Grade 3 ELA Curricular Framework - Reading Workshop

UNIT 1

Text Types: Literary
Writing Genres: Narrative Writing
Unit Pacing: 1st Marking Period - **Beginning of September - Beginning of November**
Unit of Study: **Unit 1: Building a Reading Life**

READING Critical Knowledge and Skills *Italicized* - spiraling skills throughout units *Bold - Focus skills of this unit	WRITING Critical Knowledge & Skills *Italicized* - spiraling skills throughout units *Bold - Focus skills of this unit
RL.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** **LA.RL.3.3 -** ● **Describe the characters in a story (e.g., their traits, motivations, or feelings)** ● **Explain how their actions contribute to the plot.** **RL.3.4**	**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** **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**

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

RL.3.6
● **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 multisyllabic 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**

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**
- ● **Select the information needed from each source**
- ● **Connect new information learned online with offline sources**

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

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SPEAKING & LISTENING
Critical Knowledge & Skills
Italicized - spiraling skills throughout units
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L.3.1.A, B, C
● **Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences**
● **Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences**
● **Differentiate between regular and irregular plural nouns**
● **Identify regular and irregular plural nouns in reading and use them when writing or speaking**
● **Identify abstract nouns**
● **Use abstract nouns when writing or speaking**

L.3.2.A, E, F, G
● **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**

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

SL.3.6.

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● **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, D** ● **Decipher the meanings of words and phrases by using sentence context** ● **Identify the purpose and use of glossaries and dictionaries** ● **Determine the structure of glossaries and dictionaries** ● **Use both print and digital glossaries and dictionaries to define and clarify words** **L.3.6** ● **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**	● **Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.**
ASSESSMENTS & RESOURCES	**TECHNOLOGY INTEGRATION**

ASSESSMENT
    ● Writing Benchmark
    ● Measuring Up Reading Benchmark
    ● Fountas & Pinnell Benchmark Reading Assessment
    ● Formative Words Their Way Assessments
    ● Teacher created, standards based assessments
    ● TC Running Records
    ● Observation of student engagement
    ● Analyzing reader's notebooks and stop and jots 4 Star Post Its
    ● Anecdotal notes with observations, compliments, and teaching points
    ● Student self reflection (Student Goal Reflection)
	STANDARDS
	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.
	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
	8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
	8.1.5.A.3 Use a graphic organizer to organize information about problems or issues.
	8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

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- Unit 1 "Building a Reading Life" pre and post assessment from Heinemann website (links below in assessment section)

CORE INSTRUCTIONAL RESOURCES
- Lucy Calkins Writing Workshop
- Lucy Calkins Reading Workshop
- Stone Fox
- Aesop's Fables
- Paperbag Princess
- Oliver Button
- Roadrunner's Dance
- Class Clown
- Swimmy
- The Library Lion
- My Mouth is a Volcano
- The True Story of the Three Little Pigs
- Starting with Prefixes and Suffixes
- Thank You Mr. Falker
- Mr. Peabody's Apples
- Amazing Grace
- Boundless Grace
- Each Kindness

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

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

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

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.
6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
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, CRP8, CRP11, CRP12

Grade 3 ELA Curricular Framework - Reading Workshop

KEY VOCABULARY

evidence, trait, theme, narrative, purpose, point of view, prefix, suffix, noun, verb, adjective, adverb, summary, text, metaphor, simile, synonym, antonym, comprehension, predictions, introduction, conclusion,

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
- WIDA Can Do Descriptors for Grades 2-3* - WIDA Essential Actions Handbook - FABRIC Paradigm - Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). **Potential Accommodations for ELLs** - 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	- New Jersey Tiered System of Supports - National Center on Universal Design for Learning - About UDL - UDL Checklist - UDL Key Terms 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. **Potential Accommodations for Special Education** **Presentation accommodations**: - 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	- Knowledge and Skill Standards in Gifted Education for All Teachers - Pre-K-Grade 12 Gifted Programming Standards - Gifted Programming Glossary of Terms **Potential Accommodations for Advanced Learners** - Use of high level academic vocabulary/texts - Problem-based learning - Pre-assess to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities
		Students with 504 Plans
		Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

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- Be given a written list of instructions/picture cues

Response accommodations:
- 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

Setting accommodations:
- 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

Timing accommodations:
- 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

Assignment modifications:
- Complete fewer or different homework problems than peers
- Shorten assignment
- Answer fewer or different test questions
- Create alternate projects or assignments

