

WTW grade 3

Content Area: **ELA**
Course(s):
Time Period: **Marking Period 1**
Length: **40 weeks**
Status: **Published**

Course Pacing Guide

Students will be assessed in September and divided into leveled groups. Students will continue to work through the sorts all year.

Unit Overview

Words their Way is a word study program for phonics, vocabulary, and spelling. Third graders will likely use "word sorts for within word pattern spellers."

Enduring Understandings

Students will understand that...

- a writer's spelling impacts communication.
- readers and writers use words to communicate.
- readers and writers know letters and sounds are related.
- readers and writers use a variety of strategies to solve unknown words
- knowledge of the principles and patterns of word study will enable transfer of this learning to other situations.
- • some words do not follow a pattern and must be recalled automatically.

Essential Questions

- How does using words help readers and writers communicate?

- How do readers and writers use strategies to solve unknown words?
- How does learning about ‘how words work’ help readers and writers?
- How does a writer’s spelling impact communication?

New Jersey Student Learning Standards (No CCS)

LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LA.L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Amistad Integration

Students will intergrate spelling patterns and knowledge of phonics and spelling into reading and writing diversified books as well as the district mandated diversity lessons.

LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
SEL.PK-12.1.2	Recognize the impact of one’s feelings and thoughts on one’s own behavior

Holocaust/Genocide Education

Students will intergrate spelling patterns and knowledge of phonics and spelling into reading and writing diversified books as well as the district mandated diversity lessons.

Interdisciplinary Connections

List at least one specific standard

No general statements

LA.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.)
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Technology Standards

21st Century Themes/Careers

CAEP.9.2.4.A.4

Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Financial Literacy Integration

Grades K-4

9.1.4.B.1 Differentiate between financial wants and needs.

9.1.4.B.2 Identify age-appropriate financial goals.

9.1.4.B.3 Explain what a budget is and why it is important.

9.1.4.B.4 Identify common household expense categories and sources of income.

9.1.4.B.5 Identify ways to earn and save.

9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.

9.1.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).

9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

9.1.4.C.4 Determine the relationships among income, expenses, and interest.

9.1.4.C.5 Determine personal responsibility related to borrowing and lending.

9.1.4.C.6 Summarize ways to avoid credit problems.

9.1.4.D.1 Determine various ways to save.

9.1.4.D.2 Explain what it means to “invest.”

9.1.4.D.3 Distinguish between saving and investing.

9.1.4.E.1 Determine factors that influence consumer decisions related to money.

9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.

9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their

impact on community development and quality of living.

9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.

Instructional Strategies & Learning Activities

Blind Sort - Here students work with a partner who has the same words. They take turns reading 10-12 words to another student who then tries to write and categorize the words.

Speed Sort - Using a stopwatch, students see how fast they can correctly sort their words. Students can challenge each other, the teacher, or their parents for homework..

Word Hunt - In this sort, students select a magazine or book from the classroom library and search for words that fit into their sort.

Word Game - Here are opportunities for students play various games with their words. The WTW texts offer a number outlines for games. Also included is a variety of materials (including game boards) for easy photocopying.

Memory Match- Students use their weekly words on a gameboard. Students take turns turning over two at a time to see if the two words match from their sort of the week.

Beat Me to the Peak- Students will play with a partner on a gameboard using their words, dice, and a game piece. Students will take turns making their way up the board using their words to do different tasks such as "use in a sentence", "define in your own words", "say a synonym or antonym", "name the part of speech".

Buddy Dictation- Students use a whiteboard and their weekly words to take turns dictating the words to their partner. (Typically done the day prior to the assessment.)

Cake Spelling- Students will spell the word by writing the first letter. Next, on the 2nd line write the first 2 letters, next line first 3 letters, and so on.

Ex: cake c ca cak cake

Rainbow Spelling Words- Students begin by writing the spelling words in pencil. Next they pick three different colored pencils. Then they take one of the colored pencils and trace each word with that color. The last two colors of pencil are used in the same manner. When the words are done they have written each word 4 times!

Sentences – Students write sentences using words from their sort with context clues. Then underline the spelling word.

Dictionary Work- Students will pick 10 of their words. Students will then record the part of speech and the definition of each word in their notebook.

Storytime!- Students will pick 10 of their words to write a creative story. Students will underline the spelling

words used.

Differentiated Instruction

Examples may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Socratic Seminar
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

Students will take the Words their Way inventory in the Fall. Students will also complete sorts, activities, and tests that the teacher will assess.

Summative Assessment

Students will complete a weekly assessment.

Benchmark Assessments

Students will take a beginning of the year assessment.

Alternate Assessments

Teacher will develop these as needed.

Resources & Technology

WTW books and word lists.

Computers, ipads, and/or chromebooks as available.

BOE Approved Texts

Words their Way Word Sorts for Within Word Pattern Spellers

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the

completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.

- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Allow take-home or open-book tests.
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support

- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Use of manipulatives
- No penalty sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking