Unit 2 - Interactions

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

In this unit students will Learn more about informational texts by identifying main ideas and details. Learn more about informational texts by analyzing text structure and learn more about themes concerning interactions by analyzing illustrations in realistic fiction.

Enduring Understandings

Self-select text and read independently for a sustained period of time.
Describe personal connections to a variety of sources, including self-selected texts.
Recognize characteristics of digital texts.

Essential Questions

How do plants and animals live together?
How can a chain of events affect plants and animals?
How do living things in a habitat support one another?
How do patterns in nature help plants and animals?
How does reintroduction of a species affect plants and animals in a habitat?
Why is it important for plants and animals to depend on each other?

Learning Objectives

Determine how plants and animals live together
Know about different types of informational text and understand their elements
Use language to make connections between reading and writing informational text

Writing
Use elements of an informational text to write a how-to article
Compose a headline and a lead
Brainstorm and set a purpose
Develop a main idea and supporting details
Develop an introduction
Organize ideas into steps
Organize into sequence and develop a conclusion.
Engage in the editing, revision, and publishing process.

Cursive Handwriting

Reviewing foundational skills for reading and writing cursive handwriting.
Formulating letters and words utilizing cursive handwriting.
Creating accurate stroke sequence, letter size, and connections.

Standards: Content

L.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
L.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
L.RF.3.3.C	Decode multisyllable words.
L.RF.3.3.E	Analyze the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.3.4.A	Read grade-level text with purpose and understanding.
L.RF.3.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF.3.2	Demonstrate command of the conventions of encoding and spelling.
L.WF.3.2.D	Spell singular and plural possessives (teacher's; teachers').
L.WF.3.2.F	Spell regular two- and three-syllable words that:
L.WF.3.2.F.i	Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
L.WF.3.2.G	Spell common words in English, including regular and irregular forms.
L.WF.3.3	Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
L.WF.3.3.A	Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
L.WF.3.3.B	Capitalize appropriate words in titles.
L.WF.3.3.C	Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
L.WF.3.3.D	Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
L.WF.3.3.E	Use appropriate pronouns with clear referents.
L.WF.3.3.F	Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
L.WF.3.3.G	Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
L.WF.3.3.H	Paraphrase a main idea or event in order to vary sentence structure and word use.
L.WF.3.3.I	Organize ideas into paragraphs with main ideas and supporting details.
L.VL.3.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.VL.3.2.A	Use sentence-level context as a clue to the meaning of a word or phrase.
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).
L.VL.3.2.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
L.VL.3.2.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.VI.3.3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.VI.3.3.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
L.VI.3.3.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
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).
R	Reading
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.
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.
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).
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.
W	Writing
W.AW.3.1	Write opinion texts to present an idea with reasons and information.
W.AW.3.1.A	Introduce an opinion clearly.
W.AW.3.1.B	Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
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.
W.AW.3.1.D	Provide a conclusion related to the opinion presented.
W.IW.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.IW.3.2.A	Introduce a topic clearly.
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.
W.IW.3.2.C	Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
W.IW.3.2.D	Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
W.IW.3.2.E	Provide a conclusion related to the information or explanation presented.
W.WP.3.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.WP.3.4.B	Consider writing as a process, including self-evaluation, revision and editing.
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.
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.
W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
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.
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.
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).
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.
SL.PE.3.1.D	Explain their own ideas and understanding in light of the discussion.
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.
SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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.
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.
SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Standards: Interdisciplinary

9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
6.3.5.GeoHE.1	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
6.3.5.GeoGI.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

Assessment Evidence

Formative	Class discussions, "my student interactive" workbook (online and print) activities, in-class

	activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student's phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA
Assessment Evidence Resource	

Instructional Resources

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform Readings: Patterns in Nature, Weird Friends, Wolf Island, Welcome Back, Wolves! and Wolves Don't Belong in Yellowstone, Nature's Patchwork Quilt, Clifter Handwriting Tool (University of Iowa Reading Research Center), Carson Dellosa Education Handwriting: Cursive Workbook Grade 3-5,
Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
X	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness	X	Relationship Skills

X	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		