

3rd Grade ELA Curricular Framework

UNIT 1

Text Types: Literary and Informational
 Writing Genres: Opinion Writing, Research Writing, Routine Writing
 Unit Pacing: 1st Marking Period - **September - November (approximately 11-12 weeks)**

READING

Critical Knowledge and Skills
**Italicized - spiraling skills throughout units*
 *Bold - Focus skills of this unit

RL.3.1/RI.3.1

- 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

- 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

- 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

RL.3.4/RI.3.4

WRITING

Critical Knowledge & Skills
**Italicized - spiraling skills throughout units*
 *Bold - Focus skills of this unit

W.3.1.A, B, C, D

- 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

W.3.4

- 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

- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece

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- 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/RI.3.6

- 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.A, B, C, D

- 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.A, B, C, D, E, F

- 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

- 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

- 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

- 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

- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect 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

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<p style="text-align: center;">LANGUAGE Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>	<p style="text-align: center;">SPEAKING AND LISTENING Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>
<p>L.3.1.A, B, C</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● 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 <p>L.3.2.A, E, F, G</p> <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 <p>L.3.4.A, D</p> <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	<p>SL.3.1.</p> <ul style="list-style-type: none">● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.● A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.● 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).● C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.● D. Explain their own ideas and understanding in light of the discussion. <p>SL.3.6.</p> <ul style="list-style-type: none">● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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<ul style="list-style-type: none"> ● Use both print and digital glossaries and dictionaries to define and clarify words <p>L.3.6</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 	
ASSESSMENTS & RESOURCES	TECHNOLOGY INTEGRATION
<p><u>ASSESSMENTS</u></p> <ul style="list-style-type: none"> ● Writing Benchmark I ● Measuring Up Reading Benchmark ● Fountas & Pinnell Benchmark Reading Assessment ● Wonders Assessments ● Teacher created, standards based assessments <p><u>CORE INSTRUCTIONAL RESOURCES</u></p> <ul style="list-style-type: none"> ● <i>Lucy Calkins Writing Workshop</i> ● <i>Lucy Calkins Reading Workshop</i> ● <i>Wonders</i> ● <i>Stone Fox</i> ● <i>Yoon and the Jade Bracelet</i> ● <i>Aesop's Fables</i> ● <i>Paperbag Princess</i> ● <i>Oliver Button</i> ● <i>Roadrunner's Dance</i> ● <i>Class Clown</i> ● <i>Swimmy</i> ● <i>The Library Lion</i> ● <i>My Mouth is a Volcano</i> ● <i>The True Story of the Three Little Pigs</i> ● <i>Starting with Prefixes and Suffixes</i> 	<p>STANDARDS</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.</p> <p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p> <p>The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.</p> <ul style="list-style-type: none"> ● Google Classroom ● Google Docs ● Google Slides ● SeeSaw ● Raz-Kids ● Learning Ally ● Reading A-Z

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The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

[The Amistad Commission's Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk

- Go Noodle - <https://www.gonoodle.com/>
- Just Dance - <https://justdancenow.com/>
- Yoga poses - <https://www.yogajournal.com/poses/yoga-for/kids>

- Readworks
- Newsela
- BrainPop
- Storyworks
- Freckle
- Superscience

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

Readers' Theater and dramatic readings of writing pieces incorporating the following standards:

VPA.1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.

VPA.1.1.5.C.2 Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

VPA.1.1.5.C.3 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.

VPA.1.1.5.C.4 Explain the sensory recall and apply it to character development.

VPA.1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theater and story construction.

VPA.1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

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6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

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

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

HPE2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

HPE2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.

HPE2.1.4.C.3 Explain how mental health impacts one's wellness.

HPE2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

HPE2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

HPE2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

HPE2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

HPE2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity

HPE2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

[21st Century Skills: Career Ready Practice Standards:](#)

CRP1, CRP2, CRP4, CRP7, CRP8, CRP11, CRP12

Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods

KEY VOCABULARY

Key vocabulary may include but are not limited to:

evidence, compare, contrast, folktale, fable, myth, theme, fact, opinion, purpose, point of view, claim, chronological, prefix, suffix, noun, verb, adjective, adverb,

Additional key vocabulary to be determined during 2018-2019 Curriculum Development Periods

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GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 2-3* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions • Student restates information • Extra visual and verbal cues and prompts • Preferential seating • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge • Work with fewer items per page and/or materials in a larger print size • Use a visual blocker • Use visual presentations of verbal material, such as word webs and visual organizers • Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier 	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities <p>Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

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	<p>for him/her</p> <ul style="list-style-type: none"> • Dictate answers to a scribe • Capture responses on an audio recorder • Use a spelling dictionary or electronic spell-checker • Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none"> • Work or take a test in a different setting, such as a quiet room with few distractions • Sit where he/she learns best (for example, near the teacher) • Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
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At Risk Learners / Differentiation Strategies

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities</p>
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Multiple Texts
Personal Agendas

Choice of Books/Activities
Mini-Workshops to Reteach or Extend
Think-Pair-Share by readiness or interest
Use of Collaboration of Various Activities

Use of Reading Buddies
Varied Product Choices
Stations/Centers
Work Alone/Together

READING - Instructional Best Practices

RL.3.2 The teacher will utilize the [Using Story Topics to Generate Theme](#) lesson Google Slideshow. Students will then use story topics to begin generating theme statements using *Squanto*, however the lesson can be adapted to any novel.

WRITING - Instructional Best Practices

W.3.1.A Students will choose a class pet for which they would like to advocate and create a list of convincing reasons why before writing a composition stating their case utilizing linking words and phrases through the following resources: [Opinion Writing Reasons- Student Copy](#), [Opinion Writing Reasons-Example](#), [Resources & Examples-Which Pet Should We Get?](#), [Opinion Writing Piece-Example](#), [Linking Words & Phrases Hand Out](#)

LANGUAGE - Instructional Best Practices

L.3.1.A Students will compare/contrast and sort concrete vs abstract nouns by watching a [video](#), and completing a [Noun Sort](#).

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UNIT 2

Text Types: Literary and Informational
 Writing Genres: Informative and Explanatory Writing, Routine Writing
 Unit Pacing: 2nd Marking Period - **Beginning of November - Middle of January**

READING

Critical Knowledge and Skills
**Italicized - spiraling skills throughout units*
***Bold - Focus skills of this unit**

RL.3.1/RI.3.1

- *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

- *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

- *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*

R.I.3.3

WRITING

Critical Knowledge & Skills
**Italicized - spiraling skills throughout units*
***Bold - Focus skills of this unit**

W.3.2.A, B, C, D

- **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

- *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

- *Practice revising and editing skills*
- *Change word choice and sentence structure in writing to strengthen the piece*

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- **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

- *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

- **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

- *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

- **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**

RI.3.8

- **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 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

- *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

- **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**

W.3.10

- *Produce numerous pieces of writing over various time frames*
- *Develop skills in research*
- *Reflect 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*

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- Use the relationships between ideas to describe how an author supports specific points

RI.3.9

- 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.3.3A, B, C, D

- *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.A, B, C, D, E, F

- *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*

3rd Grade ELA Curricular Framework

<p style="text-align: center;">LANGUAGE Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>	<p style="text-align: center;">SPEAKING AND LISTENING Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>
<p>L.3.1.A, D, E</p> <ul style="list-style-type: none">• <i>Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose</i>• <i>Differentiate between regular and irregular plural nouns</i>• <i>Identify regular and irregular plural nouns in reading and use them when writing or speaking</i>• Identify simple verb tenses and use them when writing or speaking <p>L.3.2.B, E, F, G</p> <ul style="list-style-type: none">• Apply comma rules to addresses in writing• <i>Spell high frequency or studied words correctly</i>• <i>Spell conventional words correctly when adding a suffix to base words</i>• <i>Identify spelling patterns and generalizations</i>• <i>Apply spelling patterns when writing words</i>• <i>Determine the purpose and use of reference materials</i>• <i>Utilize reference materials to check and correct spelling, when needed</i> <p>L.3.3.A, B</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.A, B, D</p> <ul style="list-style-type: none">• <i>Decipher the meanings of words and phrases by using sentence context</i>• 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• <i>Identify the purpose and use of glossaries and dictionaries</i>• <i>Determine the structure of glossaries and dictionaries</i>	<p>SL.3.1.</p> <ul style="list-style-type: none">• <i>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</i>• <i>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</i>• <i>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).</i>• <i>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</i>• <i>D. Explain their own ideas and understanding in light of the discussion.</i> <p>SL.3.2.</p> <ul style="list-style-type: none">• Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <p>SL.3.3</p> <ul style="list-style-type: none">• Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. <p>SL.3.6.</p> <ul style="list-style-type: none">• <i>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</i>

