

**English Language Arts
Third Grade**

CURRICULUM GUIDE

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**This curriculum may be modified through varying techniques,
strategies and materials, as per an individual student's
Individualized Education Plan (IEP).**

**Approved by the Great Meadows Regional Board of Education
At the regular meeting held on 2/28/2017
And
*Aligned with the New Jersey Student Learning Standards***

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Philosophy and Rationale

New Jersey Student Learning Standards for English Language Arts set expectations in reading, writing, and language to help ensure all students are college and career ready. We build deep understanding by teaching students to approach reading from different points of view; that of the text, reader, task, and content. Grade-level appropriate texts will be selected to reflect the multiple transitions from grade six to grade eight while being mindful of increasing text complexity. All students will be exposed to increasingly complex and varied texts over the course of the school year. Students will read, interpret, and analyze text with a primary focus on collecting and utilizing relevant text evidence to support answers in text based critical thinking questions. As the year progresses, so will the text complexity; whereby the standard is applied to more complex text affording a deeper application of the standard. Students 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.

~ NJ Student Learning Standards for English Language Arts

Mission Statement

The GMRSD will provide quality educational opportunities that ensure the individual success of all students within a safe and supportive environment and build life-long learners who will meet society's challenges into and beyond the 21st century. To that end, it is anticipated that all students will achieve the New Jersey Student Learning Standards at all grade levels.

Scope and Sequence

Unit 1:

Reading Literature and Informational Texts:

- Comprehension Skills and Strategies:
 - Target Skill: Story Structure/Analyze Illustrations, Conclusions/Author's Word Choice, Understanding Characters/Story Message, Compare and Contrast/Story Structure, Cause and Effect/Literal and Nonliteral Meanings
 - Target Strategies: Summarize, Infer/Predict, Analyze/Evaluate, Visualize

Writing:

- Writing:
 - Narrative Writing:
 - Descriptive paragraph with a focus trait in word choice
 - Dialogue with a focus trait in ideas
 - Personal paragraph with a focus trait in voice
 - Personal Narrative with a focus trait in ideas
 - Draft a personal narrative with a focus trait in sentence fluency

Foundational Skills:

- Phonics:
 - Short Vowels *a, e, i, o, u*
 - Long Vowels *a, e, i, o, u*
 - Common Vowels *ai, ay, ee, ea*
 - Long *o* spelled *oa, ow*
 - Long *i* spelled *i, ie, igh*
 - Words with the pattern: VCCV, VCe
- Fluency
 - Accuracy, Phrasing, Reading Rate, Expression, Intonation

Language:

- Target Vocabulary
- Spelling:
 - Short Vowels
 - VCe Spellings
 - Long *a* and Long *e* Spellings
 - Long *o* Spellings
 - Long *i* Spellings
- Vocabulary Strategies: Context Clues, Dictionary/Glossary, Antonyms, Word Families, Prefix *mis-*
- Grammar: Simple Sentences, Kinds of Sentences, Compound Sentences, Common and Proper Nouns, Plural Nouns with *-s* and *-es*

Unit 2:

Reading Literature and Informational Texts:

- Comprehension Skills and Strategies:
 - Target Skill: Sequence of Events/Domain Specific Vocabulary, Text and Graphic Features/Sequence of Events, Conclusions/Literal and Nonliteral Meanings, Cause and Effect, Analyze Illustrations, Main Ideas and Details/Sequence of Events
 - Target Strategies: Question, Analyze/Evaluate, Infer/Predict, Monitor/Clarify, Summarize

Writing:

- Writing:
 - Opinion Writing:
 - Response paragraph with a focus trait in ideas
 - Opinion paragraph with a focus trait in organization
 - Response paragraph with a focus trait in word choice
 - Prewrite a response to literature with a focus trait in organization
 - Draft a response to literature with a focus trait in sentence fluency

Foundational Skills:

- Phonics:
 - Words with VCV pattern
 - Three-Letter Clusters (*scr, spr, str, thr*)
 - Silent Letters *kn, wr*
 - Vowel Diphthongs *ow* and *ou*
 - Words with *au, aw, al, and o*
- Fluency
 - Reading Rate, Expression, Stress, Intonation, Accuracy

Language:

- Target Vocabulary
- Spelling:
 - More short and long vowels
 - Three-Letter Clusters
 - Unexpected Consonant Spellings
 - Vowel Sound in *town*
 - Vowel Sound in *talk*
- Vocabulary Strategies: Suffixes *-able, -ible*, Synonyms, Context Clues, Dictionary/Glossary, Shades of Meaning

Grammar: What is a verb?, Verb Tenses, Using Commas, Abstract Nouns, Pronouns and Antecedents

Unit 3:

Reading Literature and Informational Texts:

- Comprehension Skills and Strategies:
 - Target Skill: Sequence of Events/Text and Graphic Features, Theme/Point of View, Compare and Contrast/Story Message, Author's Purpose/Point of View, Understanding Characters/Formal and Informal Language
 - Target Strategies: Question, Visualize, Analyze/Evaluate, Summarize, Infer/Predict

Writing:

- Writing:
 - Informative Writing:
 - Cause-and-effect paragraphs with a focus trait in word choice
 - Compare-and-contrast paragraphs with a focus in word choice
 - Informative paragraph with a focus trait in organization
 - Prewrite an explanatory essay with a focus trait in ideas
 - Draft an explanatory essay with a focus trait in voice

Foundational Skills:

- Phonics:
 - Vowel Diphthongs *oi, oy*
 - Homophones
 - Words Ending in *-er* and *-le*
 - Contractions with *n't, 'd, 've*
 - Words with *ar, or, ore*
 - Words with *er, ir, ur, or*
- Fluency
 - Phrasing, Stress, Reading Rate, Accuracy, Expression

Language:

- Target Vocabulary
- Spelling:
 - Vowel Sound in *joy*
 - Homophones
 - Contractions
 - Vowel + /r/ Sounds
 - Vowel + /r/ Sound in *nurse*
- Vocabulary Strategies: Suffixes *-less, -ful, -ous*, Idioms, Homophones and Homographs, Prefixes *in-, -im-*, Using a Thesaurus
- Grammar: More Plural Nouns, Writing Quotations, Subject-Verb Agreement, Pronoun-Verb Agreement, Verb Tenses

Unit 4:

Reading Literature and Informational Texts:

- Comprehension Skills and Strategies:
 - Target Skill: Story Structure/Theme, Conclusions/Point of View, Text Graphic Features/Domain-Specific Vocabulary, Story Structure/Story Message, Main Ideas and Details/Literal and Nonliteral Meanings
 - Target Strategies: Infer/Clarify, Visualize, Question, Summarize, Infer/Predict

Writing:

- Writing:
 - Opinion Writing:
 - Persuasive letter with a focus trait in ideas
 - Opinion Paragraph with a focus trait in voice
 - Problem -an-solution paragraph with a focus trait in voice
 - Prewrite a persuasive essay with a focus trait in ideas
 - Draft a persuasive essay with a focus trait in organization

Foundational Skills:

- Phonics:
 - Words with *air, ear, are*
 - Words with /j/ and /s/
 - Words with /k/ and /kw/
 - Vowel Sounds in *spoon* and *wood*
 - Compound Words
- Fluency
 - Intonation, Stress, Expression, Reading Rate, Accuracy

Language:

- Target Vocabulary
- Spelling:
 - Vowel + /r/ Sounds in *air* and *fear*
 - Words with /j/ and /s/
 - Spelling the /k/ and /kw/ sounds
 - Vowel Sounds in *spoon* and *wood*
 - Compound Words
- Vocabulary Strategies: Context Clues, Suffix *-ly*, Word Roots, Prefixes *pre-*, *re-*, *bi-*, Dictionary/Glossary
- Grammar: What are Adjectives and Articles, Adjectives that Compare, Using the Verb *be* and Helping Verbs, More Irregular Verbs, What is an Adverb

Unit 5:

Reading Literature and Informational Texts:

- Comprehension Skills and Strategies:
 - Target Skill: Story Structure/Point of view, Compare and Contrast/Author's Word Choice, Sequence of Events/Formal and Informal Language, Author's Purpose/Analyze Illustrations, Text and Graphic Features/Main Ideas and Details
 - Target Strategies: Monitor/Clarify, Visualize, Analyze/Evaluate, Question, Infer/Predict

Writing:

- Writing:
 - Narrative Writing:
 - Fictional narrative paragraph with a focus trait in ideas
 - Descriptive paragraph with a focus trait in word choice
 - Dialogue with a focus trait in voice
 - Prewrite a fictional narrative with a focus trait in ideas
 - Draft a fictional narrative with a focus trait in word choice

Foundational Skills:

- Phonics:
 - Base Words and *-ed, -ing*
 - Spelling Changes: *-s, -es, -ed, -ing*
 - Suffixes *-er, -est*
 - Shades of Meaning
 - Analogies
- Fluency
 - Intonation, Word Roots, Reading Rate, Accuracy, Expression

Language:

- Target Vocabulary
- Spelling:
 - Words with *-ed* and *-ing*
 - Changing Final *y* to *i*
 - Suffixes *-ful, -ly, and -er*
 - Prefixes *re-, un-*
 - Suffixes *-less* and *-ness*
- Vocabulary Strategies: Prefix *non-*, Word Roots, Suffixes *-er, -est*, Shades of Meaning, Analogies
- Grammar: Adverbs That Compare, Making Comparisons, Possessive Nouns and Pronouns, Complex Sentences, Words that Compare

Unit 6:

Reading Literature and Informational Texts:

- Comprehension Skills and Strategies:
 - Target Skill: Main Idea and Detail, Cause and Effect, Fact and Opinion, Understanding Characters, Conclusions
 - Target Strategies: Analyze/Evaluate, Summarize, Visualize, Monitor/Clarify, Question

Writing:

- Writing:
 - Informative Writing:
 - Compare-and-contrast paragraph with a focus trait in organization
 - Problem-and-solution paragraph with a focus trait on ideas
 - Instructions with a focus trait in word choice
 - Pre-write a research report with a focus trait in ideas
 - Draft a research report with a focus trait in organization

Foundational Skills:

- Phonics:
 - Common Final Syllable *-tion, -sion, -ure*
 - Double Consonants
 - Words with *ough* and *ough*
 - Words Ending in *-er* or *-le*
 - Schwa Sound
- Fluency
 - Accuracy, Intonation, Phrasing, Expression, Reading Rate

Language:

- Target Vocabulary
- Spelling:
 - Words with VCCV Pattern
 - Words with Double Consonants
 - Words with *ough* and *ough*
 - Words Ending in *-er* or *-le*
 - Words Beginning with *a-* or *be-*
- Vocabulary Strategies: Suffix *-ion*, Homographs and Homophones, Commas in Sentences, Prefixes *un-*, *dis-*, Compound Words
- Grammar: Abbreviations, Contractions, Word Roots, What Is a Preposition, Correct Pronouns

Unit 1

Stage I: Desired Results

Topic: - Good Citizens and Our Communities

Time Allotment:

- Unit: $\frac{1}{6}$ of the school year
- Lessons: 7-10 days per lesson

Essential Questions:

1. What are the parts of a story?
2. What clues in the story tell you about the characters?

Enduring Understandings:

1. Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
2. Letters and letter combinations represent sounds.
3. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.

Content Standards:

Reading:

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.7 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).

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading Informational Text:

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.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.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Foundational Skills:

RF.3.3.C Decode multisyllable words.

RF.3.3.D Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.A Read grade-level text with purpose and understanding.

RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.B Provide reasons that support the opinion.

W.3.1.D Provide a concluding statement or section.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3.D Provide a sense of closure.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.9 (W.3.9 begins in grade 4)

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

SL.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.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1.B Follow agreed-upon rules 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.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1.D Explain their own ideas and understanding in light of the discussion.

SL.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.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.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.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

Language:

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1.B Form and use regular and irregular plural nouns.

L.3.1.H Use coordinating and subordinating conjunctions.

L.3.1.I Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3.A Choose words and phrases for effect.*

L.3.3.B Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4.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.3.4.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.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Knowledge and Skills:

Reading Comprehension and Fluency: *Teacher Read Aloud and Guided/Whole Group Reading*

- Listen to fluent reading
- Ask and answer questions about what a speaker says
- Recognize time-order words that signal a series of events
- Determine the meanings of domain-specific words and phrases
- Discuss how details in the text support the selection's main idea
- Recount details from a story read aloud
- Answer questions about a text read aloud with appropriate elaboration and detail
- Determine the main idea and supporting details of a text read aloud
- Use complete sentences when recounting story details
- Identify elements of the story's structure
- Explain how characters' actions contribute to a story's sequence of events
- Recount the story's most important events.
- Read words and sentences to improve fluency
- Use text evidence to draw conclusions and demonstrate understanding
- Use conclusions to infer what characters are like
- Predict a text's events and cite examples from the text to confirm predictions
- Describe characters and explain how their actions contribute to the sequence of events
- Compare and contrast main characters in a story
- Explain how characters' actions contribute to the story's sequence of events
- Use text evidence to infer and predict what will happen in the story
- Describe cause-and-effect relationships in text
- Identify words that can signal cause-and-effect connections
- Use descriptions to visualize while reading
- Identify elements of the story's structure
- Describe how characters' actions contribute to a story's sequence of events
- Explain how aspects of a text's illustration help create mood
- Use explicit text details to draw conclusions
- Explain how an author's choice of words affects the text
- Determine the message of a story and explain how the details convey the message

- Compare and contrast the main characters in a story
- Describe how characters' actions contribute to the story's sequence of events
- Describe cause-and-effect relationships in text
- Use signal words to identify cause-and-effect connections
- Use context to determine whether the literal or nonliteral meaning of a word or phrase is appropriate
- Come to a discussion prepared and explain your own ideas
- Describe how characters' actions contribute to a story's sequence of events
- Write a response to literature
- Prepare for a discussion and explain your ideas
- Explain how characters' actions contribute to the sequence of events
- Determine the central message of a story and explain how it is conveyed through key details in the text
- Explain how illustrations contribute to text
- Reread and comprehend literature and informational text
- Ask and answer questions to demonstrate understanding
- Read independently from a "just right" book
- Use context to confirm or self-correct when reading unfamiliar words
- Read fluently and accurately by pausing after punctuation marks
- Identify sequential connections among sentences and paragraphs
- Refer to Scope and Sequence for specific unit skills

Phonics:

- Decode and read multisyllable words
- Read words and sentences to improve fluency
- Decode, read, and spell multisyllable words with various vowel consonant patterns and pairs
- Read orally with accuracy, at appropriate rate, expression, and intonation
- Decode and read multisyllable words
- Blend and read irregularly spelled words
- Acquire and use generic academic words and phrases
- Identify real-life connections between words and their use
- Use reference sources to determine or clarify meanings of words and phrases
- Refer to Scope and Sequence for specific unit skills

Vocabulary:

- Acquire and use vocabulary
- Acquire and use general academic words and phrases
- Identify real-life connections between words and their use
- Distinguish shades of meaning among related words
- Use context as a clue to determine the intended meanings of words and phrases
- Use a dictionary to determine or clarify the meaning of words and phrases

- Use glossaries and digital dictionaries for word clarification
- Use known base words as clues to determine meanings of unfamiliar words
- Refer to Scope and Sequence for specific unit skills

Grammar/Spelling:

- Refer to Scope and Sequence for specific unit skills

Handwriting:

- Write the spelling words

Writing:

- Identify the characteristics of a good written piece
- Identify details and examples that support your written piece
- Use exact words to describe
- Strengthen writing by revising and editing
- Use technology to publish
- Consider audience, purpose, and plan character's feelings
- Use thoughts and feelings to express voice
- Include important and interesting details to tell about events
- Plan and draft appropriately
- Establish a sequence of events while planning
- Use technology to publish
- Refer to Scope and Sequence for specific unit skills

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies)

- *Reading:* By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
- *Writing:* Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- *Speaking and Listening:* 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.

- *Language*: Demonstrate demand of the conventions of Standard English grammar and usage when writing or speaking.

Assessment Methods: (formative, summative, other evidence and/or student self-assessment)

- Formative
 - Teacher observation
 - Discussions and questioning
 - Selection quizzes and tests
 - Short answer and constructed responses
 - Journal writing and reading responses
 - Running records of oral reading fluency
 - Peer and self-assessment
 - DRAs
- Summative
 - Benchmark assessments
 - Unit and lesson assessments
 - Final written essays

Stage 3: Learning Plan

The first unit theme is focused on good citizens and our communities. This unit allows the teacher to use the lessons and apply them to building a strong and positive classroom environment. The questions within the first 5 lessons open up the classroom discussion for learning in different settings, the importance of government courts, volunteering, roles in projects, and traits of a true hero. Various comprehension questions are asked, discussed and assessed while reading the lesson's related texts; Anchor Text, Vocabulary Readers, Leveled Readers, and additional picks from the teacher.

Each of the five lesson's Vocabulary Cards guide in the mastery of 10 new words, which are continually used throughout each unit. The vocabulary goals for the first five lessons include identifying context clues, using a dictionary/glossary, finding antonyms, linking word families, and using the prefix mis-. Fluency goals practiced focus on each student's accuracy, phrasing, reading rate, expression and intonation. Completion of each lesson's chosen spelling and grammar worksheets allow the students to practice and master new skills, which also spiral throughout the units. New skills, such as creating simple sentences, kinds of sentences, compound sentences, common and proper nouns, and plural nouns, are then applied in the lessons writing goals. The writing goals practiced in the first unit are composing a descriptive paragraph, including dialogue, and drafting, revising, editing, and publishing a personal narrative.

Teachers will also pick additional ways to incorporate the unit lessons using different technology/websites to engage the students and also provide continuous practice, interactive lessons for additional support, plus ongoing formal and summative assessments. This lesson, along with each Journeys unit lessons, allows teachers to differentiate between specifically designed materials for students classified from Tier I to Tier III. Additional materials and assessments used in the classroom include the Benchmark and Unit Tests, Progress Monitoring Assessments, and interactive smartboard lessons and activities.

Unit 2

Stage I: Desired Results

Topic: - Express Yourself

Time Allotment:

- Unit: 1/6 of the school year
- Lessons: 7-10 days per lesson

Essential Questions

1. What clues in story help you figure out the sequence of events?
2. Why are details important in a biography?

Enduring Understandings:

1. Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
2. Letters and letter combinations represent sounds.
3. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
4. Fluent readers group words quickly to help them gain meaning from what they read.
5. Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
6. Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.
7. Researchers gather and critique information from different sources for specific purposes.

Content Standards:

Reading Literature:

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

RL.3.7 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).

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.7 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)

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading Informational:

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.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.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Foundational Skills:

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3.B Decode words with common Latin suffixes.

RF.3.3.D Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.A Read grade-level text with purpose and understanding.

RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.B Provide reasons that support the opinion.

W.3.1.D Provide a concluding statement or section.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3.C Use temporal words and phrases to signal event order.

W.3.3.D Provide a sense of closure.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

SL.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.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1.B Follow agreed-upon rules 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.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1.D Explain their own ideas and understanding in light of the discussion.

SL.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.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.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.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

Language:

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1.B Form and use regular and irregular plural nouns.

L.3.1.H Use coordinating and subordinating conjunctions.

L.3.1.I Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2.A Capitalize appropriate words in titles.

L.3.2.B Use commas in addresses.

L.3.2.C Use commas and quotation marks in dialogue.

L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)

L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3.A Choose words and phrases for effect.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4.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.3.4.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.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4.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.3.4.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.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Knowledge and Skills:

Reading Comprehension and Fluency: *Teacher Read Aloud and Guided/Whole Group Reading*

- Listen to fluent reading
- Ask and answer questions about what a speaker says
- Recognize time-order words that signal a series of events
- Determine the meanings of domain-specific words and phrases
- Discuss how details in the text support the selection's main idea
- Recount details from a story read aloud
- Answer questions about a text read aloud with appropriate elaboration and detail
- Determine the main idea and supporting details of a text read aloud
- Use complete sentences when recounting story details
- Identify elements of the story's structure
- Explain how characters' actions contribute to a story's sequence of events
- Recount the story's most important events.

- Read words and sentences to improve fluency
- Use text evidence to draw conclusions and demonstrate understanding
- Use conclusions to infer what characters are like
- Predict a text's events and cite examples from the text to confirm predictions
- Describe characters and explain how their actions contribute to the sequence of events
- Compare and contrast main characters in a story
- Explain how characters' actions contribute to the story's sequence of events
- Use text evidence to infer and predict what will happen in the story
- Describe cause-and-effect relationships in text
- Identify words that can signal cause-and-effect connections
- Use descriptions to visualize while reading
- Identify elements of the story's structure
- Describe how characters' actions contribute to a story's sequence of events
- Explain how aspects of a text's illustration help create mood
- Use explicit text details to draw conclusions
- Explain how an author's choice of words affects the text
- Determine the message of a story and explain how the details convey the message
- Compare and contrast the main characters in a story
- Describe how characters' actions contribute to the story's sequence of events
- Describe cause-and-effect relationships in text
- Use signal words to identify cause-and-effect connections
- Use context to determine whether the literal or nonliteral meaning of a word or phrase is appropriate
- Come to a discussion prepared and explain your own ideas
- Describe how characters' actions contribute to a story's sequence of events
- Write a response to literature
- Prepare for a discussion and explain your ideas
- Explain how characters' actions contribute to the sequence of events
- Determine the central message of a story and explain how it is conveyed through key details in the text
- Explain how illustrations contribute to text
- Reread and comprehend literature and informational text
- Ask and answer questions to demonstrate understanding
- Read independently from a "just right" book
- Use context to confirm or self-correct when reading unfamiliar words
- Read fluently and accurately by pausing after punctuation marks
- Identify sequential connections among sentences and paragraphs
- Refer to Scope and Sequence for specific unit skills

Phonics:

- Decode and read multisyllable words
- Read words and sentences to improve fluency
- Decode, read, and spell multisyllable words with various vowel consonant patterns and pairs
- Read orally with accuracy, at appropriate rate, expression, and intonation
- Decode and read multisyllable words
- Blend and read irregularly spelled words
- Acquire and use generic academic words and phrases
- Identify real-life connections between words and their use
- Use reference sources to determine or clarify meanings of words and phrases
- Refer to Scope and Sequence for specific unit skills

Vocabulary:

- Acquire and use vocabulary
- Acquire and use general academic words and phrases
- Identify real-life connections between words and their use
- Distinguish shades of meaning among related words
- Use context as a clue to determine the intended meanings of words and phrases
- Use a dictionary to determine or clarify the meaning of words and phrases
- Use glossaries and digital dictionaries for word clarification
- Use known base words as clues to determine meanings of unfamiliar words
- Refer to Scope and Sequence for specific unit skills

Grammar/Spelling:

- Refer to Scope and Sequence for specific unit skills

Handwriting:

- Write the spelling words

Writing:

- Identify the characteristics of a good written piece
- Identify details and examples that support your written piece
- Use exact words to describe
- Strengthen writing by revising and editing
- Use technology to publish
- Consider audience, purpose, and plan character's feelings
- Use thoughts and feelings to express voice
- Include important and interesting details to tell about events
- Plan and draft appropriately
- Establish a sequence of events while planning
- Use technology to publish
- Refer to Scope and Sequence for specific unit skills

STAGE 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies)

- *Reading:* By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
- *Writing:* Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- *Speaking and Listening:* 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.
- *Language:* Demonstrate demand of the conventions of Standard English grammar and usage when writing or speaking.

Assessment Methods: (formative, summative, other evidence and/or student self-assessment)

- Formative
 - Teacher observation
 - Discussions and questioning
 - Selection quizzes and tests
 - Short answer and constructed responses
 - Journal writing and reading responses
 - Running records of oral reading fluency
 - Peer and self-assessment
 - DRAs
- Summative
 - Benchmark assessments
 - Unit and lesson assessments
 - Final written essays

Stage 3: Learning Plan

The second unit is focused on expressing yourself as an individual. This unit allows the teacher to use the lessons and apply them to building a strong character and being a positive role model. The questions within lessons 6-10 open up the classroom discussion for learning what makes bats and other animals unique, how pictures in various texts help

tell the story, learning lessons through traditional tales, the differences between a variety of performances/entertainment, and special traits that inventors have. Various comprehension questions are asked, discussed and assessed while reading the lesson's related texts; Anchor Text, Vocabulary Readers, Leveled Readers, and additional picks from the teacher.

Each of the five lesson's Vocabulary Cards guide in the mastery of 10 new words, which are continually used throughout each unit. The vocabulary goals for the second five lessons include suffixes -able and -ible, identifying synonyms, using context clues, using a dictionary and glossary, and shades of word meaning. Fluency goals practiced focus on each student's reading rate, expression, stress, intonation and accuracy. Completion of each lesson's chosen spelling and grammar worksheets allow the students to practice and master new skills, which also spiral throughout the units. New skills, such as identifying strong verbs, identifying verb tenses, using commas, adding abstract nouns, and identifying pronouns and antecedents, are then applied in the lessons writing goals. The writing goals practiced within the unit are composing a response paragraph, compiling an opinion piece, drafting, revising, editing and publishing a responses to literature.

Teachers will also pick additional ways to incorporate the unit lessons using different technology/websites to engage the students and also provide continuous practice, interactive lessons for additional support, plus ongoing formal and summative assessments. This lesson, along with each Journeys unit lessons, allows teachers to differentiate between specifically designed materials for students classified from Tier I to Tier III. Additional materials and assessments used in the classroom include the Benchmark and Unit Tests, Progress Monitoring Assessments, and interactive smartboard lessons and activities.

Unit 3

Stage I: Desired Results

Topic: - Learning Lessons

Time Allotment:

- Unit: $\frac{1}{6}$ of the school year
- Lessons: 7-10 days per lesson

Essential Questions:

1. How do characters affect the plot of a story?
2. How might people change after facing a challenge?
3. Why are details important in a biography?

Enduring Understandings:

1. Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
2. Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
3. Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.

Content Standards:

Reading Literature:

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7 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)

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading Informational Text:

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.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.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Foundational Skills:

RF.3.3.C Decode multisyllable words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.A Read grade-level text with purpose and understanding.

RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.B Provide reasons that support the opinion.

W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.1.D Provide a concluding statement or section.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2.B Develop the topic with facts, definitions, and details.

W.3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.2.D Provide a concluding statement or section.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

SL.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.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1.B Follow agreed-upon rules 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.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1.D Explain their own ideas and understanding in light of the discussion.

SL.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.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas:

SL.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.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

Language:

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1.B Form and use regular and irregular plural nouns.

L.3.1.D Form and use regular and irregular verbs.

L.3.1.E Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

L.3.1.F Ensure subject-verb and pronoun-antecedent agreement.*

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2.C Use commas and quotation marks in dialogue.

L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3.A Choose words and phrases for effect.*

L.3.3.B Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4.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.3.4.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.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Knowledge and Skills:

Reading Comprehension and Fluency: *Teacher Read Aloud and Guided/Whole Group Reading*

- Listen to fluent reading
- Ask and answer questions about what a speaker says
- Recognize time-order words that signal a series of events
- Determine the meanings of domain-specific words and phrases
- Discuss how details in the text support the selection's main idea
- Recount details from a story read aloud
- Answer questions about a text read aloud with appropriate elaboration and detail
- Determine the main idea and supporting details of a text read aloud
- Use complete sentences when recounting story details
- Identify elements of the story's structure
- Explain how characters' actions contribute to a story's sequence of events
- Recount the story's most important events.
- Read words and sentences to improve fluency
- Use text evidence to draw conclusions and demonstrate understanding
- Use conclusions to infer what characters are like
- Predict a text's events and cite examples from the text to confirm predictions
- Describe characters and explain how their actions contribute to the sequence of events

- Compare and contrast main characters in a story
- Explain how characters' actions contribute to the story's sequence of events
- Use text evidence to infer and predict what will happen in the story
- Describe cause-and-effect relationships in text
- Identify words that can signal cause-and-effect connections
- Use descriptions to visualize while reading
- Identify elements of the story's structure
- Describe how characters' actions contribute to a story's sequence of events
- Explain how aspects of a text's illustration help create mood
- Use explicit text details to draw conclusions
- Explain how an author's choice of words affects the text
- Determine the message of a story and explain how the details convey the message
- Compare and contrast the main characters in a story
- Describe how characters' actions contribute to the story's sequence of events
- Describe cause-and-effect relationships in text
- Use signal words to identify cause-and-effect connections
- Use context to determine whether the literal or nonliteral meaning of a word or phrase is appropriate
- Come to a discussion prepared and explain your own ideas
- Describe how characters' actions contribute to a story's sequence of events
- Write a response to literature
- Prepare for a discussion and explain your ideas
- Explain how characters' actions contribute to the sequence of events
- Determine the central message of a story and explain how it is conveyed through key details in the text
- Explain how illustrations contribute to text
- Reread and comprehend literature and informational text
- Ask and answer questions to demonstrate understanding
- Read independently from a "just right" book
- Use context to confirm or self-correct when reading unfamiliar words
- Read fluently and accurately by pausing after punctuation marks
- Identify sequential connections among sentences and paragraphs
- Refer to Scope and Sequence for specific unit skills

Phonics:

- Decode and read multisyllable words
- Read words and sentences to improve fluency
- Decode, read, and spell multisyllable words with various vowel consonant patterns and pairs
- Read orally with accuracy, at appropriate rate, expression, and intonation

- Decode and read multisyllable words
- Blend and read irregularly spelled words
- Acquire and use generic academic words and phrases
- Identify real-life connections between words and their use
- Use reference sources to determine or clarify meanings of words and phrases
- Refer to Scope and Sequence for specific unit skills

Vocabulary:

- Acquire and use vocabulary
- Acquire and use general academic words and phrases
- Identify real-life connections between words and their use
- Distinguish shades of meaning among related words
- Use context as a clue to determine the intended meanings of words and phrases
- Use a dictionary to determine or clarify the meaning of words and phrases
- Use glossaries and digital dictionaries for word clarification
- Use known base words as clues to determine meanings of unfamiliar words
- Refer to Scope and Sequence for specific unit skills

Grammar/Spelling:

- Refer to Scope and Sequence for specific unit skills

Handwriting:

- Write the spelling words

Writing:

- Identify the characteristics of a good written piece
- Identify details and examples that support your written piece
- Use exact words to describe
- Strengthen writing by revising and editing
- Use technology to publish
- Consider audience, purpose, and plan character's feelings
- Use thoughts and feelings to express voice
- Include important and interesting details to tell about events
- Plan and draft appropriately
- Establish a sequence of events while planning
- Use technology to publish
- Refer to Scope and Sequence for specific unit skills

STAGE 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies)

- *Reading*: By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
- *Writing*: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- *Speaking and Listening*: 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.
- *Language*: Demonstrate demand of the conventions of Standard English grammar and usage when writing or speaking.

Assessment Methods: (formative, summative, other evidence and/or student self-assessment)

- Formative
 - Teacher observation
 - Discussions and questioning
 - Selection quizzes and tests
 - Short answer and constructed responses
 - Journal writing and reading responses
 - Running records of oral reading fluency
 - Peer and self-assessment
 - DRAs
- Summative
 - Benchmark assessments
 - Unit and lesson assessments
 - Final written essays

STAGE 3: Learning Plan

The third unit is focused on learning lessons. This unit allows the teacher to use the lessons and apply them to detailed classroom discussion while sharing personal experiences and analyzing each stories. The essential questions within lesson 11-15 open up the classroom discussion for learning how inventions help athletes, why it is

important to grow food crops, why stories from different cultures are important, the benefits of dogs interacting with people, and the importance of safety rules. Various comprehension questions are asked, discussed and assessed while reading the lesson's related texts; Anchor Text, Vocabulary Readers, Leveled Readers, and additional picks from the teacher.

Each of the five lesson's Vocabulary Cards guide in the mastery of 10 new words, which are continually used throughout each unit. The vocabulary goals for the second five lessons include suffixes -less/-full/-ous, decoding idioms, homophones and homographs, prefixes in-/im, and using a thesaurus. Fluency goals practiced focus on each student's phrasing, stress, reading rate, accuracy, and expression. Completion of each lesson's chosen spelling and grammar worksheets allow the students to practice and master new skills, which also spiral throughout Journey's 6 units. New skills, such as creating plural nouns, writing quotations, matching subject-verb agreement, using correct pronoun-verb agreement, and using proper verb tenses, are then applied in the lessons writing goals. The writing goals practiced in the third unit are composing a cause-and-effect paragraph, a compare-and-contrast paragraph, writing an informative paragraph, and drafting, revising, editing, and publishing an explanatory essay.

Teachers will also pick additional ways to incorporate the unit lessons using different technology/websites to engage the students and also provide continuous practice, interactive lessons for additional support, plus ongoing formal and summative assessments. This lesson allows teachers to differentiate between specifically designed materials for students classified from Tier I to Tier III. Additional materials and assessments used in the classroom include the Benchmark and Unit Tests, Progress Monitoring Assessments, and interactive smartboard lessons and activities.

Unit 4

Stage I: Desired Results

Topic: Extreme Nature

Time Allotment:

- Unit: $\frac{1}{6}$ of the school year
- Lessons: 7-10 days per lesson

Essential Questions:

1. Why do readers need to pay attention to a writer's choice of words?
2. Why conduct research?
3. Why do some authors write funny stories?
4. How can pictures and labels give you more information?

Enduring Understandings:

1. Good writers use a repertoire of strategies that enable them to vary form and style in order to write for different purposes, audiences, and contexts.
2. A writer selects a form based on his purpose.
3. Oral discussion helps to build connections to others and create opportunities for learning.
4. Conventions of language help readers understand what is being communicated.

Content Standards:

Reading Literature:

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7 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)

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

Range of Reading and Level of Text Complexity:

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading Informational Text:

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.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.

Craft and Structure:

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas:

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity:

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Foundational Skills:

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3.C Decode multisyllable words.

RF.3.3.D Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.A Read grade-level text with purpose and understanding.

RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Writing:

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.B Provide reasons that support the opinion.

W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.1.D Provide a concluding statement or section.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

SL.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.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1.B Follow agreed-upon rules 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.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1.D Explain their own ideas and understanding in light of the discussion.

SL.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.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas:

SL.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.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

Language:

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1.B Form and use regular and irregular plural nouns.

L.3.1.C Use abstract nouns (e.g., childhood).

L.3.1.D Form and use regular and irregular verbs.

L.3.1.E Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

L.3.1.F Ensure subject-verb and pronoun-antecedent agreement.*

L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2.A Capitalize appropriate words in titles.

L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3.A Choose words and phrases for effect.*

L.3.3.B Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4.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.3.4.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.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Knowledge and Skills:

Reading Comprehension and Fluency: *Teacher Read Aloud and Guided/Whole Group Reading*

- Listen to fluent reading
- Ask and answer questions about what a speaker says
- Recognize time-order words that signal a series of events
- Determine the meanings of domain-specific words and phrases
- Discuss how details in the text support the selection's main idea
- Recount details from a story read aloud
- Answer questions about a text read aloud with appropriate elaboration and detail
- Determine the main idea and supporting details of a text read aloud
- Use complete sentences when recounting story details
- Identify elements of the story's structure
- Explain how characters' actions contribute to a story's sequence of events

- Recount the story's most important events.
- Read words and sentences to improve fluency
- Use text evidence to draw conclusions and demonstrate understanding
- Use conclusions to infer what characters are like
- Predict a text's events and cite examples from the text to confirm predictions
- Describe characters and explain how their actions contribute to the sequence of events
- Compare and contrast main characters in a story
- Explain how characters' actions contribute to the story's sequence of events
- Use text evidence to infer and predict what will happen in the story
- Describe cause-and-effect relationships in text
- Identify words that can signal cause-and-effect connections
- Use descriptions to visualize while reading
- Identify elements of the story's structure
- Describe how characters' actions contribute to a story's sequence of events
- Explain how aspects of a text's illustration help create mood
- Use explicit text details to draw conclusions
- Explain how an author's choice of words affects the text
- Determine the message of a story and explain how the details convey the message
- Compare and contrast the main characters in a story
- Describe how characters' actions contribute to the story's sequence of events
- Describe cause-and-effect relationships in text
- Use signal words to identify cause-and-effect connections
- Use context to determine whether the literal or nonliteral meaning of a word or phrase is appropriate
- Come to a discussion prepared and explain your own ideas
- Describe how characters' actions contribute to a story's sequence of events
- Write a response to literature
- Prepare for a discussion and explain your ideas
- Explain how characters' actions contribute to the sequence of events
- Determine the central message of a story and explain how it is conveyed through key details in the text
- Explain how illustrations contribute to text
- Reread and comprehend literature and informational text
- Ask and answer questions to demonstrate understanding
- Read independently from a "just right" book
- Use context to confirm or self-correct when reading unfamiliar words
- Read fluently and accurately by pausing after punctuation marks
- Identify sequential connections among sentences and paragraphs

- Refer to Scope and Sequence for specific unit skills

Phonics:

- Decode and read multisyllable words
- Read words and sentences to improve fluency
- Decode, read, and spell multisyllable words with various vowel consonant patterns and pairs
- Read orally with accuracy, at appropriate rate, expression, and intonation
- Decode and read multisyllable words
- Blend and read irregularly spelled words
- Acquire and use generic academic words and phrases
- Identify real-life connections between words and their use
- Use reference sources to determine or clarify meanings of words and phrases
- Refer to Scope and Sequence for specific unit skills

Vocabulary:

- Acquire and use vocabulary
- Acquire and use general academic words and phrases
- Identify real-life connections between words and their use
- Distinguish shades of meaning among related words
- Use context as a clue to determine the intended meanings of words and phrases
- Use a dictionary to determine or clarify the meaning of words and phrases
- Use glossaries and digital dictionaries for word clarification
- Use known base words as clues to determine meanings of unfamiliar words
- Refer to Scope and Sequence for specific unit skills

Grammar/Spelling:

- Refer to Scope and Sequence for specific unit skills

Handwriting:

- Write the spelling words

Writing:

- Identify the characteristics of a good written piece
- Identify details and examples that support your written piece
- Use exact words to describe
- Strengthen writing by revising and editing
- Use technology to publish
- Consider audience, purpose, and plan character's feelings
- Use thoughts and feelings to express voice
- Include important and interesting details to tell about events
- Plan and draft appropriately
- Establish a sequence of events while planning
- Use technology to publish
- Refer to Scope and Sequence for specific unit skills

STAGE 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies)

- *Reading*: By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
- *Writing*: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- *Speaking and Listening*: 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.
- *Language*: Demonstrate demand of the conventions of Standard English grammar and usage when writing or speaking.

Assessment Methods: (formative, summative, other evidence and/or student self-assessment)

- Formative
 - Teacher observation
 - Discussions and questioning
 - Selection quizzes and tests
 - Short answer and constructed responses
 - Journal writing and reading responses
 - Running records of oral reading fluency
 - Peer and self-assessment
 - DRAs
- Summative
 - Benchmark assessments
 - Unit and lesson assessments
 - Final written essays

STAGE 3: Learning Plan

The fourth unit is focused on extreme nature in our environment. This unit allows the teacher to use the lessons and apply them to extreme nature that we have seen in our community and how our community has reacted. The essential questions within the lessons open up the classroom discussion for the importance of taking care of our environment, what fossils can tell us about the past, the differences among types of trees, how members of a community help each other, and exploring what the coldest places on Earth are like. Various comprehension questions are asked, discussed and assessed while reading the lesson's related texts; Anchor Text, Vocabulary Readers, Leveled Readers, and additional picks from the teacher.

Each of the five lesson's Vocabulary Cards guide in the mastery of 10 new words, which are continually used throughout each unit. The vocabulary goals for the lessons 16-20 include identifying context clues, defining words with suffix -ly, understanding word roots, using prefixes pre-/re-/bi-, and using a dictionary and glossary. Fluency goals practiced focus on each student's intonation, stress, expression, reading rate, and accuracy. Completion of each lesson's chosen spelling and grammar worksheets allow the students to practice and master new skills, which also spiral throughout the units. New skills, such as using adjectives and articles, working with adjectives that compare, using the verb 'be' and other helping verbs, identifying more irregular verbs, and adding adverbs, are then applied in the lessons writing goals. The writing goals practiced in the fourth unit are composing a persuasive letter, composing an opinion paragraph, writing a problem and solution paragraph, prewrite, draft, revise, edit and publish a persuasive essay.

Teachers will also pick additional ways to incorporate the unit lessons using different technology/websites to engage the students and also provide continuous practice, interactive lessons for additional support, plus ongoing formal and summative assessments. This lesson allows teachers to differentiate between specifically designed materials for students classified from Tier I to Tier III. Additional materials and assessments used in the classroom include the Benchmark and Unit Tests, Progress Monitoring Assessments, and interactive smartboard lessons and activities.

Unit 5

Stage I: Desired Results

Topic: - Going Places

Time Allotment:

- Unit: $\frac{1}{6}$ of the school year
- Lessons: 7-10 days per lesson

Essential Questions:

1. How can you tell what an author thinks about a topic?
2. How different animals' lives alike and different?
3. What happens if you tell story events out of order?
4. Why might a writer tell a story about a faraway places?

Enduring Understandings:

1. Oral discussion helps to build connections to others and create opportunities for learning.
2. Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.
3. A speaker's choice of words and style set a tone and define the message.
4. A speaker selects a form and organizational pattern based on the audience and Purpose.
5. Listening is the process of receiving, constructing meaning from, and responding to spoken nonverbal messages.

Content Standards:

Reading Literature:

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

Craft and Structure:

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas:

RL.3.7 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)

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading Informational Text:

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.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.

Craft and Structure:

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas:

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity:

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Foundational Skills:

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3.B Decode words with common Latin suffixes.

RF.3.3.C Decode multisyllable words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.A Read grade-level text with purpose and understanding.

RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.B Provide reasons that support the opinion.

W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.1.D Provide a concluding statement or section.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2.B Develop the topic with facts, definitions, and details.

W.3.2.D Provide a concluding statement or section.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3.C Use temporal words and phrases to signal event order.

W.3.3.D Provide a sense of closure.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

SL.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.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1.B Follow agreed-upon rules 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.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1.D Explain their own ideas and understanding in light of the discussion.

SL.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.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.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.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

Language:

NJSLS.ELA-LITERACY.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1.D Form and use regular and irregular verbs.

L.3.1.E Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

L.3.1.F Ensure subject-verb and pronoun-antecedent agreement.*

L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3.A Choose words and phrases for effect.*

L.3.3.B Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4.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.3.4.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.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Knowledge and Skills:

Reading Comprehension and Fluency: *Teacher Read Aloud and Guided/Whole Group Reading*

- Listen to fluent reading
- Ask and answer questions about what a speaker says
- Recognize time-order words that signal a series of events
- Determine the meanings of domain-specific words and phrases
- Discuss how details in the text support the selection's main idea
- Recount details from a story read aloud
- Answer questions about a text read aloud with appropriate elaboration and detail
- Determine the main idea and supporting details of a text read aloud
- Use complete sentences when recounting story details
- Identify elements of the story's structure
- Explain how characters' actions contribute to a story's sequence of events
- Recount the story's most important events.
- Read words and sentences to improve fluency
- Use text evidence to draw conclusions and demonstrate understanding
- Use conclusions to infer what characters are like
- Predict a text's events and cite examples from the text to confirm predictions
- Describe characters and explain how their actions contribute to the sequence of events
- Compare and contrast main characters in a story
- Explain how characters' actions contribute to the story's sequence of events
- Use text evidence to infer and predict what will happen in the story
- Describe cause-and-effect relationships in text
- Identify words that can signal cause-and-effect connections
- Use descriptions to visualize while reading
- Identify elements of the story's structure
- Describe how characters' actions contribute to a story's sequence of events
- Explain how aspects of a text's illustration help create mood
- Use explicit text details to draw conclusions
- Explain how an author's choice of words affects the text
- Determine the message of a story and explain how the details convey the message
- Compare and contrast the main characters in a story
- Describe how characters' actions contribute to the story's sequence of events
- Describe cause-and-effect relationships in text
- Use signal words to identify cause-and-effect connections
- Use context to determine whether the literal or nonliteral meaning of a word or phrase is appropriate

- Come to a discussion prepared and explain your own ideas
- Describe how characters' actions contribute to a story's sequence of events
- Write a response to literature
- Prepare for a discussion and explain your ideas
- Explain how characters' actions contribute to the sequence of events
- Determine the central message of a story and explain how it is conveyed through key details in the text
- Explain how illustrations contribute to text
- Reread and comprehend literature and informational text
- Ask and answer questions to demonstrate understanding
- Read independently from a "just right" book
- Use context to confirm or self-correct when reading unfamiliar words
- Read fluently and accurately by pausing after punctuation marks
- Identify sequential connections among sentences and paragraphs
- Refer to Scope and Sequence for specific unit skills

Phonics:

- Decode and read multisyllable words
- Read words and sentences to improve fluency
- Decode, read, and spell multisyllable words with various vowel consonant patterns and pairs
- Read orally with accuracy, at appropriate rate, expression, and intonation
- Decode and read multisyllable words
- Blend and read irregularly spelled words
- Acquire and use generic academic words and phrases
- Identify real-life connections between words and their use
- Use reference sources to determine or clarify meanings of words and phrases
- Refer to Scope and Sequence for specific unit skills

Vocabulary:

- Acquire and use vocabulary
- Acquire and use general academic words and phrases
- Identify real-life connections between words and their use
- Distinguish shades of meaning among related words
- Use context as a clue to determine the intended meanings of words and phrases
- Use a dictionary to determine or clarify the meaning of words and phrases
- Use glossaries and digital dictionaries for word clarification
- Use known base words as clues to determine meanings of unfamiliar words
- Refer to Scope and Sequence for specific unit skills

Grammar/Spelling:

- Refer to Scope and Sequence for specific unit skills

Handwriting:

- Write the spelling words

Writing:

- Identify the characteristics of a good written piece
- Identify details and examples that support your written piece
- Use exact words to describe
- Strengthen writing by revising and editing
- Use technology to publish
- Consider audience, purpose, and plan character's feelings
- Use thoughts and feelings to express voice
- Include important and interesting details to tell about events
- Plan and draft appropriately
- Establish a sequence of events while planning
- Use technology to publish
- Refer to Scope and Sequence for specific unit skills

STAGE 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies)

- *Reading:* By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
- *Writing:* Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- *Speaking and Listening:* 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.
- *Language:* Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Assessment Methods: (formative, summative, other evidence and/or student self-assessment)

- Formative
 - Teacher observation
 - Discussions and questioning
 - Selection quizzes and tests
 - Short answer and constructed responses
 - Journal writing and reading responses
 - Running records of oral reading fluency
 - Peer and self-assessment
 - DRAs

- Summative
 - Benchmark assessments
 - Unit and lesson assessments
 - Final written essays

STAGE 3: Learning Plan

The fifth unit is focused on traveling places. This unit allows the teacher to use the lessons and apply them to student experiences and sharing stories of traveling while exploring the world together. The essential questions within lessons 20-25 open up the classroom discussion for life for pioneers on the prairie, studying animal migration, comparing how people communicate over long distances, looking at what changes volcanoes cause, and why mountain climbers need to be so well prepared. Various comprehension questions are asked, discussed and assessed while reading the lesson's related texts; Anchor Text, Vocabulary Readers, Leveled Readers, and additional picks from the teacher.

Each of the five lesson's Vocabulary Cards guide in the mastery of 10 new words, which are continually used throughout each unit. The vocabulary goals for the fifth five lessons include using the prefix non-, looking at word roots, using suffixes -er/-est, researching shades of meaning, and making analogies. Fluency goals practiced focus on each student's intonation, phrasing, reading rate, accuracy, and expression. Completion of each lesson's chosen spelling and grammar worksheets allow the students to practice and master new skills. New skills, such as using adverbs that compare, making comparisons, using possessive nouns and pronouns, constructing complex sentences, and using strong words to compare, are then applied in the lessons writing goals. The writing goals practiced in the 5th unit are composing a descriptive paragraph, including dialogue, and drafting, revising, editing, and publishing a fictional narrative.

Teachers will also pick additional ways to incorporate the unit lessons using different technology/websites to engage the students and also provide continuous practice, interactive lessons for additional support, plus ongoing formal and summative assessments. This lesson allows teachers to differentiate between specifically designed materials for students classified from Tier I to Tier III. Additional materials and

assessments used in the classroom include the Benchmark and Unit Tests, Progress Monitoring Assessments, and interactive smartboard lessons and activities.

Unit 6

Stage I: Desired Results

Topic: - Make Your Mark

Time Allotment:

- Unit: $\frac{1}{6}$ of the school year
- Lessons: 7-10 days per lesson

Essential Questions:

1. Why are details important in a biography?
2. How can an invention cause people's lives to change?
3. How do facts help shape our opinions?

Enduring Understandings:

1. Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
2. Letters and letter combinations represent sounds.
3. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.

Content Standards:

Reading Literature:

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading Informational Text:

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.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.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Foundational Skills:

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3.B Decode words with common Latin suffixes.

RF.3.3.C Decode multisyllable words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.B Provide reasons that support the opinion.

W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.1.D Provide a concluding statement or section.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2.B Develop the topic with facts, definitions, and details.

W.3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.2.D Provide a concluding statement or section.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.C Use temporal words and phrases to signal event order.

W.3.3.D Provide a sense of closure.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

Speaking and Listening:

SL.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.3.1.B Follow agreed-upon rules 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.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1.D Explain their own ideas and understanding in light of the discussion.

SL.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.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.

Language:

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2.A Capitalize appropriate words in titles.

L.3.2.D Form and use possessives.

L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3.B Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4.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.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Knowledge and Skills:

Reading Comprehension and Fluency: *Teacher Read Aloud and Guided/Whole Group Reading*

- Listen to fluent reading
- Ask and answer questions about what a speaker says
- Recognize time-order words that signal a series of events
- Determine the meanings of domain-specific words and phrases
- Discuss how details in the text support the selection's main idea
- Recount details from a story read aloud
- Answer questions about a text read aloud with appropriate elaboration and detail
- Determine the main idea and supporting details of a text read aloud
- Use complete sentences when recounting story details
- Identify elements of the story's structure
- Explain how characters' actions contribute to a story's sequence of events
- Recount the story's most important events.
- Read words and sentences to improve fluency
- Use text evidence to draw conclusions and demonstrate understanding
- Use conclusions to infer what characters are like
- Predict a text's events and cite examples from the text to confirm predictions
- Describe characters and explain how their actions contribute to the sequence of events
- Compare and contrast main characters in a story
- Explain how characters' actions contribute to the story's sequence of events
- Use text evidence to infer and predict what will happen in the story
- Describe cause-and-effect relationships in text
- Identify words that can signal cause-and-effect connections
- Use descriptions to visualize while reading
- Identify elements of the story's structure
- Describe how characters' actions contribute to a story's sequence of events
- Explain how aspects of a text's illustration help create mood
- Use explicit text details to draw conclusions
- Explain how an author's choice of words affects the text

- Determine the message of a story and explain how the details convey the message
- Compare and contrast the main characters in a story
- Describe how characters' actions contribute to the story's sequence of events
- Describe cause-and-effect relationships in text
- Use signal words to identify cause-and-effect connections
- Use context to determine whether the literal or nonliteral meaning of a word or phrase is appropriate
- Come to a discussion prepared and explain your own ideas
- Describe how characters' actions contribute to a story's sequence of events
- Write a response to literature
- Prepare for a discussion and explain your ideas
- Explain how characters' actions contribute to the sequence of events
- Determine the central message of a story and explain how it is conveyed through key details in the text
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- *Writing:* Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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 - Peer and self assessment
 - DRAs
- Summative
 - Benchmark assessments
 - Unit and lesson assessments
 - Final written essays

STAGE 3: Learning Plan

The sixth unit is focused on making your mark. This unit allows the teacher to use the lessons and apply them to being an individual and being a good influence. The essential questions within the 26-30th lessons open up the classroom discussion for having goals to help people succeed, the benefit and use of magnets, the benefits of being physically active, what we can learn from champions, and how adults and children can learn from each other. Various comprehension questions are asked, discussed and assessed while reading the lesson's related texts; Anchor Text, Vocabulary Readers, Leveled Readers, and additional picks from the teacher.

Each of the five lesson's Vocabulary Cards guide in the mastery of 10 new words, which are continually used throughout each unit. The vocabulary goals for the last five lessons include working with suffix -ion, homographs and homophones, word roots, prefixes un-/dis-, and breaking apart compound words. Fluency goals practiced focus on each student's accuracy, intonation, reading rate, expression and phrasing. Completion of each lesson's chosen spelling and grammar worksheets allow the students to practice and master new skills, which also spiral throughout the units. New skills, such as using abbreviations, using contractions, including commas in a series, prepositions and correct pronouns, are then applied in the lessons writing goals. The writing goals practiced in the final unit are composing an organized compare and contrast paragraph, problem-and-solution paragraph with a focus trait in ideas, writing sequenced instructions, and drafting, revising, editing, and publishing a research report.

Teachers will also pick additional ways to incorporate the unit lessons using different technology/websites to engage the students and also provide continuous practice, interactive lessons for additional support, plus ongoing formal and summative assessments. This lesson, along with each Journeys unit lessons, allows teachers to differentiate between specifically designed materials for students classified from Tier I to Tier III. Additional materials and assessments used in the classroom include the Benchmark and Unit Tests, Progress Monitoring Assessments, and interactive smartboard lessons and activities.

Differentiation

- Guided/leveled reading groups
- Centers
- Partner read
- Strategy Groups
- One-on-one guidance
- Adaptive assessments

Technology

- Think Central
- Write Smart
- Teacher collected resources and websites

Unit and Lesson Resources

- Teacher collected resources and websites
- Journeys/Think Central
- Journeys Curriculum Material:
 - Leveled Readers
 - Vocabulary Readers
 - Read alouds
 - Reader's Notebooks
 - Write-in-Readers
 - Smartboard interactive lessons
 - Grab-and-Go Kit resources
 - Teacher collected websites
 - Vocabulary cards

New Jersey Student Learning Standards

<http://www.state.nj.us/education/cccs/>

Integration of 21st Century Theme(s)

The following websites are sources for the following 21st Century Themes and Skills:

<http://www.nj.gov/education/code/current/title6a/chap8.pdf>

<http://www.p21.org/about-us/p21-framework> .

<http://www.state.nj.us/education/cccs/standards/9/index.html>

21st Century Interdisciplinary Themes (into core subjects)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Learning and Innovation Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Integration of Digital Tools

- Classroom computers/laptops
- Technology Lab
- FM system
- Other software programs

21st Century Skills

Think Creatively

- Use a wide range of idea creation techniques (brainstorming, graphic organizers, peer sharing, etc.)
- Create new and worthwhile ideas
- Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts

Reason Effectively

- Use various types of reasoning as appropriate to the situation

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
- Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact
- Communicate effectively in diverse environments

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

Access Information Efficiently

- Evaluate information critically and competently

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate, and communicate information

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values