At Risk Learners / Differentiation Strategies

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

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Use of Collaboration of Various Activities	Work Alone/Together

READING - Instructional Best Practices

***The following are just **suggested** notes and ways that the unit sessions could be supplemented:

RL 3.1, RL 3.3, RL 3.5, RL 3.10. Begin Unit 1 "Building a Reading Life" by launching Reader's Workshop in order to build classroom routines (finding "just right" books, independent reading expectations, setting goals, writing a meaningful "stop & jot", setting up reader's notebooks, partner reading, having meaningful conversations about books, conferencing, building reading stamina, implementing individualized assessments such as F&P or running records.) These examples can all be considered teaching points to establish a reader's workshop routine in the classroom. It will be helpful to implement routines before teaching session 1 of Unit 1: Building a Reading Life.

Launching Reader's Workshop Resources
Reader's Workshop Anchor Charts
"T-Shirt" Just Right Books
"I Pick" Just Right Books
Reading Notebook Example Entries
Accountable Talk Bookmarks
Stop and Jot Assessment Sheet
Rate Reading Response Sheet
Reading Log
Stamina Bookmark

Session 1: Building a Powerful Reading Life, Session 2: Reading as if Books are Gold, and Session 3: Finding Within-Reach Books and Reading Tons of Them-
These lessons coordinate with launching of reader's workshop in the classroom. These lessons set the stage for students to participate in authentic reading. Students will learn the importance of finding "just right" books that they love. Signs to Watch for While Looking for Books

Session 4: Setting Goals and Tracking Progress - Use the Narrative Learning Progressions to help students create goals. Students can monitor and track progress with checklists and rubrics. Reading Goal Sheet Narrative Learning Progression Checklist

Session 5: Setting up Systems to Find and Share Books and Session 6: Reading in the Company of Partners - Students will use partners to help them choose and understand books. Students can choose their partners or have them grouped based on their reading level or previous assessments. Tips for Interviewing a Reader Partner Questions

Session 7: Reader's Check for Comprehension and Session 8: Follow Textual Cues as You Read: Shift Between Envisioning and Assembling Facts- These two lessons begin Bend II in this unit of study. After students learn how to pick books, it is now time to ensure that the students comprehend the books. Students will

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occasionally stop while reading to retell, visualize, and assemble facts about story elements. Comprehension Check Anchor Chart Comprehension Check Bookmark

Session 9: Prediction and Session 10: Making Higher Level Predictions- These sessions are scaffolded to build upon students' knowledge of making predictions. In session 10, students will use inferences and background knowledge to explain the "how" and "why" of their predictions.

Session 11: Retelling Stories - Broken into two days (Day 1: Lucy lesson - Retelling the big parts of the book that students have previously read, Day 2: Using inferences to explain those big parts. Examples can include character feelings, character traits, character reactions, etc.)

Session 12: Readers Decide How to Lift the Level of Their Reading and Recruit Partners to Support Them- Ways Students Can Support Each Other While Reading

Session 13: Tackling Complex Texts Takes Grit- As students move into more complex chapter books, it is important to remind them about their goals and ways to have a growth mindset while reading. Reading Grit Self Reflection Test

Session 14: Figuring Out Hard Words and Session 15: Using Textual Clues to Figure Out the Meaning of Unfamiliar Words- Tricky Words Clues Anchor Chart, Readers Climb Hard Words Bookmark

Session 16: Making Sense of Figurative Language - Broken into a few days to teach students different types of figurative language and how to identify them as a reader. (Metaphors, similes, idioms, etc). Analyzing Figurative Language

Session 17: Talking Back to the Text and Session 18: Raising the Level of Questions to Unearth Deeper Meaning: Considering Author's Purpose- Remind students the importance of thinking and asking questions while reading. Students will begin to ask more meaningful questions relating to the author's purpose. Students will use higher order thinking skills to find possible answers to these questions. Why Did the Author Include That? Stone Fox Readers Gather Information Bookmark

Session 19: Celebration: Students can review their goals and share the skills they have accomplished in this unit.

Supplemental Lessons:
- Students can distinguish the difference between character feelings versus character traits.
- Students can identify character traits by noticing characters' actions, thoughts, and words.
- Students can infer multiple traits for one character.
- Students can identify the theme, or big idea, of a book.

