

NORTHFIELD COMMUNITY SCHOOL
ENGLISH LANGUAGE ARTS (ELA) CURRICULUM FRAMEWORK
BOE APPROVED AUGUST 2024

Preparing students to meet the demands of college and career and engage as productive American citizens with global responsibilities.

Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Practices of English Language Arts

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

ELA practices describe the capacities held by students who have progressed through a kindergarten through grade 12 ELA program in NJ including:

- Developing responsibility for learning
- Adapting Communication
- Valuing Evidence in Argumentation
- Building Knowledge
- Leveraging Technology
- Understanding Self and Others

Four Domains:

Language - Foundational Skills: Reading (RF)

K-5 emphasize importance in:

- decoding and encoding words
- analyzing word parts
- reinforcing awareness of segments of sounds in speech and how they link to letters
- develop reading accuracy, fluency, and comprehension
- highlight broad oral language skills

Foundational Skills: Writing (WF)

- System and Structure of Language (SS)
- Knowledge of Language (KL)
- Vocabulary, Acquisition and Use: Literal Meaning (VL)
- Vocabulary Acquisition and Use: Interpretive Meaning (VI)

K-5 emphasize importance in:

- emphasizing sound-letter basics
- advancing letter formation skills and stamina-building
- develop encoding and spelling skills
- using elements of grammar, syntax, and punctuation in sentence composition
- facilitating development of writing skills and habits

Reading - Literary Text

Informational Text

- Close Reading (CR)
- Central Ideas and Themes of Text (CI)
- Interactions among Text Elements (IT)
- Text Structures (TS)
- Perspective and Purpose in Texts (PP)
- Diverse Media and Formats (MF)
- Analysis of an Argument (AA)
- Comparison of Texts (CT)

Writing

- Argumentative Writing (AW)
- Informative and Explanatory Writing (IW)
- Narrative Writing (NW)
- Writing Process (WP)
- Writing Research (WR)
- Sources of Evidence (SE)
- Range of Writing (RW)

Speaking and Listening

- Participate Effectively (PE)
- Integrate Information (II)
- Evaluate Speakers (ES)
- Present Information (PI)
- Use Media (UM)
- Adapt Speech (AS)

Summary of Anchor Statements

Anchor Statements are designed to identify the domain-specific knowledge, skills, and abilities students will acquire throughout a kindergarten through grade twelve education in English language arts necessary for their postsecondary success. Each of the anchor statements nested within the four domains (Language, Reading, Writing, Speaking and Listening) describes the endpoint of a developmental progression that, in concert with the performance expectations at each grade level, outlines the knowledge and skills that students acquire at each grade level and how these concepts build upon each other over time.

READING Anchor Standards and Progress Indicators include:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Complexity of Text

Reading and Foundational Skills

Phonics and Word Recognition (gr K,1,2,3,4,5)

Fluency (gr K,1,2,3,4,5)

WRITING Anchor Standards and Progress Indicators include:

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

SPEAKING AND LISTENING Anchor Standards and Progress Indicators include:

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

LANGUAGE Anchor Standards and Progress Indicators include:

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external,

sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

GRADE : _3__

PACING GUIDE:

	1st MP	2nd MP	3rd MP	4th MP
READING, WRITING, SPEAKING & LISTENING, LANGUAGE	What a Character! Use Your Words Let Freedom Ring	Stories on Stage Teamwork	Animal Behaviors Make a Difference Imagine! Invent!	From Farm To Table Tell a Tale

UNIT 1 - Time Frame : 18 days

Overview: The student will be able to listen, read, and view a variety of texts and media that present information about bold interesting characters.

