

GR 3 Module 02 (Use Your Words)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **3 weeks**
Status: **Published**

Unit Overview

Module Title: Use Your Words

Essential Question: How do people use words to express themselves?

Standards

Module 2: Use Your Words

Week 1 Lesson 1

ELA.L.RF.3.3.D	Read grade-appropriate irregularly spelled words.
ELA.L.RF.3.3.E	Analyze the parts of high-frequency words that are regular and the parts that are irregular.
ELA.L.RF.3.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.3.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.WF.3.2.A	Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
ELA.L.WF.3.2.G	Spell common words in English, including regular and irregular forms.
ELA.L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
ELA.RL.CI.3.2	Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

Week 1 Lesson 2

ELA.L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
ELA.L.VI.3.3.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
ELA.RL.CI.3.2	Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
ELA.RL.PP.3.5	Distinguish their own point of view from that of the narrator or those of the characters.

ELA.RI.CT.3.8	Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
ELA.SL.PE.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
ELA.SL.PE.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
ELA.SL.PE.3.1.D	Explain their own ideas and understanding in light of the discussion.
ELA.SL.II.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.

Week 1 Lesson 3

ELA.L.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
ELA.L.RF.3.3.C	Decode multisyllable words.
ELA.L.WF.3.2.G	Spell common words in English, including regular and irregular forms.
ELA.L.WF.3.3.A	Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
ELA.L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
ELA.L.VL.3.2.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
ELA.L.VI.3.3.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
ELA.RL.PP.3.5	Distinguish their own point of view from that of the narrator or those of the characters.
ELA.RL.MF.3.6	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Week 1 Lesson 4

ELA.L.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
ELA.L.WF.3.2.G	Spell common words in English, including regular and irregular forms.
ELA.L.WF.3.3.A	Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
ELA.L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
ELA.L.VL.3.2.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
ELA.RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

ELA.RL.IT.3.3	Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
ELA.RL.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
ELA.RL.PP.3.5	Distinguish their own point of view from that of the narrator or those of the characters.
ELA.RL.MF.3.6	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
ELA.W.WR.3.5	Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

Week 1 Lesson 5

ELA.L.WF.3.2.G	Spell common words in English, including regular and irregular forms.
ELA.L.WF.3.3.A	Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
ELA.L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
ELA.RL.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
ELA.RL.IT.3.3	Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
ELA.RL.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
ELA.RL.PP.3.5	Distinguish their own point of view from that of the narrator or those of the characters.
ELA.W.WR.3.5	Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

Week 2 Lesson 8

ELA.L.RF.3.3.C	Decode multisyllable words.
ELA.L.RF.3.4.A	Read grade-level text with purpose and understanding.
ELA.L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
ELA.L.VL.3.2.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
ELA.L.VI.3.3.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
ELA.L.VI.3.3.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
ELA.L.VI.3.3.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
ELA.RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding

of an informational text, referring explicitly to textual evidence as the basis for the answers.

Week 2 Lesson 9

ELA.L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
ELA.L.KL.3.1.C	Recognize and observe differences between the conventions of spoken and written English.
ELA.L.VL.3.2.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
ELA.L.VI.3.3.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
ELA.L.VI.3.3.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
ELA.L.VI.3.3.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
ELA.RI.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
ELA.RL.MF.3.6	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
ELA.SL.PI.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
ELA.SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Week 2 Lesson 10

ELA.L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
ELA.L.KL.3.1.C	Recognize and observe differences between the conventions of spoken and written English.
ELA.L.VL.3.2.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
ELA.RL.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
ELA.RL.MF.3.6	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
ELA.SL.PI.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
ELA.SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Week 3 Lesson 11

ELA.L.RF.3.3.D	Read grade-appropriate irregularly spelled words.
ELA.L.RF.3.3.E	Analyze the parts of high-frequency words that are regular and the parts that are irregular.
ELA.L.RF.3.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.3.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.WF.3.2.A	Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
ELA.L.WF.3.2.G	Spell common words in English, including regular and irregular forms.
ELA.L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
ELA.L.VL.3.2.A	Use sentence-level context as a clue to the meaning of a word or phrase.
ELA.RL.IT.3.3	Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
ELA.RL.PP.3.5	Distinguish their own point of view from that of the narrator or those of the characters.

Week 3 Lesson 12

ELA.L.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
ELA.L.RF.3.3.C	Decode multisyllable words.
ELA.L.RF.3.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
ELA.L.VL.3.2.A	Use sentence-level context as a clue to the meaning of a word or phrase.
ELA.L.VL.3.2.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
ELA.RI.IT.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
ELA.RL.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
ELA.RL.PP.3.5	Distinguish their own point of view from that of the narrator or those of the characters.

Week 3 Lesson 13

ELA.L.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
ELA.L.RF.3.3.C	Decode multisyllable words.
ELA.L.RF.3.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and

	domain-specific words and phrases.
ELA.L.VL.3.2.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
ELA.RL.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
ELA.RL.PP.3.5	Distinguish their own point of view from that of the narrator or those of the characters.
ELA.SL.UM.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.

Week 3 Lesson 14

ELA.L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
ELA.RL.PP.3.5	Distinguish their own point of view from that of the narrator or those of the characters.
ELA.W.AW.3.1.A	Introduce an opinion clearly.
ELA.W.AW.3.1.B	Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
ELA.W.AW.3.1.C	Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
ELA.W.AW.3.1.D	Provide a conclusion related to the opinion presented.
ELA.W.WP.3.4.A	Identify audience, purpose, and intended length of composition before writing.
ELA.W.WP.3.4.B	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.3.4.C	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
ELA.W.SE.3.6	Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
ELA.W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
ELA.SL.UM.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.

Week 2 Lesson 15

ELA.W.AW.3.1.A	Introduce an opinion clearly.
ELA.W.AW.3.1.B	Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
ELA.W.AW.3.1.C	Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
ELA.W.AW.3.1.D	Provide a conclusion related to the opinion presented.
ELA.W.WP.3.4.A	Identify audience, purpose, and intended length of composition before writing.
ELA.W.WP.3.4.B	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.3.4.C	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus,

and/or spell checker, find and correct errors and improve word choice.

ELA.W.SE.3.6

Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

ELA.W.RW.3.7

Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Materials/Activities/Resources

Core materials:

- HMH Into Reading
- Schoolwide Writing

Supplemental Resources:

- Foundations
- Brainspring
- Leveled Readers

Web Site Resources:

- Ed Your Friend in Learning
- Schoolwide Writing
- Newsela
- Lexia
- Amira (K-3)
- Raz-Kids/Reading A-Z

Technology

- **8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- **8.2.5.ITH.3:** Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
- **8.2.5.ITH.4:** Describe a technology/tool that has made the way people live easier or has led to a new business or career.

Assessment

Formative Assessments

- Teacher Observation
- Anecdotal Notes
- Exit Tickets
- Student Practice Pages

Summative Assessments

- Module Tests

Benchmark Assessments

- NWEA MAPs

Alternative Assessments

- Weekly Tests
- Comprehension Quizzes
- Dibels
- F & P Assessments
- Phonics Skill Assessments

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support

- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

At-Risk of Failure

- Additional time during intervention time
- Newsela/Readworks/Reading A-Z level reading passages
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

Gifted & Talented

- Independent projects
- PEP/GEM class
- Above-Level Reading Materials

Interdisciplinary Connections

[NJ Curriculum Mandates: Galloway Teacher Resource Crosswalk](#)

NJSLS Theater Standards Covered in ELA Curriculum:

- | | |
|-------------------|--|
| TH.3-5.1.4.5.Cr1a | Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work. |
| TH.3-5.1.4.5.Cr2a | Devise original ideas for a drama/theatre work that reflect collective inquiry about |

	characters, plots and their given circumstances.
TH.3-5.1.4.5.Cr2b	Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.
TH.3-5.1.4.5.Cr3a	Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.
TH.3-5.1.4.5.Pr4a	Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.

Social and Emotional Learning Connections

Learning Mindset: Seeking Challenges

Career Readiness, Life Literacies, and Key Skills NJSL

Financial Literacy (9.1):

- By the end of Grade 5
 - 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Career Awareness, Exploration, and Preparation (9.2):

- By the end of Grade 5
 - 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
 - 9.2.5.CAP.2: Identify how you might like to earn an income.
 - 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Life Literacies and Key Skills (9.4):

- By the end of Grade 5
 - 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
 - 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM.IPRET.5).
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.