3rd Grade ELA Curricular Framework

<ul style="list-style-type: none"> • Use both print and digital glossaries and dictionaries to define and clarify words <p>L.3.6</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 	
ASSESSMENTS & RESOURCES	TECHNOLOGY INTEGRATION
<p><u>ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Reading Assessment • Wonders Assessments • Teacher created, standards based assessments <p><u>CORE INSTRUCTIONAL RESOURCES</u></p> <ul style="list-style-type: none"> • Lucy Calkins Writing Workshop • Lucy Calkins Reading Workshop • Wonders • Squanto Friend of the Pilgrims • Molly's Pilgrim • Endangered Animals • Centerfield Ballhawk • A Nation of Immigrants • Squanto's Journey: A Story of Squanto's Journey • Gorillas • Frogs and Toads • Biography of Ezra Jack Keats • Squanto • Cactus Hotel <p>The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:</p>	<p>STANDARDS</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.</p> <p>8.1.5.A.5 Create and use a database to answer basic questions.</p> <p>8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.</p> <p>The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.</p> <ul style="list-style-type: none"> • Google Classroom • Google Docs

3rd Grade ELA Curricular Framework

[The Amistad Commission's Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

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HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk

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- Just Dance - <https://justdancenow.com/>
- Yoga poses - <https://www.yogajournal.com/poses/yoga-for/kids>

- Google Slides
- SeeSaw
- Raz-Kids
- Learning Ally
- Reading A-Z
- Readworks
- Newsela
- BrainPop
- Storyworks
- Freckle
- Superscience

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

Readers' Theater and dramatic readings of writing pieces incorporating the following standards:

VPA.1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.

VPA.1.1.5.C.2 Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

VPA.1.1.5.C.3 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.

VPA.1.1.5.C.4 Explain the sensory recall and apply it to character development.

VPA.1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theater and story construction.

VPA.1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

3rd Grade ELA Curricular Framework

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

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

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HPE2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

[21st Century Skills: Career Ready Practice Standards:](#)

CRP1, CRP2, CRP3, CRP4, CRP6, CRP7, CRP8, CRP9, CRP11, CRP12

Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods

KEY VOCABULARY

Key vocabulary may include but are not limited to:

thesis statement, paragraph, transitional word/phrase, cause/effect, conjunction, comma, prefix, suffix

Additional key vocabulary to be determined during 2018-2019 Curriculum Development Periods

3rd Grade ELA Curricular Framework

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 2-3* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions • Student restates information • Extra visual and verbal cues and prompts • Preferential seating • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge • Work with fewer items per page and/or materials in a larger print size • Use a visual blocker • Use visual presentations of verbal material, such as word webs and visual organizers • Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him/her • Dictate answers to a scribe • Capture responses on an audio recorder • Use a spelling dictionary or electronic spell-checker 	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities <p>Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

3rd Grade ELA Curricular Framework

	<ul style="list-style-type: none"> • Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none"> • Work or take a test in a different setting, such as a quiet room with few distractions • Sit where he/she learns best (for example, near the teacher) • Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
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At Risk Learners / Differentiation Strategies

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>
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3rd Grade ELA Curricular Framework

READING - Instructional Best Practices

RL.3.2 Students will identify details to support the main idea by watching a segment of [Because of Winn Dixie](#) and completing a graphic organizer including the main idea of the segment and supporting details from the video.

