Targeted phonics practice ○ Targeted Phonological Awareness Instruction | <ul style="list-style-type: none"> ○ Provide graphic organizers ○ Verbalize before writing ○ Provide sentence starters ○ Use technology i.e. Chromebooks and iPads ○ Provide consistent structured routine ○ Provide simple and clear classroom rules ○ Provide frequent feedback |
| <ul style="list-style-type: none"> ○ Scaffolding strategies ○ Shortened assignments ○ Extend time as needed ○ Read directions aloud ○ Repeat, rephrase and clarify directions | <ul style="list-style-type: none"> ○ Provide support staff as needed ○ Assist w/ organization ○ Recognize success ○ Modify testing format ○ Provide alternative assessment |

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.

Modifications/accommodations may include:

- | | |
|---|--|
| <ul style="list-style-type: none"> ○ Small group instruction ○ Audio books ○ Text-to-speech platforms ○ Leveled texts ○ Extended time as needed ○ Read directions aloud ○ Assist with organization ○ Use of technology i.e. Chromebooks and iPads | <ul style="list-style-type: none"> ○ Emphasize/highlight key concepts ○ Provide timelines for work completion ○ Break down multi-step tasks into smaller chunks ○ Provide copy of class notes ○ Graphic organizers ○ Sentence Starters ○ Targeted phonics practice ○ Targeted Phonological Awareness Instruction |
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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> ● Use of bilingual dictionaries ● Personal dictionary ● Word wall ● Manipulatives ● Pictures, photographs ● Modeling and guided practice ● Sentence starters ● Response frames ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Fluency strategies ● Targeted phonics practice ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> ○ <i>99 Activities for Teaching English Language Arts to English Language Learners</i> 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> ● Require higher order thinking, communication, and leadership skills ● Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles ● Provide higher level texts ● Expand use of open-ended, abstract questions ● Require critical and creative thinking activities with emphasis on research and in-depth study ● Provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ● REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

Social Studies:

- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. (Module 10: Week 1, Module 12: Week 1,2,3) **Amistad**
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. (Module 12 Week 1, 2 & 3) **Amistad**
- 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. (Module 12: Weeks 1,2 &3) **Amistad**

Integration of Computer Science and Design

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

- 8.1.2.CS.2** Explain the functions of common software and hardware components of computing systems.
- 8.1.2.AP.3** Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.NI.1** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2** Describe how the internet enables individuals to connect with others worldwide.
- 8.1.2.CS.3** Describe basic hardware and software problems using accurate terminology.