READING - RF 3.3, R:3.1, R:3.2, R:3.4,R:3.5,R:3.7,R:3.9, R:3.6

Text Type:

Genre: Realistic Fiction, Fantasy

Foundational:

Decoding:

Short vowels a, e, i, o, u

Long vowels a, e, i, o, u (VCe)

Long a and long e spellings

Spelling:

Short vowels
VCe Spellings
More long a and long e spellings
Fluency:
Accuracy and self correction
Expression
Reading Rate
Comprehension:
Use Metacognitive Skills:
Make and confirm predictions
Monitor and clarify
Make inferences
Literary Elements/ Author's Purpose and Craft:
Point of view
Literary Elements
Theme
Figurative Language
Text and Graphic Features

WRITING - W.3.2a,W3.3a,W3.5,W3.7, W3.4

Writing Focus:

Response to Text:
Write a story idea
Write an email
Write a retelling
Write a biography
Performance Task:
Write a personal narrative;
Plan and generate ideas, organize, draft,revise and edit, publish and print

Speaking and Listening - SL 3.1, SL 3.2, SL 3.4, SL3.3,SL 3.5

Task Type:

Engage in Discussion, Work Collaboratively
Research: Generate a Plan

Language - L3.2,L3.4,L3.6, L3.5a/b, L3.1a

Skill Focus:

Academic: Critical vocabulary, Instructional Vocabulary
Generative Vocabulary: Prefixes mis-, un-, non- suffixes -ful, -ness
Strategies: context clues

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

I can build vocabulary to learn that each protagonist is a unique individual just as I am. I can identify points of view, literary elements, and themes to better understand unfamiliar texts.

CONTENT:

Module 1 HMH into Reading

SKILLS:

decoding, spelling, fluency, vocabulary, comprehension, response to text, communication, writing process, writing form, and grammar

ASSESSMENTS:

Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer
Demonstrate creativity and innovation
Utilize critical thinking to make sense of problems and persevere in solving them
Model integrity and ethical leadership
Use technology to enhance collaboration and communication
Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc. Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 2 - Time Frame : 18 days

Overview: The student will be able to listen, read, and view a variety of texts and media that present them with information about the importance of words and how they are used to express ideas and feelings.

READING - RF 3.3c, R:3.1, R:3.2, R:3.4,R:3.5,R:3.7, R:3.6

Text Type:

Genre: Letters, Poetry

Foundational:

Decoding:

More long o spellings

More long i spellings

Review long and short vowels

Spelling:

More long o spellings

More long i spellings

Review long and short vowels

Fluency:

Rhyming

Expression

Reading Rate

Comprehension:

Retell/Summary

Ask and answer questions

Visualize

WRITING - W.3.2a,W3.5,W3.1, W3.4

Writing Focus:

Response to Text:

Write a friendly letter

Write a poem
Write a Retelling
Write a Comparison
Performance Task:
Write a persuasive letter
Plan and generate ideas, organize, draft, revise and edit, publish and print

Speaking and Listening - SL 3.1a/b/d, SL 3.2, SL 3.4, SL3.3

Task Type:

Use Formal and Informal Language
Research: Gather Information
Create a Multimedia Presentation

Language - L3.2, L3.4, L3.6, L3.5a/b, L3.1a

Skill Focus:

Academic: Critical vocabulary, Instructional Vocabulary
Generative Vocabulary: Prefixes re-, pre-, dis
Strategies: synonyms and antonyms

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

I can identify elements of poetry and figurative language in order to better understand unfamiliar texts. I will also encounter memoir and fantasy to build knowledge across genres.
I can build vocabulary and synthesize topic knowledge that will take me on an adventure or teach me something new.

CONTENT:

Module 2 HMH into Reading

SKILLS:

decoding, spelling, fluency, vocabulary, comprehension, response to text, communication, writing process, writing form, and grammar

ASSESSMENTS:

Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer
Demonstrate creativity and innovation
Utilize critical thinking to make sense of problems and persevere in solving them
Model integrity and ethical leadership
Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc. Teachers plan for support, remediation, enhancement and enrichment.

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Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 3 - Time Frame : 18 days

Overview: The student will be able to listen, read, and view a variety of texts and media that present them with information about important U.S. documents and symbols.

