Unit 5 - Solutions

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

Unit Overview

In this unit students will, learn more about informational texts and analyze text features in an informational text. Students will also learn more about informational texts and analyze the text structure in a procedural text.

Enduring Understandings

How does the world challenge us?

Understand the major themes concerning events by distinguishing diverse viewpoints in narratives.

Essential Questions

What are some ways to prepare for an emergency?
How do changes on Earth affect the environment?
How can nature change people's lives?
How should people respond during a disaster?
What can nature teach us about ourselves?

Learning Objectives

Determine how the environment challenges us
Know about different types of informational text and their elements
Use language to make connections between reading and writing informational text
Use knowledge of the sound and shape of poetry to write a poem

Read and analyze: Time Line: Nature Rocks, Map: When Earth Changes..., Infographic: Emergency!, Poem: "Lesson From the Forest

Writing
Career Exploration – Students will conduct a mini-research project/presentation on a career of their choice.

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	Language
L.RF	Foundational Skills: Reading Language
	Phonics and Word Recognition
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.B	Decode words with common Latin suffixes.
L.RF.3.3.C	Decode multisyllable words.
L.RF.3.3.D	Read grade-appropriate irregularly spelled words.
L.RF.3.3.E	Analyze the parts of high-frequency words that are regular and the parts that are irregular.
	Fluency
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	Foundational Skills: Writing Language
	Spelling
L.WF.3.2	Demonstrate command of the conventions of encoding and spelling.
L.WF.3.2.A	Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
L.WF.3.2.B	Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
L.WF.3.2.C	Identify language of word origin, as noted in dictionaries.
L.WF.3.2.D	Spell singular and plural possessives (teacher's; teachers').
L.WF.3.2.E	Change y to i (cried) in words with suffixes, when required.
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.F.ii	Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
L.WF.3.2.G	Spell common words in English, including regular and irregular forms.
	Sentence Composition (Grammar, Syntax, and Punctuation)
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.KL.3.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
L.KL.3.1.B	Choose words and phrases for effect.
L.KL.3.1.C	Recognize and observe differences between the conventions of spoken and written English.
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).
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.
RL.CI.3.2	Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
RL.PP.3.5	Distinguish their own point of view from that of the narrator or those of the characters.
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.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).
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.NW.3.3	Write narratives to develop real or imagined experiences or events with basic story elements.
W.NW.3.3.A	Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
W.NW.3.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.NW.3.3.C	Use transitional words and phrases to manage the sequence of events.
W.NW.3.3.D	Use concrete words and phrases and sensory details to convey experiences and events.
W.NW.3.3.E	Provide a conclusion or sense of closure that follows the narrated experiences or events.
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.A	Identify audience, purpose, and intended length of composition before writing.
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.WR.3.5	Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
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	Speaking and Listening
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

9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
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).
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.

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: Deep Down and Other Extreme Places to Live, Earthquakes, Eruptions, and Other Events that Change Earth, A Safety Plan: In Case of Emergency, Nora's Ark, from Aesop's Fox, Primary Source – The Dust Bowl, Poem: "Lesson From the Forest, 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)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
	Self-Management		

21st Century Skills & Themes

	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	X	Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		