Supplemental Lesson Resources:
Feelings Graphic Organizer
Character Feelings POV Sheet
Inferring Character Traits

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Character Traits Creation Station

Supplemental Teaching Resources:
- The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo
- The Next Step Forward in Guided Reading: An Assess- Decide- Guide Framework for Supporting Every Reader by Jan Richardson
- Fountas and Pinnell Literacy Continuum
- Lucy Calkins Reading Pathways: Performance Assessments and Learning Progressions
- If...Then...Curriculum Assessment Based Instruction
- Reading Conference Tool Kit
- Creating TouchStone texts
- Bands of Text Complexity

WRITING - Instructional Best Practices

W 3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. The focus will be on personal narratives, as a transition from second to third grade.Teacher will create an anchor chart displaying watermelon seed idea, and how to elaborate on a small moment story. Teachers will guide students to "stretch" small moments into a detailed personal narrative. Elements of personal narrative will include but not limited to: "show not tell", dialogue, brilliant beginning, marvelous middle, and ending. In addition to writing a personal narrative, students will be introduced to the writing workshop routine as guided by the teacher. Writing Workshop routines will be established within the first month of school to set up for a positive workshop model.

Paragraph Writing Resources
Scrambled Paragraph Sort
Hamburger Paragraph Graphic Organizer

Checklists and Rubrics
K-5 Student Facing Narrative Checklists
Personal Narrative Checklists

Personal Narrative Anchor Charts
What are Personal Narratives?
Personal Narrative Endings
Seed vs. Watermelon

LANGUAGE - Instructional Best Practices

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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.

COPS Checklist
ARMS Checklist

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UNIT 2

Text Types:	Informational
Writing Genres:	Informative and Explanatory Writing
Unit Pacing:	2nd Marking Period - **Beginning of November - Middle of January**
Unit of Study:	**Unit 2: Reading to Learn Grasping, Main Ideas, and Text Structures**

READING **Critical Knowledge and Skills** *Italicized* **- spiraling skills throughout units** ***Bold - Focus skills of this unit**	WRITING **Critical Knowledge & Skills** *Italicized* **- spiraling skills throughout units** ***Bold - Focus skills of this unit**
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** 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 **Closely read text to determine important events, ideas or concepts** **Identify words that signify time order, sequence, and cause/effect**	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* *Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing*

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- **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**

● *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*
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● *Produce numerous pieces of writing over various time frames*
● *Develop skills in research*
● *Reflect on and revise writing*
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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 multisyllabic 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*
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Critical Knowledge & Skills
***Italicized* - spiraling skills throughout units**
Bold - Focus skills of this unit

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

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L.3.1.*A,* **D, E**

- *Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose*

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

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Grade 3 ELA Curricular Framework - Reading Workshop

- *Differentiate between regular and irregular plural nouns*
- *Identify regular and irregular plural nouns in reading and use them when writing or speaking*
- **Identify simple verb tenses and use them when writing or speaking**

L.3.2.B, *E, F, G*

- **Apply comma rules to addresses in writing**
- *Spell high frequency or studied words correctly*
- *Spell conventional words correctly when adding a suffix to base words*
- *Identify spelling patterns and generalizations*
- *Apply spelling patterns when writing words*
- *Determine the purpose and use of reference materials*
- *Utilize reference materials to check and correct spelling, when needed*

L.3.3.A, B

- **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**

L.3.4.*A*, **B**, *D*

- *Decipher the meanings of words and phrases by using sentence context*
- **Determine the meaning of commonly used prefixes and suffixes**
- **Separate a base word from the prefix or suffix**
- **Use the definition of known prefixes and suffixes to define new words**
- *Identify the purpose and use of glossaries and dictionaries*
- *Determine the structure of glossaries and dictionaries*
    - *Use both print and digital glossaries and dictionaries to define and clarify words*

L.3.6

- *Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics*

- *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.*

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

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

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

Grade 3 ELA Curricular Framework - Reading Workshop

● *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**

ASSESSMENTS & RESOURCES	TECHNOLOGY INTEGRATION
<u>ASSESSMENTS</u> ● Fountas & Pinnell Benchmark Reading Assessment ● Heinemann Readers Workshop Pre and Post Assessment for Unit 2 Reading to Learn Non-Fiction (links below in assessments section) ● Teacher created, standards based assessments ● Daily reading conferences with teacher and student ● Running Records ● Student self reflection sheets (Non-Fiction Student Goal Setting) ● Reading Conference Notes <u>CORE INSTRUCTIONAL RESOURCES</u> ● *Lucy Calkins Writing Workshop* ● *Lucy Calkins Reading Workshop* ● *Endangered Animals* ● *Centerfield Ballhawk* ● *A Nation of Immigrants* ● *Gorillas* ● *Frogs and Toads* ● *Biography of Ezra Jack Keats* ● *Squanto* ● *Cactus Hotel* ● *George Washington's Breakfast* ● *Who Is or Who Was Text* ● The Weird and Wonderful Octopus Text 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**	*STANDARDS* *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.* *8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.* *8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.* *8.1.5.A.3 Use a graphic organizer to organize information about problems or issues.* *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

Grade 3 ELA Curricular Framework - Reading Workshop

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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.
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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.
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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.

Grade 3 ELA Curricular Framework - Reading Workshop

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

KEY VOCABULARY

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

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
- WIDA Can Do Descriptors for Grades 2-3* - WIDA Essential Actions Handbook - FABRIC Paradigm - Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). **Potential Accommodations for ELLs** - Personal glossary - Text-to-speech - Extended time - Simplified / verbal instructions - Frequent breaks - Small group/One to one	- New Jersey Tiered System of Supports - National Center on Universal Design for Learning - About UDL - UDL Checklist - UDL Key Terms 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.	- Knowledge and Skill Standards in Gifted Education for All Teachers - Pre-K-Grade 12 Gifted Programming Standards - Gifted Programming Glossary of Terms **Potential Accommodations for Advanced Learners** - Use of high level academic vocabulary/texts - Problem-based learning - Pre-assess to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities

Grade 3 ELA Curricular Framework - Reading Workshop

● 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	**Potential Accommodations for Special Education**	
	Presentation accommodations: ● 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 **Response accommodations**: ● 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 **Setting accommodations**: ● 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 **Timing accommodations**: ● 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 **Assignment modifications**: ● Complete fewer or different homework problems than peers ● Shorten assignment ● Answer fewer or different test questions ● Create alternate projects or assignments	**Students with 504 Plans** Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

Grade 3 ELA Curricular Framework - Reading Workshop

At Risk Learners / Differentiation Strategies

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

READING - Instructional Best Practices

***The following are just **suggested** notes and ways that the unit sessions could be supplemented:

Sessions 1 and 2: Students will "rev up" their mind before reading nonfiction. Teacher will introduce students to nonfiction text features and students will use bookmark/anchor chart to help.Rev Up Your Mind Bookmark

Sessions 3 and 4: Students will create goals for the nonfiction unit using the pre assessment and Informational Student Goal Sheet.

Sessions 5 and 6: Teacher will read Frogs and Toads mentor text. Students will use informational learning progressions to monitor for understanding. Informational Reading Progression

Sessions 7 and 8: Students will engage in accountable talk practices during discussions on non fiction texts. Students will understand what makes a "strong" nonfiction stop and jot. Stop and Jot Examples

Sessions 9 and 10: Students will determine point of view and perspective in nonfiction texts. Determining Perspective Anchor Chart

Sessions 11 and 12: Students will read a choice of narrative nonfiction books, examples can include "Who Is or Who Was" texts. Students will use Story Elements Anchor Chart to guide their reading. Teacher will use the mentor text of "The Biography of Ezra Jack Keats" to model.

Sessions 13 and 14: Students will use word detective strategies to figure out the meaning of hard words. The Hurdle of Hard Words Bookmark

Grade 3 ELA Curricular Framework - Reading Workshop

Sessions 15 and 16: Students will determine the underlying idea or theme of their narrative nonfiction text. Students will identify the challenges their famous person is about to overcome. Underlying Ideas Chart

Supplemental Teaching Resources
- The Next Step Forward in Guided Reading: An Assess- Decide- Guide Framework for Supporting Every Reader by Jan Richardson
- The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo
- Fountas and Pinnell Literacy Continuum
- Lucy Calkins Reading Pathways: Performance Assessments and Learning Progressions
- If...Then...Curriculum Assessment Based Instruction
- Reading Conference Tool Kit
- Creating TouchStone texts
- Bands of Text Complexity

Teacher will end the unit with unit 2 post assessment listed in assessments.

WRITING - Instructional Best Practices

W.3.7 Resources can include www.kidzsearch.com, www.kiddle.co, book clubs to research topics.
W.3.10 Students will create goals for themselves as writers. Students will self evaluate themselves and monitor their progress using goal sheets and checklists.

Rubric and Goal Sheet Examples
Informational Writing Rubric
Student Facing Checklist Grades K-10
Informational Writing Goal Sheet
Student Goal Sheet
Student Goals Accomplished

If students complete their informational writing early, they can participate in writing a biography. Students can use the Who Was or Who Is series as mentor texts. Students can use the PowerPoint below to help organize their biography.
Biography PowerPoint Organizer

LANGUAGE - Instructional Best Practices

Grade 3 ELA Curricular Framework - Reading Workshop

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.

COPS Checklist
ARMS Checklist

Grade 3 ELA Curricular Framework - Reading Workshop

UNIT 3

Text Types: Literary Writing Genres: Informative and Explanatory Writing, Opinion Writing Unit Pacing: 3rd Marking Period - **Middle of January - End of March** **Unit of Study:** **Unit 3: Character Studies**

READING **Critical Knowledge and Skills** *Italicized* - spiraling skills throughout units *Bold - Focus skills of this unit*	WRITING **Critical Knowledge & Skills** *Italicized* - spiraling skills throughout units *Bold - Focus skills of this unit*
RL.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* *RL.3.3* ● *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*	**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*

Grade 3 ELA Curricular Framework - Reading Workshop

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**
* **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**

* *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*

Grade 3 ELA Curricular Framework - Reading Workshop

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 multisyllabic 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*	
LANGUAGE **Critical Knowledge & Skills** ***Italicized* - spiraling skills throughout units** ***Bold - Focus skills of this unit**	**SPEAKING & LISTENING** **Critical Knowledge & Skills** ***Italicized* - spiraling skills throughout units** ***Bold - Focus skills of this unit**
L.3.1.*A,* **G, H** ● *Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences* ● *Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences* ● **Define and identify comparative and superlative adjectives** ● **Use comparative and superlative adjectives when writing or speaking** ● **Select the appropriate form of adjective when writing and speaking** ● **Define and identify coordinating and subordinating conjunctions** ● **Use coordinating and subordinating conjunctions when writing or speaking** **L.3.2.C,** *E, F, G* ● **Apply comma and quotation mark rules and format when writing**	*SL.3.1.* ● *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.* ● *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.* *SL.3.2.*

Grade 3 ELA Curricular Framework - Reading Workshop

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* ● *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*	● *Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.* *SL.3.3* ● *Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.* *SL.3.6.* ● *Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.*
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Grade 3 ELA Curricular Framework - Reading Workshop

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- Teacher created, standards based assessments
- Daily Reading Conferences with Teacher and Student
- Running Records
- Daily Writing Conferences with Teacher and Student
- Reading Conference Notes

<u>CORE INSTRUCTIONAL RESOURCES</u>
- *Lucy Calkins Writing Workshop*
- *Lucy Calkins Reading Workshop*
- Fractured Fairy Tales
- *Because of Winn Dixie*
- *Dyamonde Daniel*
- *Mercy Watson*
- *Leroy Kninker Saddles Up*
- *The Magician's Elephant*
- *Flora & Ulysses*
- *The Miraculous Journey of Edward Tulane*
- *The Tiger Rising*
- *Chester's Way*
- *Lilly's Purple Plastic Purse*
- *The Story of Ruby Bridges: Special Anniversary Edition*

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Grade 3 ELA Curricular Framework - Reading Workshop

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

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- Yoga poses - https://www.yogajournal.com/poses/yoga-for/kids

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

Grade 3 ELA Curricular Framework - Reading Workshop

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

KEY VOCABULARY

character traits, patterns, theories, prediction, secondary characters, climax, rising action, falling action, resolution, author's craft, comparing, contrasting, theme, facts, opinions

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
- WIDA Can Do Descriptors for Grades 2-3* - WIDA Essential Actions Handbook - FABRIC Paradigm - Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). **Potential Accommodations for ELLs** - 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	- New Jersey Tiered System of Supports - National Center on Universal Design for Learning - About UDL - UDL Checklist - UDL Key Terms 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. **Potential Accommodations for Special Education** **Presentation accommodations**: - Listen to audio recordings instead of reading text - Pre-teach unknown vocabulary through pictures or	- Knowledge and Skill Standards in Gifted Education for All Teachers - Pre-K-Grade 12 Gifted Programming Standards - Gifted Programming Glossary of Terms **Potential Accommodations for Advanced Learners** - Use of high level academic vocabulary/texts - Problem-based learning - Pre-assess to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities
		Students with 504 Plans
		Teachers are responsible for implementing

Grade 3 ELA Curricular Framework - Reading Workshop

● Preferential seating ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback	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 **Response accommodations**: ● 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 **Setting accommodations**: ● 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 **Timing accommodations**: ● 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 **Assignment modifications**: ● Complete fewer or different homework problems than peers ● Shorten assignment ● Answer fewer or different test questions ● Create alternate projects or assignments	designated services and strategies identified on a student's 504 Plan.

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

READING - Instructional Best Practices

***The following are just **suggested** notes and ways that the unit sessions could be supplemented:

Session 1 - Readers Notice How a New Character Talks and Acts & Session 2 - From Observations to Ideas: Readers Think, "What is My Character Like?":
Students can get to know their character as a friend. Have students create a chart or poster to describe what they are looking for in a friend. Students can compare the character traits of their "friend" to the character in the book.

Session 3 - Noticing Patterns, Seeing More: Growing Theories about a Character & Session 4 Growing Bigger Theories about a Character: Asking Why?:
Students can keep a character journal to keep track of patterns they notice. This will help students develop a theory about a character. This journal will help students use their theories to develop predictions in session 5.

Session 6 - Taking Stock & Self Assessing: Use Narrative Learning Progressions to help students create goals. Students can monitor and track progress with checklists and rubrics.
Reading Goal Sheet
Narrative Learning Progression Checklist

Session 7 - Stories are Shaped like a Mountain: Readers Watch the Characters Go Up and Down: Teachers can keep referring to this chart throughout the rest of the unit. Use a cut out character or post it to track where the character is on the story mountain while reading. Story Mountain Chart

Session 8 - Readers Expect Characters to Face and React to Trouble: As students are getting to know their character by noticing how they react to problems, students can form book clubs to discuss the characters within their books. Forming Book Clubs

Grade 3 ELA Curricular Framework - Reading Workshop

Session 9 - Readers Notice the Roles Secondary Characters Play in the Main Character's Journey and Session 10 - Noticing the Roles Illustrations Play in a Story: Within these two lessons, students will notice secondary characters and illustrations. Students can discuss why the author would include these details to the story. What purpose do they have? How does this affect the character or the reader's perspective?

Session 11 - Readers Pay Close Attention to the Climax of a Story, Noticing How the Main Character is Tested and Session 12 - Readers Notice How a Character Resolves Big Trouble: As students notice the character going up and down the story mountain, they will identify how the character changes.
Character Change Sentence Starters

Session 13 - Readers Learn Lessons Alongside Their Characters and Session 14 - Lingering with a Story after it's Done: Looking Back to Analyze Author's Craft: As the class begins to come to an end while reading Because of Winn Dixie, students will think about lessons learned and author's craft. It will help students to recap story elements and use thinking prompts to achieve this goal.

Session 15- Comparing Characters: Noticing Similarities and Differences: Break apart into 2 days to ensure student understanding. (Day 1: Focus on comparing, Day 2: focus on contrasting).
Compare and Contrast Chart

Session 16- Readers Compare the Problems Characters Face and Their Reactions, Session 17 - Readers Ask, "What Makes You Say That?" Engaging in Text-Based Mini-Arguments about Characters, and Session 18- Comparing and Contrasting the Lessons Characters Learn: In the next three lessons, students will use their knowledge of comparing and contrasting to analyze characters from different books. Students will participate in debates to compare characters using text evidence. Steps for a Mini Debate Debate Questions Debate Example

Session 19: Celebration: Use the Narrative Learning Progression Rubric for students to self-reflect after the unit.