READING - RF 3.3c, R:3.1, R:3.2,R 3.3, R:3.4a/b,R:3.5,R:3.7, R:3.6, R 3.8, R 3.9

Text Type:

Nonfiction

Foundational:

Decoding:

Three-Letter Blends(spl, scr, spr, str)

Words with /j/, /k/, and /kw/

Silent Letters (kn, wr, gn, mb, and rh)

Spelling:

Three-Letter Blends (spl, scr, spr, str)

Words with /j/, /k/, and /w/

Silent Consonants

Fluency:
Phrasing
Expression
Reading Rate
Comprehension:
Synthesize
Retell/Summarize
Ask and answer questions

WRITING - W.3.2, W.3.2a,W. 3.5, W. 3.7,W.3.1a, W. 3.4

Writing Focus:

Response to Text:
Write an Encyclopedia Entry
Write a Summary
Write an Autobiography
Write an Opinion Letter
Performance Task:
Write an Informative Article

Speaking and Listening - SL 3.1, SL 3.2, SL 3.4, SL3.3

Task Type:

Research: Take Notes
Media Literacy: Interpret/Analyze Media
Give a Presentation

Language - L3.2,L3.4,L3.6, L3.5b

Skill Focus:

Academic: Critical vocabulary, Instructional Vocabulary
Generative Vocabulary: Suffixes-y,-less and Prefix dis, Suffix-er/-est with Spelling change, Prefix im-(not)
Strategies: multiple meanings and words

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

I can identify the central idea, text structure, and media techniques in order to better understand unfamiliar texts. I can build vocabulary and synthesize topic knowledge, and learn more about our country's history and how various symbols came to represent the values and ideals of the United States.

CONTENT:

Module HMH into Reading

SKILLS:

decoding, spelling, fluency, vocabulary, comprehension, response to text, communication, writing process, writing form, and grammar

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class.

They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc. Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

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Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 4 - Time Frame : 18 days

Overview: The student will be able to listen, read, and view a variety of texts and media that present them with information about the features of drama.

READING - RF 3.3c, R:3.1, R:3.2,R 3.3, R:3.4,R:3.5,R:3.7, R:3.6, R 3.8, R 3.9

Text Type: Drama

Foundational:

Decoding:

Consonant Digraphs ch, tch, sh, wh, th, ph, ng

Vowel Diphthongs ow, ou

Vowel Sounds au, aw, al, o

Spelling:

Spelling the /ch/ sound

Vowel sound in town

Vowel sound in talk

Silent Consonants

Fluency:

Intonation

Expression

Reading Rate

Comprehension:

Visualize

Retell/Summarize

Monitor and Clarify

WRITING -: W.3.2a,W. 3.3 a/b, W. 3.7,W.3.5, W. 3.8,W 3.4

Writing Focus:

Response to Text:

Write Flash Fiction

Write a Travel Guide

Write a Newspaper Report

Write a Character Task

Performance Task:

Write a story

Speaking and Listening - SL 3.1, SL 3.2, SL 3.4, SL3.3,

Task Type

Summarizing and Paraphrasing

Research: Evaluate and Organize

Oral Instructions

Language - L3.2,L3.4,L3.6, L3.5

Skill Focus:

Academic: Critical vocabulary, Instructional Vocabulary

Generative Vocabulary: Prefixes im-, in-, Suffixes -er, -or, Latin roots aud, vis

Strategies: shades of meaning

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

I can identify elements of drama and literacy in order to better understand unfamiliar texts. I will also encounter fables and video to build knowledge across genres.

I can build vocabulary and synthesize topic knowledge and I will learn more about the value of drama and the key differences between stories and plays.

CONTENT:

Module 4 HMH into Reading

SKILLS: decoding, spelling, fluency, vocabulary, comprehension, response to text, communication, writing process, writing form, and grammar

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class.

They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

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Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 5 - Time Frame : 18 days

Overview: The student will be able to listen, read, and view a variety of texts and media that present them with information about teamwork.

READING - RF 3.3, R:3.1, R:3.2,R 3.3, R:3.4,R:3.5,R:3.7, R:3.6, R 3.8, R 3.9, RF.3.4a/b

Text Type:

Realistic Fiction

Foundational:

Decoding:

Vowel Diphthongs oi, oy

Homophones

Contractions

Spelling:

Vowel sound in joy

Homophones

Contractions

Fluency:

Intonation

Accuracy and Self-Correction

Reading Rate

Comprehension:

Ask and Answer Questions

Monitor and Clarify

Make and Confirm Predictions

WRITING - W.3.2a,W. 3.3 a, W. 3.7,W.3.5,W 3.4

Writing Focus:

Response to Text:
Write a Sports Column
Write an Email
Write a Memoir
Write a Hall of Fame Biography
Performance Task:
Write an Editorial

Speaking and Listening - SL 3.1, SL 3.2, SL3.3

Task Type:

Summarizing and Paraphrasing
Research: Site Sources
Engage in Discussion

Language - L3.2c/f,L3.4,L3.6, L3.5b/c

Skill Focus:

Academic: Critical vocabulary, Instructional Vocabulary
Generative Vocabulary: Suffixes -er, -or, -er, -est
Greek root bio; Latin root vid
Suffix-ment

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

I can identify literary elements,author's craft, and theme in order to better understand unfamiliar texts. I will also encounter narrative nonfiction and video to build knowledge across genres.
I can build vocabulary and synthesize topic knowledge and I will learn more about the way that sports can bring people together to work as a family.

CONTENT:

Module 5 HMH into Reading

SKILLS:

decoding, spelling, fluency, vocabulary, comprehension, response to text, communication, writing process, writing form, and grammar

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer
Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them
Model integrity and ethical leadership
Use technology to enhance collaboration and communication
Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc. Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

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Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 6 - Time Frame : 18 days

Overview: The student will be able to listen, read, and view a variety of texts and media that present them with information about animal survival.

READING - RF 3.3b/c, R:3.1, R:3.2,R 3.3,R:3.5,R:3.7, R 3.8, R 3.9, RF.3.4b

Text Type:

Nonfiction

Foundational:

Decoding:

Words with ar, or, ore

Words with er, ir, ur, or

Words with/ar/ and /ir/

Spelling:

Vowel + /r/ Sounds

Vowel + /r/Sounds in nurse
Vowel + /r/ Sounds in air and fear
Fluency:
Expression
Accuracy and Self-Correction
Reading Rate
Comprehension:
Ask and Answer Questions
Monitor and Clarify
Retell and Summarize

WRITING - W.3.2a,W. 3.3 a, W. 3.7,W.3.5,W 3.4

Writing Focus:

Response To Text:
Write a Book Review
Write an Announcement
Write a Poem
Write an Opinion Blog Entry
Performance Task:
Write a Science Article

Speaking and Listening - SL 3.1, SL 3.4, SL3.3

Task Type:

Research: Paraphrase
Give a Presentation
Work Collaboratively

Language - L3.2,L3.4,L3.6, L3.5a/b

Skill Focus:

Academic: Critical vocabulary, Instructional Vocabulary
Greek Prefixes uni-, bi-, tri
Prefix un
Suffix-ly

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

I can identify the author's purpose, central idea and text structure in order to better understand unfamiliar texts. I can build vocabulary and synthesize topic knowledge and I will learn more about the way that animals

utilize behaviors and characteristics or traits to help them survive.

CONTENT:

Module 6 HMH into Reading

SKILLS:

decoding, spelling, fluency, vocabulary, comprehension, response to text, communication, writing process, writing form, and grammar

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class.

They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 7 - Time Frame : 18 days

Overview: The student will be able to listen, read, and view a variety of texts and media that provides them with

information communities.

