

# Reading Grade 3 Trimester 1

Content Area: **ELA**  
Course(s): **ELA Grade 1**  
Time Period: **MP1**  
Length: **45**  
Status: **Published**

## NJSLS ELA

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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.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.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.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.SL.PE.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.
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.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.

## Rationale and Transfer Goals

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Understanding and utilizing language conventions is fundamental to effective communication. By acquiring and accurately using grade-appropriate vocabulary, students can express themselves clearly and comprehend more complex texts. This skill is essential for academic success and daily interactions, as it enhances students' ability to convey ideas, ask questions, and engage in discussions meaningfully.

Developing strategies to determine or clarify the meanings of unfamiliar words is crucial for reading comprehension. Using context clues within sentences allows students to infer meanings without needing to constantly reference external resources, fostering independence in reading. This skill also enables students to navigate texts with multiple-meaning words, improving their ability to understand and interpret various types of content.

Engaging with texts by asking and answering questions encourages deeper comprehension and critical thinking. Referring explicitly to textual evidence helps students substantiate their understanding and interpretations, promoting a thorough analysis of literary works. This practice also teaches students to support

their ideas with concrete examples, a skill that is valuable across all areas of learning.

Comprehending informational texts requires students to engage actively by asking and answering questions. Making connections and referencing textual evidence ensures that students understand the content accurately and thoroughly. This approach promotes critical thinking and helps students build a strong foundation for understanding and analyzing informational texts.

Understanding character development is essential for comprehending the overall narrative of a text. By analyzing a character's traits, motivations, and feelings, students can better understand the reasons behind their actions and how these actions drive the plot. This analytical skill enhances students' ability to connect with and interpret stories on a deeper level.

Recognizing and describing the relationships between events, ideas, or steps is fundamental for understanding informational texts. Using language related to time, sequence, and cause/effect helps students articulate how these elements interact and influence each other. This skill is crucial for comprehending complex concepts and processes in various subjects, such as history and science.

Collaborative discussions enhance learning by allowing students to share and build on each other's ideas. Drawing on prior knowledge and previously read texts enriches these discussions, providing a deeper understanding of the topic. Effective participation in discussions develops critical communication and social skills, preparing students for future academic and real-world interactions.

## **Enduring Understandings**

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- Effective communication involves understanding and using language conventions in writing, speaking, reading, and listening.
- Acquiring and accurately using conversational, academic, and domain-specific vocabulary enhances comprehension and expression.
- Knowing strategies to determine or clarify the meaning of unknown and multiple-meaning words improves reading comprehension.
- Context clues within a sentence can help determine the meaning of unfamiliar words or phrases.
- Asking and answering questions about a text demonstrates comprehension and critical thinking.
- Referencing textual evidence supports understanding and interpretation of literary texts.
- Understanding a character's traits, motivations, and feelings helps explain their actions and how these actions drive the plot.
- Asking and answering questions about informational texts aids in understanding and making connections to the content.

- Using textual evidence is essential for demonstrating comprehension of informational texts.
- Describing the relationship between events, ideas, or steps in a process helps explain how these elements interact and influence each other.
- Language related to time, sequence, and cause/effect is crucial for understanding informational texts.
- Engaging in collaborative discussions with diverse partners on various topics enhances understanding and communication skills.
- Drawing on prior knowledge and previously read texts enriches the discussion and exploration of new ideas.

## Essential Questions

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- How can I effectively use language conventions in different forms of communication?
- Why is it important to use accurate and appropriate vocabulary in my conversations and writing?
- What strategies can I use to determine the meaning of unknown words while reading?
- How can context clues help me understand the meaning of a word or phrase?
- How can asking and answering questions improve my understanding of a story?
- Why is it important to use evidence from the text to support my answers and interpretations?
- How do a character's traits, motivations, and feelings affect the story's plot?
- What can I learn about a character by examining their actions and decisions?
- How do asking and answering questions help me understand informational texts?
- Why is it important to refer to specific evidence in the text to support my understanding?
- How are historical events, scientific ideas, or steps in a process connected in an informational text?
- What language helps me understand the sequence and cause/effect relationships in informational texts?
- How can I effectively participate in discussions with my classmates and teacher?
- Why is it important to build on others' ideas and use my own experiences and knowledge during discussions?

## Assessments

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## Content, Learning Targets, and Activities

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[https://docs.google.com/spreadsheets/d/1tShwSrbuaDVvBaq8MU8Xx1ss5cNih8o426CAUXavKRw/edit?usp=drive\\_link](https://docs.google.com/spreadsheets/d/1tShwSrbuaDVvBaq8MU8Xx1ss5cNih8o426CAUXavKRw/edit?usp=drive_link)

1st Trimester																			
Month	Weeks	Standard	Learning Target	Suggested Student Centered Activities	F&P Resources	Other Resources	Assessment	Month	Weeks	Standards (can be multiple standards)	Learning Target (can be multiple standards)	Suggested Student Centered Activity	F&P Resources	Other Resources	Assessment (best to do before activity)				
September	1-2	Launching	I can follow the classroom routines and expectations.	1. Classroom routines and expectations	RML: MGT. U1 MGT. U2 MGT. U3		1. Assessments needed to get baseline data												
		Launching	I can follow the classroom routines and expectations.	1. Classroom routines and expectations	RML: MGT. U1 MGT. U2 MGT. U3		1. Assessments needed to get baseline data												
	3-4	RL.C R.3.1 RI.C R.3.1 L.RF. 3.4: A-C	I can restate the question. I can read a 3rd grade text with fluency.	1. Students can restate orally 2. Students can work with partners to restate on whiteboards. 3. Practice restating prompts with answers that can easily be	Hachiko - <a href="#">Question</a> (Students will probably need to do this shared writing style this week) E-book available on epic  RML: SAS.U3 (Maintain	RACE <a href="#">charts</a> Restating Practice <a href="#">Questions</a> All about me restating <a href="#">worksheets</a>	<a href="#">Exit Ticket</a>												

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**RL.IT  
.3.3  
L.RF.  
3.4:  
A-C  
SL.P  
E.3.1  
: A**

I can describe the characters' feelings and how they change through the book. I can read and understand a third grade text.

I can use third grade words to discuss a topic.

1. Storyworks Lesson Student Activities (Enemy Pie)  
2. Pg 19 in this document can be used for Cat Belly and Those Darn Squirrels to write about how the characters changed.

Enemy Pie (story work lesson will help accompany this book) Cat Belly Those Darn Squirrels

RML:  
LA.U2  
5

1. Enemy Pie - Storyworks (Lesson /Character Change graphic organizer on website)  
2. Common Lit - Lesson and activities on analyzing character change. PDFs are included but if you would like lesson videos, you need to make a free account. They are linked under "Target Lessons". Athena and the Dandelions - [Student / Teacher](#) The Retake - [Student / Teacher](#)

1. Cat Belly Character Question Students can use a [graphic organizer](#) (p 19) to explain how the character changed and what caused it. Or if students are able to read [this passage](#) they can complete the text dependent questions and final question about character change.

3-4	<b>RI.C</b> <b>R.3.1</b> <b>L.KL.</b> <b>3.1 A</b> <b>SL.P</b> <b>E.3.1</b> <b>: A</b> <b>L.VL.</b> <b>3.2:</b> <b>A</b> <b>L.RF.</b> <b>3.4:</b> <b>A-C</b>	<p>I can analyze how ideas connect in a non-fiction text.</p> <p>I can identify the steps in a non-fiction text organized by sequence.</p> <p>I can read and understand a third grade text.</p> <p>I can use domain specific words to talk about a topic.</p> <p>I can use context clues to help figure out words I don't know.</p>	<p>1. Common Lit Target Lesson</p> <p>2. Shared Reading Response - can use <a href="#">pg 64</a></p>	<p>Animal Journeys Text Set</p> <p>From Flower to Honey From Beans to Chocolate From Buds to Banana</p> <p>RML LA.U1 3 and LA.U1 1.RML 4</p>	<p>1. Common Lit Target Lesson: Emoji Evolution <a href="#">Student s/Teacher</a></p> <p>2. Common Lit Target Lesson: Bug Business <a href="#">Student s/Teacher</a></p>	<p><a href="#">Exit Ticket</a></p>																				
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Using character traits to describe a character	in 2nd grade students identify characters in a story and describe their external and internal traits	Assigning character traits to characters
Analyzing character feelings and change throughout a story	in 2nd grade students orally discuss how a character changes from the beginning to the end of the story	Graphic organizers to display how characters change and how it impacts the story's plot
Students will answer open ended questions using the RACER strategy	students have previously learned the conventions of writing sentences and it will be applied when answered text dependent questions.	Open-ended text dependent questions
Determining the connection between ideas in a non-fiction text	using non-fiction text features	analyzing the text and structure of the information presented

## Career Awareness, Exploration, Preparation, and Training

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CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP5

Consider the environmental, social and economic impacts of decisions.

## Life Literacies & Key Skills

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TECH.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).

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

## Interdisciplinary Connections

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Individuals have the right to be safe and not to be bullied or discriminated against.

The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.

Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.

SOC.6.1.5.HistoryCC.9

Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.

In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.

Cause and effect relationships are routinely identified, tested, and used to explain change.