

# 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                                                                                                                   |

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|                 | 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. |

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| 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,                                                                                            |

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|               | 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**

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

## **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.

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|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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., 1.2.5.CR1d).

## **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.