READING - RF 3.3b/c, R:3.1, R:3.2,R 3.3,R 3.4,R:3.5,R:3.7, R 3.8, R 3.9, R3.6

Text Type:

Narrative Nonfiction

Foundational:

Decoding

Compound Words and Abbreviations

Irregular Plurals

Words with /M/ and /B/

Spelling:

Compound Words and Abbreviations

Irregular Plurals

Words with /M/ and /B/

Fluency:

Phrasing

Intonation

Accuracy and Self-Correction

Comprehension:

Make and Confirm Predictions

Make Inferences

Synthesize

WRITING - W.3.2, W. 3.7,W.3.5, W3.8,W 3.4

Writing Focus:

Response To Text:

Write a How To Report

Write a Newspaper Article

Write an Encyclopedia Entry

Write a Pamphlet

Performance Task:

Write an Informative Report

Speaking and Listening - SL 3.1, SL 3.4, SL3.3

Task Type:

Research: Plan and Gather Information

Research: Evaluate and Organize Information
Research: Paraphrase and Cite Sources

Language - L3.2,L3.4,L3.6, L3.5b/c, L 3.1a

Skill Focus:

Academic: Critical vocabulary, Instructional Vocabulary
Generative Vocabulary
Suffix-ion
Suffixes -ness, -able
Compound words

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

I can identify the author's purpose, text structure and text and graphic features in order to better understand unfamiliar texts. I will also encounter historical fiction to build knowledge across genres.
I can build vocabulary and synthesize topic knowledge and I will learn more about the way a dedicated individual or group of people can help make a community stronger and better.

CONTENT:

Module 7 HMH into Reading

SKILLS:

decoding, spelling, fluency, vocabulary, comprehension, response to text, communication, writing process, writing form, and grammar

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer
Demonstrate creativity and innovation
Utilize critical thinking to make sense of problems and persevere in solving them
Model integrity and ethical leadership
Use technology to enhance collaboration and communication
Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc. Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 8 - Time Frame : 18 days

Overview: The student will be able to listen, read, and view a variety of texts and media that provides them with information about inventors and inventions.

READING - RF 3.3, R:3.1, R:3.2,R 3.3,R 3.4,R:3.5,R:3.7, R 3.8, R 3.9,RF 3.4b, R 3.6

Text Type:

Nonfiction

Foundational:

Decoding

Review of Prefixes and Suffixes

Prefixes re-, un-, and Suffixes-less, -ness

Plurals

Spelling:

Words with -ed and -ing

Prefixes re-, un-, and Suffixes -less, -ness

Changing Final y to i

Fluency:

Reading Rate
Accuracy and Self-Correction
Comprehension:
Make Inferences
Make and Confirm Predictions
Retell/Summarize

WRITING - W.3.2, W. 3.7,W.3.5, W3.1,W 3.4

Writing Focus:

Response To Text:

Write a Friendly Letter

Write a Magazine Article

Write a Summary

Write a Caption

Performance Task:

Write a Persuasive Essay

Speaking and Listening - SL 3.1, SL 3.4, SL3.3

Task Type:

Oral Instructions

Give a Presentation

Research/Media/Literacy: Create a Multimedia Presentation

Language - L3.2e/f,L3.4,L3.6, L3.3a, L 3.5a/b

Skill Focus:

Academic: Critical vocabulary, Instructional Vocabulary

Generative Vocabulary

Greek Word Root graph and Suffix -logy

Prefix ex

Latin Roots vis, mem

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

I can identify text structure and text and central idea in order to better understand unfamiliar texts. I will also encounter narrative poetry and opinion text to build knowledge across genres.

I can build vocabulary and synthesize topic knowledge and I will learn more about the way an idea, determination, support, and hard work can create an environment where anything is possible.

CONTENT:

Module 8 HMH into Reading

SKILLS:

decoding, spelling, fluency, vocabulary, comprehension, response to text, communication, writing process, writing form, and grammar

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class.

They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc. Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

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Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 9 - Time Frame : 18 days

Overview: The student will be able to listen, read, and view a variety of texts and media that provides them with information about where our food comes from.