Supplemental Lessons:
- Theme
  - Discuss the theme of parts of the book. Students can think, "What can I learn from this character?". Students can think of one word or a phrase to best describe the book (example: friendship, never give up, honesty).
  - Have students turn the phrase or word into a sentence. Use the sentence starters to help students achieve this goal.
  - Students will find text evidence to explain the theme of the story. This can include character wants, needs, actions, thoughts, dialogue, reactions, etc.
  - Students will explain their thinking and connect the theme to their own lives.
  - Common Themes in Books
- Note and Notice Signposts - These are strategies to help students closely read the text while noticing important elements and creating higher level inferences.
  - Notice and Note Signposts Anchor Charts
  - Notice and Note Reading Logs
  - Notice and Note Graphic Organizers

Grade 3 ELA Curricular Framework - Reading Workshop

Supplemental Resources:
- The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo
- The Next Step Forward in Guided Reading: An Assess- Decide- Guide Framework for Supporting Every Reader by Jan Richardson
- Reading Conference Tool Kit
- Fountas and Pinnell Literacy Continuum
- Lucy Calkins Reading Pathways: Performance Assessments and Learning Progressions
- If...Then...Curriculum Assessment Based Instruction
- TouchStone Texts
- Bands of Text Complexity

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 writing with a developed thesis statement, reasons, and evidence in paragraphs.

Opinion Writing Resources
Why Do Authors Persuade?
Opinion Writing Graphic Organizer
Opinion Writing Graphic Organizer 2
Transition Words Chart
Paragraph Writing Template
Writing a Conclusion
Editing Checklist

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.

COPS Checklist
ARMS Checklist

Grade 3 ELA Curricular Framework - Reading Workshop

<table>
<tr><td colspan="2" align="center">UNIT 4</td></tr>
<tr><td colspan="2">
Text Types: Literary and Informational
Writing Genres: Baby Literary Essay, Explanatory Writing
Unit Pacing: 4th Marking Period - End of March - Middle of June
<strong style="color:red">Units of Study: <strong style="color:red">Unit 4 Research Clubs Elephants, Penguins, and Frogs, Oh My!
</td></tr>
</table>

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

Grade 3 ELA Curricular Framework - Reading Workshop

- 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

● 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
● 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

Grade 3 ELA Curricular Framework - Reading Workshop

- *Use strategies to read multisyllabic 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*

LANGUAGE Critical Knowledge & Skills *Italicized* - spiraling skills throughout units *Bold* - Focus skills of this unit	SPEAKING & LISTENING Critical Knowledge & Skills *Italicized* - spiraling skills throughout units *Bold* - Focus skills of this unit
L.3.1.*A*, **F** *Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences* *Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences* *Identify subjects, verbs, pronouns, and antecedents in sentences* **Consistently use the appropriate form of subjects, verbs, pronouns, and antecedents in sentences** **Reread writing to ensure agreement** **L.3.2.D**, *E, F, G* **Identify possessive nouns** **Use apostrophe appropriately to show possession** *Spell high frequency or studied words correctly* *Spell conventional words correctly when adding a suffix to base words* *Identify spelling patterns and generalizations* *Apply spelling patterns when writing words* *Determine the purpose and use of reference materials*	*SL.3.1.* ● *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.* ● *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.* **SL.3.5.** ● **Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details** *SL.3.6.*

Grade 3 ELA Curricular Framework - Reading Workshop

● Utilize reference materials to check and correct spelling, when needed L.3.4.A, D 　● Decipher the meanings of words and phrases by using sentence context 　● Identify the purpose and use of glossaries and dictionaries 　● Determine the structure of glossaries and dictionaries 　● Use both print and digital glossaries and dictionaries to define and clarify words L.3.6 　● 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	● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

ASSESSMENTS & RESOURCES	TECHNOLOGY INTEGRATION
ASSESSMENTS 　● Fountas & Pinnell Benchmark Reading Assessment 　● Heinemann Readers Workshop Pre and Post Assessment for Unit 4 Research Clubs (links below in the assessments section) 　● Teacher created, standards based assessments 　● Daily Reading Conferences with Teacher and Student 　● Running Records 　● Daily Writing Conferences with Teacher and Student 　● Reading Conference Notes CORE INSTRUCTIONAL RESOURCES 　● Lucy Calkins Writing Workshop 　● Lucy Calkins Reading Workshop 　● Wonders 　● Charlotte's Web	STANDARDS **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.** 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. 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problems or issues.

Grade 3 ELA Curricular Framework - Reading Workshop

- *Who Was/Who Is…*
- *Spiders*
- *The Great Kapok Tree*
- *Myths and Fables*
- *Frogs and Toads*
- *Penguins*
- *Gorillas*

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

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.

Grade 3 ELA Curricular Framework - Reading Workshop

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.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.
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21st Century Skills: Career Ready Practice Standards:
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KEY VOCABULARY

Key vocabulary may include but are not limited to:

literal and nonliteral language, base root, affix, apostrophe, book clubs, main idea, compare/contrast

Grade 3 ELA Curricular Framework - Reading Workshop

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	**Students Receiving Special Education Services**	**Advanced Learners**
- WIDA Can Do Descriptors for Grades 2-3* - WIDA Essential Actions Handbook - FABRIC Paradigm - Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). **Potential Accommodations for ELLs** - 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	- New Jersey Tiered System of Supports - National Center on Universal Design for Learning - About UDL - UDL Checklist - UDL Key Terms 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. **Potential Accommodations for Special Education** **Presentation accommodations**: - 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 **Response accommodations**: - 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	- Knowledge and Skill Standards in Gifted Education for All Teachers - Pre-K-Grade 12 Gifted Programming Standards - Gifted Programming Glossary of Terms **Potential Accommodations for Advanced Learners** - Use of high level academic vocabulary/texts - Problem-based learning - Pre-assess to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities **Students with 504 Plans** Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

	● Use a word processor to give responses in class **Setting accommodations**: ● 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 **Timing accommodations**: ● 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 **Assignment modifications**: ● Complete fewer or different homework problems than peers ● 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

***The following are just **suggested** notes and ways that the unit sessions could be supplemented:

Grade 3 ELA Curricular Framework - Reading Workshop

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 Animal Books which requires them to research an important animal species and share pertinent details in a fun and engaging way in collaboration with peers.

Begin with pre-assessment in order to group students.

Sessions 1 and 2: Students will brainstorm animals they would like to research and start planning research. Teacher will group students based upon what animal he/she selected. Animal Planning Example

Sessions 3 and 4: Students will create goals based upon the informational learning progressions for the unit. Informational Learning Progressions

Sessions 5 and 6: Students are placed in animal research club groups, students learn roles of book clubs and how to hold conversation amongst peers. Elements of Conversation Chart

Sessions 7 and 8: Students will take notice of text structure in different texts about animals. All students will have one different text about the same animal. Students will compare and contrast various text structures. Text Structure Notes

Sessions 9 and 10: Teachers will use Frogs and Toad Mentor Text to demonstrate compare and contrast text structure. Students will take notes in their own book club texts to compare and contrast animals. Frogs and Toad Mentor Text

Sessions 11 and 12: Students will synthesize information found in animal books. Synthesizing Information Anchor Chart
Sessions 13 and 14: Students will complete a research checklist to make sure they have covered all requirements needed to research. To Research Checklist. Students will be encouraged to "question" as they read, since questioning promotes deeper thinking about the text topic and subtopics. Questioning Anchor Chart

Sessions 15 and 16: Students will create theories based on evidence found in animal texts. Student Work on Theories

Sessions 17 and 18: Students will answer open ended questions to real life animal issues. Students will answer questions based on evidence found in research. Real Life Research Problem and Solutions

If time allows at the end of the unit, students can create his/her own assessment based on the animal they are researching. Students can "switch" animal groups to discover and learn about a new animal. Students can take the assessment created by classmates to demonstrate understanding of animals.

Supplemental Resources:
- The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo
- The Next Step Forward in Guided Reading: An Assess- Decide- Guide Framework for Supporting Every Reader by Jan Richardson

Grade 3 ELA Curricular Framework - Reading Workshop

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- Lucy Calkins Reading Pathways: Performance Assessments and Learning Progressions
- If...Then...Curriculum Assessment Based Instruction
- Reading Conference Tool Kit
- TouchStone Texts
- Bands of Text Complexity

WRITING - Instructional Best Practices

LA.W.3.1.A - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

Students will write a four paragraph essay describing their favorite character from a book. An example can be Because of Winn Dixie. Students will write an introduction paragraph, two body paragraphs, and a conclusion paragraph. The body paragraphs will describe the character's traits with evidence from the text. Students can use a variety of graphic organizers to help organize their thoughts.

Literary Analysis Graphic Organizers
Character Analysis Graphic Organizer

LANGUAGE - Instructional Best Practices

LA.L.3.5.B - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

Provide a list of traits for students to use when describing their character.
List of Character Traits
Character Traits with Definitions

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.

COPS Checklist
ARMS Checklist