WRITING - Instructional Best Practices

W.3.10 Students will demonstrate the ability to keep a writing notebook and will write on many topics throughout the year, self-reflecting and evaluating their own progress by maintaining a [Writing Over Time Notebook](#).

LANGUAGE - Instructional Best Practices

L.3.1 Students will learn about transitional words and phrases, so that words flow smoothly by watching a [video](#), identifying conjunctions, finding appropriate places to add conjunctions to their own writing to incorporate varied sentence structure and improve quality.

3rd Grade ELA Curricular Framework

UNIT 3

Text Types: Literary and Informational
 Writing Genres: Narrative Writing, Literary Analysis, Routine Writing
 Unit Pacing: 3rd Marking Period - **Middle of January - End of March**

READING

Critical Knowledge and Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

RL.3.1/RI.3.1

- *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

- *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

- *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*

RL.3.3

WRITING

Critical Knowledge & Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

W.3.1.A, B, C, D

- *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*

W.3.3.A, B, C, D

- **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**

3rd Grade ELA Curricular Framework

- **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**

RL.3.4

- *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

- **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

- *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

- **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

- **Use a variety of sources to access previous information to compare, contrast, and reflect on texts**

W.3.4

- *Produce writing that is clear and understandable to the reader*
- *Unpack writing tasks (type of writing assignment)*
- *Unpacked 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

- *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

- *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 (Option: At least one of either W.3.7 or W.3.8)

- *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 (Option: At least one of either W.3.7 or W.3.8)

- *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*

3rd Grade ELA Curricular Framework

<ul style="list-style-type: none"> ● 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 <p><i>RF.3.3A, B, C, D</i></p> <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 <p><i>RF.3.4.A, B, C, D, E, F</i></p> <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 	<ul style="list-style-type: none"> ● 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><i>W.3.10</i></p> <ul style="list-style-type: none"> ● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect 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
<p style="text-align: center;">LANGUAGE Critical Knowledge & Skills <i>*Italicized</i> - spiraling skills throughout units *Bold - Focus skills of this unit</p>	<p style="text-align: center;">SPEAKING AND LISTENING Critical Knowledge & Skills <i>*Italicized</i> - spiraling skills throughout units *Bold - Focus skills of this unit</p>
<p>L.3.1.A, G, H</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 	<p>SL.3.1.</p> <ul style="list-style-type: none"> ● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. ● A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

3rd Grade ELA Curricular Framework

- **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**

L.3.2.C, E, F, G

- **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*

L.3.4.A, C, D

- *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*
- *Use both print and digital glossaries and dictionaries to define and clarify words*

L.3.5.A, B, C

- **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

- *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).*
- *C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.*
- *D. Explain their own ideas and understanding in light of the discussion.*

SL.3.2.

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

SL.3.4.

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

SL.3.6.

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

3rd Grade ELA Curricular Framework

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3rd Grade ELA Curricular Framework

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Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods

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Key vocabulary may include but are not limited to:

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<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 2-3* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure</p>	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms

3rd Grade ELA Curricular Framework

<p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none">• Personal glossary• Text-to-speech• Extended time• Simplified / verbal instructions• Frequent breaks• Small group/One to one• Additional time• Review of directions• Student restates information• Extra visual and verbal cues and prompts• Preferential seating• Verbal and visual cues regarding directions and staying on task• Checklists• Immediate feedback	<p>to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none">• Listen to audio recordings instead of reading text• Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge• Work with fewer items per page and/or materials in a larger print size• Use a visual blocker• Use visual presentations of verbal material, such as word webs and visual organizers• Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none">• Give responses in a form (oral or written) that's easier for him/her• Dictate answers to a scribe• Capture responses on an audio recorder• Use a spelling dictionary or electronic spell-checker• Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none">• Work or take a test in a different setting, such as a quiet room with few distractions• Sit where he/she learns best (for example, near the teacher)• Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none">• Take more time to complete a task or a test• Have extra time to process oral information and directions• Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none">• Complete fewer or different homework problems than peers	<p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none">• Use of high level academic vocabulary/texts• Problem-based learning• Pre-assess to condense curriculum• Interest-based research• Authentic problem-solving• Homogeneous grouping opportunities <p>Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
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3rd Grade ELA Curricular Framework

	<ul style="list-style-type: none"> • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
At Risk Learners / Differentiation Strategies		
Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas	Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities	Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together

READING - Instructional Best Practices

RL 3.2. Students will determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text by [finding themes in songs](#). The teacher will model with student first two songs, and students will work in pairs or small groups to complete the rest

WRITING - Instructional Best Practices

W.3.1. Students will develop reasons and evidence to support a thesis statement using the novel *Because of Winn-Dixie*. The teacher will use the [Opinion Writing Piece Teacher Model](#) to demonstrate write with a developed thesis statement, reasons, and evidence in paragraphs.

LANGUAGE - Instructional Best Practices

L.3.2. C Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by effectively and appropriately using commas and quotation marks in dialogue as they create their own comic strips, filling in the speech bubbles before providing a written piece demonstrating the appropriate use of the conventions.

3rd Grade ELA Curricular Framework

UNIT 4

Text Types: Literary and Informational
 Writing Genres: Research Writing, Informative and Explanatory Writing, Routine Writing
 Unit Pacing: 4th Marking Period - **End of March - Middle of June**

READING

Critical Knowledge and Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

RL.3.1/RI.3.1

- *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

- *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

- *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*

RL.3.4/RI.3.4

WRITING

Critical Knowledge & Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

W.3.2.A, B, C, D

- *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

- *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

- *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*

3rd Grade ELA Curricular Framework

- 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

- 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

- 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/RI.3.6

- 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/RI.3.10

- **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.3.3A, B, C, D

- 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

- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)

W.3.6

- 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 (Option: At least one of either W.3.7 or W.3.8)

- 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 (Option: At least one of either W.3.7 or W.3.8)

- 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

W.3.10

- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect 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

3rd Grade ELA Curricular Framework

<ul style="list-style-type: none"> • <i>Use strategies to read multi-syllable words</i> • <i>Read grade-appropriate irregularly spelled words</i> <p><i>RF.3.4.A, B, C, D, E, F</i></p> <ul style="list-style-type: none"> • <i>Use various strategies to understand text and read with purpose</i> • <i>Accurately read grade-level poetry and prose aloud</i> • <i>Use an appropriate rate and expression when reading aloud</i> • <i>Use various strategies to support word recognition and understanding</i> • <i>Reread texts when appropriate to support increased accuracy, fluency, and comprehension</i> 	
<p style="text-align: center;">LANGUAGE Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>	<p style="text-align: center;">SPEAKING AND LISTENING Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>
<p>L.3.1.A, F</p> <ul style="list-style-type: none"> • <i>Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences</i> • <i>Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences</i> • <i>Identify subjects, verbs, pronouns, and antecedents in sentences</i> • Consistently use the appropriate form of subjects, verbs, pronouns, and antecedents in sentences • Reread writing to ensure agreement <p>L.3.2.D, E, F, G</p> <ul style="list-style-type: none"> • Identify possessive nouns • Use apostrophe appropriately to show possession • <i>Spell high frequency or studied words correctly</i> • <i>Spell conventional words correctly when adding a suffix to base words</i> • <i>Identify spelling patterns and generalizations</i> • <i>Apply spelling patterns when writing words</i> • <i>Determine the purpose and use of reference materials</i> • <i>Utilize reference materials to check and correct spelling, when needed</i> 	<p>SL.3.1.</p> <ul style="list-style-type: none"> • <i>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</i> • <i>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</i> • <i>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).</i> • <i>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</i> • <i>D. Explain their own ideas and understanding in light of the discussion.</i> <p>SL.3.5.</p> <ul style="list-style-type: none"> • Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

3rd Grade ELA Curricular Framework

<p><i>L.3.4.A, D</i></p> <ul style="list-style-type: none"> • <i>Decipher the meanings of words and phrases by using sentence context</i> • <i>Identify the purpose and use of glossaries and dictionaries</i> • <i>Determine the structure of glossaries and dictionaries</i> • <i>Use both print and digital glossaries and dictionaries to define and clarify words</i> <p><i>L.3.6</i></p> <ul style="list-style-type: none"> • <i>Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics</i> • <i>Choose the most accurate word when describing actions, emotions, or states of being</i> • <i>Choose the most accurate word when discussing a particular topic</i> • <i>Use spatial and temporal relationship words and phrases</i> 	<p>SL.3.6.</p> <ul style="list-style-type: none"> • <i>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</i>
<p>ASSESSMENTS & RESOURCES</p>	<p>TECHNOLOGY INTEGRATION</p>
<p><u>ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Writing Benchmark • Measuring Up Reading Benchmark • Fountas & Pinnell Benchmark Reading Assessment • <i>Wonders</i> Assessments • Teacher created, standards based assessments • <p><u>CORE INSTRUCTIONAL RESOURCES</u></p> <ul style="list-style-type: none"> • <i>Lucy Calkins Writing Workshop</i> • <i>Lucy Calkins Reading Workshop</i> • <i>Wonders</i> • <i>Charlotte’s Web</i> • <i>Who Was/Who Is...</i> • <i>Spiders</i> • <i>The Great Kapok Tree</i> • <i>Myths and Fables</i> 	<p>STANDARDS</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p>

3rd Grade ELA Curricular Framework

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

[The Amistad Commission's Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk

- Go Noodle - <https://www.gonoodle.com/>
- Just Dance - <https://justdancenow.com/>
- Yoga poses - <https://www.yogajournal.com/poses/yoga-for/kids>

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

8.1.5.A.5 Create and use a database to answer basic questions.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.

- Google Classroom
- Google Docs
- Google Slides
- SeeSaw
- Raz-Kids
- Learning Ally
- Reading A-Z
- Readworks
- Newsela
- BrainPop
- Storyworks
- Freckle
- Superscience

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

Readers' Theater and dramatic readings of writing pieces incorporating the following standards:

VPA.1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.

VPA.1.1.5.C.2 Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

VPA.1.1.5.C.3 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.

VPA.1.1.5.C.4 Explain the sensory recall and apply it to character development.

VPA.1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theater and story construction.

3rd Grade ELA Curricular Framework

VPA.1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

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

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

HPE2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

HPE2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.

HPE2.1.4.C.3 Explain how mental health impacts one's wellness.

HPE2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

HPE2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

HPE2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

HPE2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

HPE2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity

HPE2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

[21st Century Skills: Career Ready Practice Standards:](#)

CRP1, CRP2, CRP4, CRP7, CRP8, CRP11, CRP12

Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods

KEY VOCABULARY

Key vocabulary may include but are not limited to:

literal and non-literal language, base root, affix, apostrophe

Additional key vocabulary to be determined during 2018-2019 Curriculum Development Periods

3rd Grade ELA Curricular Framework

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 2-3* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions • Student restates information • Extra visual and verbal cues and prompts • Preferential seating • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge • Work with fewer items per page and/or materials in a larger print size • Use a visual blocker • Use visual presentations of verbal material, such as word webs and visual organizers • Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him/her • Dictate answers to a scribe • Capture responses on an audio recorder • Use a spelling dictionary or electronic spell-checker 	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities <p>Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

3rd Grade ELA Curricular Framework

	<ul style="list-style-type: none"> • Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none"> • Work or take a test in a different setting, such as a quiet room with few distractions • Sit where he/she learns best (for example, near the teacher) • Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
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At Risk Learners / Differentiation Strategies

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>
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3rd Grade ELA Curricular Framework

READING - Instructional Best Practices

RI.3.2, RI.3.5, RI.3.10 Students will develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts as they complete the [Live Wax Museum project](#), which requires them to research an important figure and share pertinent details in a fun and engaging way while following the [rubric](#).

WRITING - Instructional Best Practices

W.3.2 Students will produce an [Informational Report](#) demonstrating understanding and competency in information research and writing while following the [Teacher Rubric](#) and [Student-Friendly Rubric](#).

LANGUAGE - Instructional Best Practices

L.3.2 Student will determine the purpose and use of reference materials and utilize reference materials to check and correct spelling, when needed when completing the [Live Wax Museum project](#) and [Informational Report](#).