READING - RF 3.3a/c, R:3.1, R:3.2,R 3.3,R:3.5,R:3.7, R 3.9,RF 3.4b, R 3.6

Text Type:

Informational Text

Foundational:

Decoding

Suffixes -ful, -y, -ly, -er, -or

Words with ough, augh

Words with /j/ and /s/

Spelling:

Suffixes -ful, -ly, and -er

Words with ough, augh

Words with /j/ and /s/

Fluency:

Intonation

Reading Rate

Accuracy and Self-Correction

Comprehension:

Synthesize

Ask and Answer Questions

Monitor and Clarify

WRITING - W 3.3a, W. 3.7,W.3.5, W3.1a,W 3.4

Writing Focus:

Response to Text:

Write a Critique

Write a Question and Answer Summary

Write an Opinion Essay

Write an Instruction Manual

Poetry:

Plan and Generate Ideas

Organize

Draft

Revise and Edit

Publish and Present

Speaking and Listening - SL 3.1, SL 3.2, SL 3.4, SL3.3

Task Type:

Research: Plan and Gather Information
Media/Literacy: Interpret/Analyze Media
Media
Engage in Discussion

Language - L3.2,L3.4,L3.6, L 3.5

Skill Focus:

Academic: Critical vocabulary, Instructional Vocabulary
Generative Vocabulary
Prefixes in-, re-, Suffix -ful, Root mem
Suffixes -ness, -able
Suffix -ion and Compound Words

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

I can identify text structure, central idea, and text and graphic features in order to better understand unfamiliar texts. I will also encounter videos to build knowledge across genres.
I can build vocabulary and synthesize topic knowledge and I will learn that's food's journey to our table often begins on a farm.

CONTENT:

Module 9 HMH into Reading

SKILLS:

decoding, spelling, fluency, vocabulary, comprehension, response to text, communication, writing process, writing form, and grammar

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer
Demonstrate creativity and innovation
Utilize critical thinking to make sense of problems and persevere in solving them
Model integrity and ethical leadership
Use technology to enhance collaboration and communication
Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc. Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

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Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 10 - Time Frame : 18 days

Overview: The student will be able to listen, read, and view a variety of texts and media that provides them with information about stories that are worth retelling.

READING - RF 3.3a/c, R:3.1, R:3.2,R 3.3,R 3.4,R:3.5,R:3.7, R 3.8,RF 3.4a/b

Text Type:

Tales

Foundational:

Decoding

Final Stable Syllables -tion, -sure, -ture

VCCV Syllable Division Pattern

Words Ending in -le, -al, -el, -er

Spelling:

VCCV Pattern

Words with Double Consonants

Words ending in -er or -le

Fluency:

Phrasing
Expression
Intonation
Comprehension:
Make Inferences
Visualize
Retell/Summarize

WRITING - W 3.2a, W 3.3a, W. 3.7,W.3.5,W 3.8, W 3.4

Writing Focus:

Response to Text:

Write a Wiki Entry

Write a Lesson

Write an Opinion Post

Write a Trickster Tale

Performance Task:

Narrative

Plan and Generate Ideas

Organize

Draft

Revise and Edit

Publish and Present

Speaking and Listening - SL 3.2, SL 3.4, SL3.3,SL 3.5

Task Type:

Oral Instructions

Research and Media Literacy: Evaluate and Organize Information

Give a Presentation

Language - L3.2,L3.4,L3.3a, L 3.5b/c

Skill Focus:

Academic: Critical vocabulary, Instructional Vocabulary

Generative Vocabulary

Prefixes re-, Suffix -y, Root graph

Suffixes -ment

Prefixes im-,in

Strategies:

Multiple Meaning Words

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

I can identify a text author's craft, theme, and figurative language in order to better understand unfamiliar text. I can build vocabulary and synthesize topic knowledge and I will learn more about how people pass their culture's tales from one generation to the next.

CONTENT:

Module 10 HMH into Reading

SKILLS:

decoding, spelling, fluency, vocabulary, comprehension, response to text, communication, writing process, writing form, and grammar

ASSESSMENTS:

Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class.

They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc