

# GR 3 Module 03 (Let Freedom Ring!)

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Marking Period 2**  
Length: **3 weeks**  
Status: **Published**

## Unit Overview

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Module Title: Let Freedom Ring!

Essential Question: How do historic places, documents and symbols represent our nation?

## Standards

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### Module 3 Week 1

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ELA.L.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
ELA.L.RF.3.3.B	Decode words with common Latin suffixes.
ELA.L.RF.3.3.C	Decode multisyllable words.
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.E	Change y to i (cried) in words with suffixes, when required.
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.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.RI.CI.3.2	Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
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.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.RI.MF.3.6	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
ELA.RI.AA.3.7	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
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.

## Module 3 Week 2

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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.3.3.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.E	Change y to i (cried) in words with suffixes, when required.
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.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.CI.3.2	Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
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.RI.AA.3.7	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

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

## Module 3 Week 3

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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.3.3.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.E	Change y to i (cried) in words with suffixes, when required.
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.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.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.
ELA.RI.CI.3.2	Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
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.W.IW.3.2.A	Introduce a topic clearly.
ELA.W.IW.3.2.B	Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
ELA.W.IW.3.2.C	Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
ELA.W.IW.3.2.D	Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
ELA.W.IW.3.2.E	Provide a conclusion related to the information or explanation 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.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.

## **Materials/Activities/Resources**

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### **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**

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- **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**

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### **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**

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### **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**

[NJCurriculum Mandates: Galloway Teacher Resource Crosswalk](#)

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## **NJSLS Social Studies and 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.

SOC.6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.
SOC.6.1.5.CivicsPI.7	Explain how national and state governments share power in the federal system of government.
SOC.6.1.5.CivicsPI.8	Describe how the United States Constitution defines and limits the power of government.
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.Pr5a	Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.
TH.3-5.1.4.5.Pr6a	Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.

## **Social and Emotional Learning Connections**

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Learning Mindset: Grit

## **Career Readiness, Life Literacies, and Key Skills NJSL**

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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**

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- 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.