Reading Grade 3 Trimester 1

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

NJSLS ELA

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

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

- 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

- 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

Content, Learning Targets, and Activities
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.CR.3.1 RI.CR.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	Hachiko - [Question](#) (Students will probably need to do this shared writing style this week) E-book available on epic RML:	RACE charts Restating Practice [Questions](#) All about me restating [worksheet](#)	[Exit Tickets](#)									

| | | | | easily be answered 4. Matching prompts to restating 5. Students come up with a question to the restated answer. 6. Practice reading texts with fluency | SAS.U3 (Maintaining Fluency) Writing Mini Lesson Book - Sec 2 Gen.U3.WML2 | | | | | | | | | | | | | | | | | | | | |
| **RL.CR.3.1 RI.CR.3.1 SL.PE.3.1 : A L.KL.3.1 A L.RF.3.4: A-C** *Hispanic Heritage Integration* | | | I can restate the question. I can find evidence to support my answer. I can use 3rd grade words to discuss a topic. I can read a 3rd grade text with fluency. | 1. Students practice only finding evidence by highlighting answers in a text 2. Read an article about Hispanic Heritage Month and practice modeling how to find the answer in the text and then restate | Under the Lemon Moon Questions (pages for evidence in documents) Tomas and the Library Lady Questions (pages for evidence in documents) RML : | 1. Mariachi Dance (article & questions) 2. Newsela Hispanic Article Collection - toggle to grade 2 or 3 and look for discussion questions attached to use for standard. 3. Ms. Callow's 3rd Grade Lesson | Exit Tickets | | | | | | | | | | | | | | | | | | |

Month	Week	Standards	I can	Resources	Text	Activities	Assessment
				the question and answer. 3. Students answer text based questions about read aloud using the pages provided to cite evidence.	SAS.U3 (Maintaining Fluency) Writing Mini Lesson Book - Sec 2 Gen.U3.WML3	4. Finding Evidence Only - pg 29-88 5. Evidence Resource	
October	1-2	RL.CR.3.1 RI.CR.3.1 SL.PE.3.1: A L.KL.3.1 A L.RF.3.4: A-C	I can restate the question. I can find evidence to support my answer. I can use 3rd grade words to discuss a topic. I can use domain specific words to discuss a topic. (NF) I can read a 3rd grade text	1. Story Works Fiction Story Close Reading Questions 2. Story Works NonFiction Story Close Reading Questions 3. Vocabulary Guide in Storyworks activities and discussion to assist with understanding of domain - specific	Dancing in The Wings - Question Copy of the text in passage form	1. Storyworks Fiction Story - Close Reading Ques. and lesson provided 2. Storyworks Non Fiction Story - Close Reading Ques. and lesson provided 3. Freckle Assignments/Skill Set - ELA Standard RL/RI3.1 4. Freckle Videos - ELA Standar	Answering Questions Using Evidence as a basis for their answer - Can use Independent practice from work through the week to assess.

			with fluency.	words (L.KL.3.1 A) 4. Answer text based questions about read aloud using the text to provide text evidence		d RL/RI 3.1																			
		RL.CR.3.1 RI.CR.3.1 SL.PE.3.1 : A L.RF.3.4: A-C	I can restate the question. I can find evidence to support my answer. I can further explain why my evidence supports my answer. I can use context to self correct as needed while reading a third grade text.	1. Dissect an example and label parts 2. Structure with Sentence Stems and students fill in each section 2. Scaffolded answers where students only give their explanation of the evidence orally. Why is the evidence important? What does it show?	A Meerkat Day - Question (Shared Rdg Book) Sophie's Masterpiece - Question Display/Copy last page for students to find evidence RML : SAS.U1 (monitoring, searching, and self correcting) Writin	1. Nearpod Lesson 2. Practice RACE passages that assess basic comprehension rather than a specific skill	Full Racer Assessment																		

			3. Write responses using Racer	g Mini Lesson Book - Sec 2 Gen.U 3.WML 4 and 6			
3-4	**RL.CR.3.1 RI.CR.3.1 SL.PE.3.1: A L.RF.3.4: A-C L.VL.3.2: A** *Safe Schools Integration*	I can use text evidence to answer questions about a text. I can read a 3rd grade text with fluency. I can use context clues to help figure out the meaning of a word. I can use third grade words to discuss a topic.	1. Students practice in partners to find meanings of unknown words 2. Students use different strategies to find the meaning of the words (examples in chart under resources) 3. Students figure out words in context in a passage that goes along with week of kindness - safe schools	The Importance of Kindness Text Set (*Week of Kindness Connection*) Stellaluna - [Words in Context](#)	1. Bullying [Passage](#) & Questions 2. Context Clues [Chart](#) 3. Nearpod [Lesson](#) on Context Clues 4. Neapods [Lesson](#) #2 on Context Clues 5. Freckle Assignments/Skill Set - ELA Standard L.3.4A 6. Additional Practice [Folder](#)	[Exit Ticket](#) Select a task in the practice folder to use as an assessment	

		RL.IT.3.3 L.RF.3.4: A-C SL.PE.3.1: A	I can use character traits to describe a character. I can read and understand a third grade text. I can use third grade words to discuss a topic.	1. Read examples of descriptions of characters and students will use a trait to describe them. 2. Students can make a self-portrait and list 2-4 character traits about themselves and give evidence to support their traits. 3. Nearpod Lessons/Activities	Martina the Beautiful Cockroach [Character Trait Organizer](#) Book available on Epic RML: LA.U24	1. Nearpod [One Slide Activity](#) 2. Nearpod [Lesson](#) 3. Additional Nearpod [Activity](#) 4. Character Trait [Graphic Organizers](#) Pg 8-24 5. [Additional Practice Folder](#)	1. [Exit Ticket](#)																			
November	**1-2**	**RL.IT.3.3 L.RF.3.4: A-C SL.PE.3.1: A**	I can identify the plot of a story. I can explain how the characters' actions move the story forward (affect the plot).	1. Students review what a plot is and discuss the plot of a story with peers 2. Discussion and written answers about how the character changin	First Day in Grapes - [PDF Question](#) Gettin' Through Thursday - [PDF](#) RML: LA.U22 LA.U23	1. Freckle ELA Standard Search - Skills activities and learning videos (RL.3.3) 2. The Popsicle Stick Bridge - Storyworks (activities review plot and charact	1. First Day in Grapes [Question](#)																			

			I can read and understand a third grade text. I can use third grade words to discuss a topic.	gs and/or their actions or traits affects the story		er feelings /change)																		
		RL.IT.3.3 L.RF.3.4: A-C SL.PE.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.U25	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	1. Cat Belly Character Question Stunts 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 comp																	

					under "Target Lessons". Athena and the Dandilions - [Student](#) / [Teacher](#) The Retake - [Student](#) / [Teacher](#)	lete the text dependent questions and final question about character change.			
3-4	RI.CR.3.1 L.KL.3.1 A SL.PE.3.1 : A L.VL.3.2: A L.RF.3.4: A-C	I can analyze how ideas connect in a non-fiction text. I can identify the steps in a non-fiction text organized by sequence. I can read and understand a third grade text. I can use domain specific words to talk about a topic. I can use conte	1. Common Lit Target Lessons 2. Shared Reading Response - can use [pg 64](#)	Animal Journeys Text Set From Flower to Honey From Beans to Chocolate From Buds to Banana RML LA.U13 and LA.U11.RML4	1. Common Lit Target Lesson: Emoji Evolution [Students](#)/ [Teacher](#) 2. Common Lit Target Lesson: Bug Business [Students](#)/ [Teacher](#)	[Exit Ticket](#)			

		xt clues to help figure out words I don't know.																								
		RI.CR.3.1 L.KL.3.1 A SL.PE.3.1: A L.VL.3.2: A L.RF.3.4: A-C *Native American Integration*	I can identify the problem and solution in a non-fiction text. I can identify the cause and effect in a non-fiction text. I can read and understand a third grade text. I can use domain specific words to talk about a topic. I can use context clues to help figure out words I don't know.	1. Common Lit Target Lessons and Response 2. Story works Lesson Resources 3. Response about F&P books (Can use a graphic organizer [pg 75-83](#)) or have students respond by identifying the problem/solution or cause/effect 4. Story works Non-fiction vocabulary work provided by Story works to assist	Oil Spill (Cause and Effect) Energy Island (Problem and Solution)	1. Common Lit Target Lesson for *Problem & Solution*: Space Food [Student](#)/ [Teacher](#) 2. StoryWorks Lesson From Archive (If new edition provides one that is also an option) to practice Problem & Solution. [The Man Who Saved Millions](#) (Other options are available under Non Fiction: Skill Problem and Solution) 3.	[Exit Ticket](#) Independent Assignment from the week [Quick Quiz](#)																			

| | | | | | students with using domain specific words about the topic of text. | | StoryWorks Lesson From Archive (If new edition provides one that is also an option) to practice Cause & Effect. [The End of Chicago](#) (Other options are available under Non Fiction: Skill Cause and Effect) 4. Common Lit Target Lesson for Cause & Effect Jumping Over Boundaries [Student](#) / [Teacher](#) 5. Freckle ELA standard RI3.3 Practices and Videos 6. Native American [Newsela Article](#) | | | | | | | | | | | | | | | | | | | | |

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Using evidence to support an answer in both fiction and non-fiction texts	in 2nd grade students answer questions about a text	RACER writing prompts
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 in 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

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

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

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.