



BURCH CHARTER SCHOOL OF EXCELLENCE

2020-2021

English Language Arts – Grade 3

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards.
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; In ensuring that the district has a well-trained, highly qualified and competent staff; In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

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BCSE Curricular Framework English Language Arts – Grade 3

Grade: Third		Content: English Language Arts
Unit: 1		Time Frame: 43-45 days
New Jersey Student Learning Standards: READING LITERATURE	Skills	I Can Statements
<p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can using questions while I read help me better understand the text? • How can using the text to justify my answers help me better understand what the author is saying? 	<ul style="list-style-type: none"> • RL.3.1: • Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader 	<ul style="list-style-type: none"> • I can answer questions to show I understand important details in a story • I can ask questions to show I understand important details in a story • I can ask and answer questions before, during, and after reading a text
<p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I learn life lesson from stories? • Why is using key details from the story important in retelling the story? • In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? 	<ul style="list-style-type: none"> • RL.3.2: • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details • Determine central messages or theme • Identify patterns in detail 	<ul style="list-style-type: none"> • I can recount/retell(put in my own words)stories • I can retell a fable or folktale and explain the lesson in the story • I can determine theme • I can identify key details

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<p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the author’s choice and use of words affect the meaning of the text? • How does the author’s use of words help me know their meanings? 	<ul style="list-style-type: none"> • RL.3.4: • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) • Differentiate between literal and nonliteral language 	<ul style="list-style-type: none"> • I can tell the meaning of words and phrases • I can tell the difference between true or factual and exaggerated text • I can understand sentences that may have idioms, similes, metaphors, or exaggerations
<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How is my point of view the same as or different from any characters in the text? 	<ul style="list-style-type: none"> • RL.3.6 • Establish the point of view of a text • Determine how the reader’s point of view is different from the narrator’s or the characters 	<ul style="list-style-type: none"> • I can define point of view • I can determine the point of view of the narrator or character of a story • I can tell my own point of view from the narrator or characters of a story • I can explain how my point of view is similar to or different from a narrator or character in a story
<p>New Jersey Learning Standards READING INFORMATIONAL TEXT</p>	<p>Skills</p>	<p>I Can Statements</p>
<p>RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can using questions while I read help me better understand the text? • How can using the text to justify my answers help me better understand what the author is 	<ul style="list-style-type: none"> • RI.3.1 • Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature 	<ul style="list-style-type: none"> • I can answer questions to show that I know what I read • I can answer questions about a text by referring to words and phrases in the book • I can ask questions to show that I know what I read

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<p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Why is identifying key ideas and supporting details from the text important? 	<ul style="list-style-type: none"> • RI.3.2: • Determine central messages or main ideas in a text • Identify details to support the main idea • Analyze how the details of the text help to support and reveal the central idea or theme 	<ul style="list-style-type: none"> • I can identify main idea in a text • I can tell the difference between the main idea and details of a text • I can connect details to the main ideas that they support
<p>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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I learn and use academic vocabulary appropriately? • How can I learn and use domain-specific vocabulary appropriately? 	<ul style="list-style-type: none"> • RI.3.4: • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) • Differentiate between literal and nonliteral language 	<ul style="list-style-type: none"> • I can identify general academic and domain-specific words and phrases in a text • I can locate and use references to find meaning of general words • I can locate and use references to find meanings of domain-specific words
<p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How is my point of view the same as or different from the text? 	<ul style="list-style-type: none"> • RI.3.6 • Establish the point of view of a text • Determine how the reader's point of view is different from the narrator's or the characters 	<ul style="list-style-type: none"> • I can define point of view • I can determine the point of view of the author • I can tell my own point of view from the author's point of view

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New Jersey Learning Standards FOUNDATIONAL SKILLS	Skills	I Can Statements
<p>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.3.3.D. Read grade-appropriate irregularly spelled words.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I use my understanding of word parts to spell words correctly? • How can I break words into parts to determine the meaning of the word? 	<ul style="list-style-type: none"> • RF.3.3. A-D • Distinguish the base root from the affix • Identify and define common prefixes and suffixes • Identify and define common Latin suffixes • Decode words that have a Latin suffix • Use strategies to read multi-syllable words • Read grade-appropriate irregularly spelled words 	<ul style="list-style-type: none"> • I can find prefixes and suffixes in words • I know the meanings of some prefixes and suffixes • I can read words with suffixes • I can break apart words into syllable segments to help me decode words I do not know • I can read longer words and words that are spelled irregularly
<p>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. RF.3.4.C. Use an appropriate rate while reading aloud. RF.3.4.D. Read with expression on successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. RF.3.4.F. Reread as necessary.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does my fluency and accuracy affect my understanding of any text I read? • How does my reading need to change when I read different kinds of texts? 	<ul style="list-style-type: none"> • RF:3.4 A-F • Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension 	<ul style="list-style-type: none"> • I can read grade level text with accuracy • I can make my reading sound like a conversation • I can self-correct misread or misunderstood words using context clues • I can self-correct misread or misunderstood words using context clues • I can recognize a word I have read does not make sense within the text. • I can reread with corrections when necessary

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New Jersey Learning Standards WRITING	Skills	I Can Statements
<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1.B. Provide reasons that support the opinion.</p> <p>W.3.1.C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons</p> <p>W.3.1.D. Provide a conclusion.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I use reasons to support my opinion? 	<ul style="list-style-type: none"> W.3.1-A-D Distinguish fact from opinion Group supporting details to support the writer’s purpose Introduce the topic or text clearly State an opinion to be supported with reasons Write a thesis statement to focus the writing Support the opinion with facts and/or reasons Connect opinions with reasons using linking words and phrases Write a conclusion 	<ul style="list-style-type: none"> I can determine my opinion or point of view on a topic or text I can write an opinion about something that I have read I can create an organizational structure to introduce my topic and opinion I can support my opinion with details from the text that I have noted on a graphic organizer I can connect the reasons and details with words like: because, therefore, since, and for example I can write a conclusion to my writing
<p>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.)</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Why do I write? 	<ul style="list-style-type: none"> W.3.4 Produce writing that is clear and understandable to the reader Unpack writing tasks (type of writing assignment) Determine writing purpose (the writer’s designated reason for writing) Focus the organization and development of a topic to reflect the task and purpose 	<ul style="list-style-type: none"> I can identify the writing style that best fits my task and purpose I can use graphic organizers to develop my writing ideas I can create a piece of writing that shows my understanding of a specific writing style

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<p>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.)</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How does the writing process make me a better write? 	<ul style="list-style-type: none"> W.3.5 Practice revising and editing skills Change word choice and sentence structure in writing to strengthen the piece Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing Recognize spelling, grammar, and punctuation errors Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) 	<p>When someone helps me:</p> <ul style="list-style-type: none"> I can use prewriting strategies to formulate ideas I can recognize that a good piece of writing requires more than one draft I can edit to make my writing clearer I can revise my writing to make sure I stay on topic I can prepare a new draft with changes that strengthens my writing
<p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can technology be used as a tool to write, publish, and/or collaborate? 	<ul style="list-style-type: none"> W.3.6 Develop strategies with peers and adults to use digital tools Use technology for producing and publishing writing Use technology to collaborate with others 	<ul style="list-style-type: none"> <i>When someone helps me:</i> I can use resources and technology to finish and share my work
<p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I learn more about a topic by completing a research project? 	<ul style="list-style-type: none"> W.3.7 Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic Gather information to support a topic Select relevant information from texts to support main ideas or claims 	<ul style="list-style-type: none"> I can learn new things about a topic by doing research

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<p>W.3.10. 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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to write regularly? • Why is it important to adopt the routine of research, reflection, and revision? • Why is it important to write for different reasons and different audiences?. 	<ul style="list-style-type: none"> • W.3.10: • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose 	<ul style="list-style-type: none"> • I can write for long or short periods of time, depending on my task • I can choose a writing structure to fit my task, purpose, and/or audience • I can write for a variety of reasons • I can complete a writing assignment in the time that my teacher has set for me
<p>New Jersey Learning Standards SPEAKING AND LISTENING</p>	<p>Skills</p>	<p>I Can Statements</p>
<p>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.</p> <p>SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</p> <p>SL.3.1.D. Explain their own ideas and understanding in light of the discussion.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What contributions can I make to the conversation when I'm prepared and engaged? 	<ul style="list-style-type: none"> • SL.3.1-A-D • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations • Develop skills in active listening and group discussion 	<ul style="list-style-type: none"> • I can bring the correct information to a discussion • I can add to the discussion after listening • I can stay on topic by making comments about the information being discussed • I can give ideas about that information to the group discussion • I can ask and answer questions about the topic • I can follow rules by respecting and listening to others, taking turns during a discussion • I can make connections between the comments of others

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<p>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.)</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Why do I need to speak well? • Why do I need to think about the audience and purpose each time I speak? 	<ul style="list-style-type: none"> • SL.3.6: • Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary 	<ul style="list-style-type: none"> • I can recognize a complete sentence • I can speak using complete sentences when asked to provide details or clarification
<p>New Jersey Learning Standards LANGUAGE</p>	<p>Skills</p>	<p>I Can Statements</p>
<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1.B. Form and use regular and irregular plural nouns.</p> <p>L.3.1.C. Use abstract nouns (e.g., childhood).</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Why is it important for me to know and follow the rules of standard English grammar when I write or speak? 	<ul style="list-style-type: none"> • L.3.1-A-C • Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences • Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences • Differentiate between regular and irregular plural nouns • Identify regular and irregular plural nouns in reading and use them when writing or speaking • Identify abstract nouns • Use abstract nouns when writing or speaking 	<ul style="list-style-type: none"> • I can demonstrate the proper use of English grammar when writing or speaking • I can explain the correct use of nouns, pronouns, verbs, adjectives, and adverbs • I can make and use regular and irregular plural nouns correctly • I can use abstract nouns

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<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2.A. Capitalize appropriate words in titles.</p> <p>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)</p> <p>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</p> <p>L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Why is it important for me to know and follow the rules of Standard English mechanics for writing? 	<ul style="list-style-type: none"> L.3.2 A-E-G <p>Identify the words in titles that should be capitalized</p> <ul style="list-style-type: none"> Consistently apply rules for capitalization in titles Spell high frequency or studied words correctly Spell conventional words correctly when adding a suffix to base words Identify spelling patterns and generalizations Apply spelling patterns when writing words Determine the purpose and use of reference materials Utilize reference materials to check and correct spelling, when needed 	<ul style="list-style-type: none"> I can use the correct capitalization, punctuation and spelling when writing I can capitalize important words in a title I can spell words that are high frequency and studied I can use spelling patterns and generalizations like word families, syllable patterns, ending rules, meaningful word parts, and position based spellings. I can use references material to check spelling
<p>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.</p> <p>L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do I know which strategy to use to make meaning of words or phrases I don't recognize or know? 	<ul style="list-style-type: none"> L.3.4 <ul style="list-style-type: none"> Decipher the meanings of words and phrases by using sentence context Identify the purpose and use of glossaries and dictionaries Determine the structure of glossaries and dictionaries Use both print and digital glossaries and dictionaries to define and clarify words 	<ul style="list-style-type: none"> I can determine the multiple meanings words and phrases based on a range of strategies I can use context clues to understand a meaning of a new word I can use dictionaries or the Internet to find the meaning of words and phrases
<p><i>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).</i></p>	<ul style="list-style-type: none"> L.3.6: <ul style="list-style-type: none"> Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics Choose the most accurate word when describing actions, emotions, or states of being 	<ul style="list-style-type: none"> I can use new grade level appropriate words and phrases I can use grade level appropriate words that tell when and where I can recognize the difference between general

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<p>Essential Question:</p> <ul style="list-style-type: none"> • What strategies will I use to learn and use words that are specific to the things I study? 	<ul style="list-style-type: none"> • Choose the most accurate word when discussing a particular topic • Use spatial and temporal relationship words and phrases: 	<p>academic words and phrases and domain specific words and phrases and domain specific words and phrases</p>
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Resources

<p>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</p> <p>www.pearsonrealize.com www.pearsonsuccessnet.com Reading Street Series-Scott Foresman Readers and Writers Notebook Fresh Reads Weekly Test Decodable Readers Leveled Readers</p>	<p>Districts or schools choose supplementary resources that are not considered “texts.”</p> <p>www.mobymax.com www.turtlediary.com www.k12reader.com www.abcya.com www.studyisland.com www.readwritethink.org www.spellingcity.com www.starfall.com www.storylineonline.com www.puzzlemakers.com</p>
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Differentiated Instruction
(content, process, product and learning environment)

At Risk Students	English Language Learners
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p>	<p><u>Modifications for Classroom</u></p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p>

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<p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
<p>Special Education</p>	<p>Gifted and Talented</p>
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine</p> <p>Breakdown large assignments into smaller tasks</p>	<p>Extension Activities</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>

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Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Use of online component of book

Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

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Grade: Third		Content: English Language Arts
Unit: 2		Time Frame: 43-45 days
New Jersey Student Learning Standards: READING LITERATURE	Skills	I Can Statements
<p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can using questions while I read help me better understand the text? • How can using the text to justify my answers help me better understand what the author is saying? 	<ul style="list-style-type: none"> • RL.3.1: • Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader 	<ul style="list-style-type: none"> • I can answer questions to show I understand important details in a story • I can ask questions to show I understand important details in a story • I can ask and answer questions before, during, and after reading a text
<p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I learn life lesson from stories? • Why is using key details from the story important in retelling the story? • In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? 	<ul style="list-style-type: none"> • RL.3.2: • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details • Determine central messages or theme • Identify patterns in detail 	<ul style="list-style-type: none"> • I can recount/retell(put in my own words)stories • I can retell a fable or folktale and explain the lesson in the story • I can determine theme • I can identify key details

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<p>New Jersey Learning Standards READING INFORMATIONAL TEXT</p>	<p>Skills</p>	<p>I Can Statements</p>
<p>RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can using questions while I read help me better understand the text? • How can using the text to justify my answers help me better understand what the author is saying? 	<ul style="list-style-type: none"> • RI.3.1 • Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader 	<ul style="list-style-type: none"> • I can answer questions to show that I know what I read • I can answer questions about a text by referring to words and phrases in the book • I can ask questions to show that I know what I read
<p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Why is identifying key ideas and supporting details from the text important? 	<ul style="list-style-type: none"> • RI.3.2: • Determine central messages or main ideas in a text • Identify details to support the main idea • Analyze how the details of the text help to support and reveal the central idea or theme 	<ul style="list-style-type: none"> • I can identify main idea in a text • I can tell the difference between the main idea and details of a text • I can connect details to the main ideas that they support
<p>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.</p> <p>Essential Question(s)</p> <ul style="list-style-type: none"> • How does language in informational texts signal particular kinds of 	<ul style="list-style-type: none"> • RI.3.3 • Closely read text to determine important events, ideas or concepts • Identify words that signify time order, sequence, and cause/effect • Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect • Use language that reflects the time order, sequence, • Cause effect to explain the relationship of ideas 	<ul style="list-style-type: none"> • I can identify main idea in a text • I can tell the difference between the main idea and details of a text • I can connect details to the main ideas that they support • I can determine theme

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<p>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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I learn and use academic vocabulary appropriately? • How can I learn and use domain-specific vocabulary appropriately? 	<ul style="list-style-type: none"> • RI.3.4: • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) • Differentiate between literal and nonliteral language 	<ul style="list-style-type: none"> • I can identify general academic and domain-specific words and phrases in a text • I can locate and use references to find meaning of general words • I can locate and use references to find meanings of domain-specific words
<p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the text features and how do they help me understand the text? • How can search tools help me locate relevant information? 	<ul style="list-style-type: none"> • RI.3.5 • Identify the unique features and organization of informational text (text features, and search tools) • Use the unique features to find and manage information specific to the topic • Demonstrate proficiency in using the tools to locate information 	<ul style="list-style-type: none"> • I can identify and give example of text features and search tools • I can use text features to find what I need to know • I can use headings, bold words, captions, highlighted words, etc. to find information
<p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How is my point of view the same as or different from the text? 	<ul style="list-style-type: none"> • RI.3.6 • Establish the point of view of a text • Determine how the reader's point of view is different from the narrator's or the characters 	<ul style="list-style-type: none"> • I can define point of view • I can determine the point of view of the author • I can tell my own point of view from the author's point of view
<p>RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can illustrations help me understand information? 	<ul style="list-style-type: none"> • RI.3.7. • Examine various text features (maps, diagrams, photos, audios) to understand specific information in the text • Synthesize the various text features and the text itself to understand the ideas in the text • Explain how the different text features aid understanding 	<ul style="list-style-type: none"> • I can explain how charts, diagrams, or illustrations are helpful in clarifying text. • I can use pictures and words in a text to help me understand what I read • I can explain how illustrations in a text add meaning to the words

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<p>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) to support specific points the author makes in a text.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How does the organization support the author’s purpose for the text? 	<ul style="list-style-type: none"> RI.3.8 Make a clear link between sentences and paragraphs when reading informational text Explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc) Identify words that signify a relationship between ideas Use the relationships between ideas to describe how an author supports specific points 	<ul style="list-style-type: none"> I can explain the connections between sentences and paragraphs in a text using comparison, cause/effect, or sequencing. I can identify words authors use to help me make logical connections between sentences and paragraph I can explain how connection words help me understand a text
<p>RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why do you read different texts on the same topic? How does the author use important points and key details to help me learn about the topic? 	<ul style="list-style-type: none"> RI.3.9 Closely read the text to identify the important details of a text Find similarities and differences about important details when reading about two texts that share the same topic Reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) 	<ul style="list-style-type: none"> I can compare the main ideas in different texts I can identify the most important points and key details found in two text about the same topic I can find things that are the same or different in two texts about the same topic
<p>NJ Learning Standards FOUNDATIONAL SKILLS</p>	<p>Skills</p>	<p>I Can Statements</p>
<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3.B. Decode words with common Latin suffixes.</p> <p>RF.3.3.C. Decode multisyllable words.</p> <p>RF.3.3.D. Read grade-appropriate irregularly spelled words.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can I use my understanding of word parts to spell words correctly? How can I break words into parts to determine the meaning of the word? 	<ul style="list-style-type: none"> RF.3.3. A-D Distinguish the base root from the affix Identify and define common prefixes and suffixes Identify and define common Latin suffixes Decode words that have a Latin suffix Use strategies to read multi-syllable words Read grade-appropriate irregularly spelled words 	<ul style="list-style-type: none"> I can find prefixes and suffixes in words I know the meanings of some prefixes and suffixes I can read words with suffixes I can break apart words into syllable segments to help me decode words I do not know I can read longer words and words that are spelled irregularly

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<p>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. RF.3.4.C. Use an appropriate rate while reading aloud. RF.3.4.D. Read with expression on successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. RF.3.4.F. Reread as necessary</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does my fluency and accuracy affect my understanding of any text I read? • How does my reading need to change when I read different kinds of texts? 	<ul style="list-style-type: none"> • RF:3.4 A-F • Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension 	<ul style="list-style-type: none"> • I can read grade level text with accuracy • I can make my reading sound like a conversation • I can self-correct misread or misunderstood words using context clues • I can self-correct misread or misunderstood words using context clues • I can recognize a word I have read does not make sense within the text. • I can reread with corrections when necessary
<p>New Jersey Learning Standards WRITING</p>	<p>Skills</p>	<p>I Can Statements</p>
<p>Unit 2 Writing Standards 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 text features (e.g.: illustrations, diagrams, captions) when useful to support 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 conclusion.</p>	<p>W.3.2-A-D</p> <ul style="list-style-type: none"> • Organize information to support the topic • Introduce a topic • Write a thesis statement to focus writing • Use text features to support the topic, when appropriate • Select details that appropriate support the development of the topic • Link ideas by using transitional words and phrases • Write a conclusion to close the writing 	<ul style="list-style-type: none"> • I can write a paper to inform someone about or explain a topic • I can use details and facts to support the topic • I can use illustrations, pictures, or other media to help my reader understand the writing • I can connect my information using linking words and phrases • I can write a conclusion for my paper

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<p>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.)</p> <p>Essential Question:</p> <ul style="list-style-type: none"> ● Why do I write? 	<ul style="list-style-type: none"> ● W.3.4 ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Determine writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose 	<ul style="list-style-type: none"> ● I can identify the writing style that best fits my task and purpose ● I can use graphic organizers to develop my writing ideas ● I can create a piece of writing that shows my understanding of a specific writing style
<p>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.)</p> <p>Essential Question:</p> <ul style="list-style-type: none"> ● How does the writing process make me a better write? 	<ul style="list-style-type: none"> ● W.3.5 ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) 	<p>When someone helps me:</p> <ul style="list-style-type: none"> ● I can use prewriting strategies to formulate ideas ● I can recognize that a good piece of writing requires more than one draft ● I can edit to make my writing clearer ● I can revise my writing to make sure I stay on topic ● I can prepare a new draft with changes that strengthens my writing
<p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> ● How can technology be used as a tool to write, publish, and/or collaborate? 	<ul style="list-style-type: none"> ● W.3.6 ● Develop strategies with peers and adults to use digital tools ● Use technology for producing and publishing writing ● Use technology to collaborate with others 	<p>When someone helps me:</p> <ul style="list-style-type: none"> ● I can use resources and technology to finish and share my work

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<p>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.</p>	<p>W.3.8</p> <ul style="list-style-type: none"> • Locate information from print and digital sources • Integrate information from personal experiences • Take notes and organize information into categories provided by the teacher • Gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes • Thoughtfully choose online sources • Select the information needed from each source • Connect new information learned online with offline sources • Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources 	<ul style="list-style-type: none"> • I can recall information from experiences or gather information from print and digital sources about a topic • I can take notes about a topic I can sort the information from my notes into provided categories
<p>W.3.10. 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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to write regularly? • Why is it important to adopt the routine of research, reflection, and revision? • Why is it important to write for different reasons and different audiences? 	<ul style="list-style-type: none"> • W.3.10: • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose 	<ul style="list-style-type: none"> • I can write for long or short periods of time, depending on my task • I can choose a writing structure to fit my task, purpose, and/or audience • I can write for a variety of reasons • I can complete a writing assignment in the time that my teacher has set for me
<p>New Jersey Learning Standards SPEAKING AND LISTENING</p>	<p>Skills</p>	<p>I Can Statements</p>

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<p>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.</p> <p>SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</p> <p>SL.3.1.D. Explain their own ideas and understanding in light of the discussion.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How are my conversation skills dependent on the makeup of the group? • What contributions can I make to the conversation when I'm prepared and engaged? 	<ul style="list-style-type: none"> • SL.3.1-A-D • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations • Develop skills in active listening and group discussion 	<ul style="list-style-type: none"> • I can bring the correct information to a discussion • I can add to the discussion after listening • I can stay on topic by making comments about the information being discussed • I can give ideas about that information to the group discussion • I can ask and answer questions about the topic • I can follow rules by respecting and listening to others, taking turns during a discussion • I can make connections between the comments of others
<p>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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I determine what is important when listening to and/or watching a presentation? 	<ul style="list-style-type: none"> • Determine the main idea of a text read aloud • Determine the supporting details for a text read aloud • Determine the main ideas and supporting details of information presented in multiple formats • Listen carefully to what a speaker says 	<ul style="list-style-type: none"> • I can identify information from a text being read aloud • I can identify information that is presented in different formats • I can use the information gathered to determine the main idea and support details of a presentation • I can compare the main idea with supporting details from different media forms with similar topics

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<p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • What kinds of questions should I ask during a presentation to increase my understanding? 	<ul style="list-style-type: none"> • Ask questions to clarify what was heard • Elaborate and provide details to build upon the speaker’s response 	<ul style="list-style-type: none"> • I can stay focused on the topic • I can ask the speaker appropriate questions • I can answer questions that the speaker asks
<p>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.)</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Why do I need to speak well? • Why do I need to think about the audience and purpose each time I speak? 	<p>SL.3.6:</p> <ul style="list-style-type: none"> • Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary 	<ul style="list-style-type: none"> • I can recognize a complete sentence • I can speak using complete sentences when asked to provide details or clarification
<p>New Jersey Learning Standards LANGUAGE</p>	<p>Skills</p>	<p>I Can Statements</p>
<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1.D. Form and use regular and irregular verbs.</p> <p>L.3.1.E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Why is it important for me to know and follow the rules of standard English grammar when I write or speak? 	<p>L.3.1-A-C</p> <ul style="list-style-type: none"> • Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences • Differentiate between regular and irregular plural nouns • Identify regular and irregular plural nouns in reading and use them when writing or speaking • Identify simple verb tenses and use them when writing or speaking 	<ul style="list-style-type: none"> • I can demonstrate the proper use of English grammar when writing or speaking • I can explain the correct use of nouns, pronouns, verbs, adjectives, and adverbs • I can make and use regular and irregular plural nouns correctly • I can use abstract nouns

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<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2.B. Use Commas in addresses</p> <p>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)</p> <p>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</p> <p>L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Why is it important for me to know and follow the rules of Standard English mechanics for writing? 	<p>L3.2 B-E-F-G</p> <ul style="list-style-type: none"> Apply comma rules to addresses in writing Spell high frequency or studied words correctly Spell conventional words correctly when adding a suffix to base words Identify spelling patterns and generalizations Apply spelling patterns when writing words Determine the purpose and use of reference materials Utilize reference materials to check and correct spelling, when needed Purposefully select words or phrases to create effect when writing or speaking Identify similarities and differences between spoken and written English Acknowledge those differences when writing and speaking 	<ul style="list-style-type: none"> I can use commas in addresses I can spell words that are high frequency and studied Identify root words in unknown words I can use spelling patterns and generalizations like word families, syllable patterns, ending rules, meaningful word parts, and position based spellings. I can use references material to check spelling
<p>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.</p> <p>L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do I know which strategy to use to make meaning of words or phrases I don't recognize or know? 	<ul style="list-style-type: none"> L.3.4 Decipher the meanings of words and phrases by using sentence context Identify the purpose and use of glossaries and dictionaries Determine the structure of glossaries and dictionaries Use both print and digital glossaries and dictionaries to define and clarify words 	<ul style="list-style-type: none"> I can determine the multiple meanings words and phrases based on a range of strategies I can use context clues to understand a meaning of a new word I can use dictionaries or the Internet to find the meaning of words and phrases
<p>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).</p> <p>Essential Question:</p> <ul style="list-style-type: none"> What strategies will I use to learn and use words that are specific to the things I study? 	<ul style="list-style-type: none"> L.3.6: Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics Choose the most accurate word when describing actions, emotions, or states of being Choose the most accurate word when discussing a particular topic Use spatial and temporal relationship words and phrases: 	<ul style="list-style-type: none"> I can use new grade level appropriate words and phrases I can use grade level appropriate words that tell when and where I can recognize the difference between general academic words and phrases and domain specific words and phrases and domain specific words and phrases

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Resources	
<p>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</p> <p>www.pearsonrealize.com www.pearsonsuccessnet.com Reading Street Series-Scott Foresman Readers and Writers Notebook Fresh Reads Weekly Test Decodable Readers Leveled Readers</p>	<p>Districts or schools choose supplementary resources that are not considered “texts.”</p> <p>www.mobymax.com www.turtlediary.com www.k12reader.com www.abcya.com www.studyisland.com www.readwritethink.org www.spellingcity.com www.starfall.com www.storylineonline.com www.puzzlemakers.com</p>

Differentiated Instruction <i>(content, process, product and learning environment)</i>	
At Risk Students	English Language Learners
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p>	<p><u>Modifications for Classroom</u></p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p>

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<p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
<p>Special Education</p>	<p>Gifted and Talented</p>
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine</p> <p>Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and</p>	<p><u>Extension Activities</u></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>

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<p>teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	
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Grade: Third		Content: English Language Arts
Unit: 3		Time Frame: 43-45 days
New Jersey Student Learning Standards: READING LITERATURE	SKILLS	I Can Statements
<p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can using questions while I read help me better understand the text? • How can using the text to justify my answers help me better understand what the author is saying? 	<ul style="list-style-type: none"> • RL.3.1: • Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader 	<ul style="list-style-type: none"> • I can answer questions to show I understand important details in a story • I can ask questions to show I understand important details in a story • I can ask and answer questions before, during, and after reading a text
<p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I learn life lesson from stories? • Why is using key details from the story important in retelling the story? • In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? 	<ul style="list-style-type: none"> • RL.3.2: • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details • Determine central messages or theme • Identify patterns in detail 	<ul style="list-style-type: none"> • I can recount/retell(put in my own words)stories • I can retell a fable or folktale and explain the lesson in the story • I can determine theme • I can identify key details

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<p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does the character affect the text? 	<ul style="list-style-type: none"> • RL.3.3 • Use a variety of sources to access previous information to compare, contrast, and reflect on texts • Identify similarities and differences in books with the same author and characters • Determine the central message, theme, lesson, and/or moral of the stories • Identify similarities and differences in the central message of the texts • Reflect on how the text details, characters, and central messages are alike and different. 	<ul style="list-style-type: none"> • I can use the characters' actions to help me understand what happens in the story • I can describe what characters do • I can describe why characters do particular things • I can describe how characters feel • I can describe what characters are like
<p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does the author's choice and use of words affect the meaning of the text? • How does the author's use of words help me know their meanings? 	<ul style="list-style-type: none"> • RL.3.4 • Distinguish the base root from the affix • Identify and define common prefixes and suffixes • Identify and define common Latin suffixes • Decode words that have a Latin suffix • Use strategies to read multi-syllable words • Read grade-appropriate irregularly spelled words 	<ul style="list-style-type: none"> • I can tell the meaning of words and phrases • I can tell the difference between true or factual and exaggerated text • I can understand sentences that may have idioms, similes, metaphors, or exaggerations
<p>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.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does the text structure help me understand the text? • Why does the structure of the text matter? • What are the text structures and how do they help me understand the text? 	<ul style="list-style-type: none"> • RL.3.5 • Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension 	<ul style="list-style-type: none"> • I can identify the chapter of a book when writing or speaking about a text • I can identify the scene in a drama when writing or speaking about a text • I can identify a stanza in a poem when writing or speaking about a text • I can describe how each part of the text build on earlier parts

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<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How is my point of view the same as or different from any characters in the text? 	<ul style="list-style-type: none"> RL.3.6. Establish the point of view of a text Determine how the reader’s point of view is different from the narrator’s or the characters Compare the readers’ point of view with the author’s point of view 	<ul style="list-style-type: none"> I can define point of view I can determine the point of view of the narrator or character of a story I can tell my own point of view from the narrator or characters of a story I can explain how my point of view is similar to or different from a narrator or character in a story
<p>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).</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> What can illustrations tell me about the story? 	<ul style="list-style-type: none"> RL3.7. Synthesize pictures and written text to better understand a text Examine the relation to the illustrations and text Discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters Identify the mood of the text Interpret what the illustrations tell a reader about the mood Determine the pictures help clarify the description of the mood 	<ul style="list-style-type: none"> I can identify illustrations that support the story I can explain how illustrations contribute to the words in the story
<p>RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why do you read different stories with the same or similar character? How does the author use theme, setting, and plot to help me learn about the characters? 	<ul style="list-style-type: none"> RL.3.9. Use a variety of sources to access previous information to compare, contrast, and reflect on texts Identify similarities and differences in books with the same author and characters Determine the central message, theme, lesson, and/or moral of the stories Identify similarities and differences in the central message of the texts Reflect on how the text details, characters, and central messages are alike and different 	<ul style="list-style-type: none"> I can define theme I can define setting I can define plot I can identify themes, settings, and plots in stories written by the same author I can contrast themes, settings, and plots in stories written by the same author I can compare the characters, setting, plots, and themes of different books by the same author

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New Jersey Learning Standards READING INFORMATIONAL TEXT	SKILLS	I CAN STATEMENTS
<p>RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can using questions while I read help me better understand the text? • How can using the text to justify my answers help me better understand what the author is saying? 	<ul style="list-style-type: none"> • RI.3.1 • Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader 	<ul style="list-style-type: none"> • I can answer questions to show that I know what I read • I can answer questions about a text by referring to words and phrases in the book • I can ask questions to show that I know what I read
<p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is identifying key ideas and supporting details from the text important? 	<ul style="list-style-type: none"> • RI.3.2: • Determine central messages or main ideas in a text • Identify details to support the main idea • Analyze how the details of the text help to support and reveal the central idea or theme 	<ul style="list-style-type: none"> • I can identify main idea in a text • I can tell the difference between the main idea and details of a text • I can connect details to the main ideas that they support
New Jersey Learning Standards FOUNDATIONAL SKILLS	SKILLS	I Can Statements
<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3.B. Decode words with common Latin suffixes.</p> <p>RF.3.3.C. Decode multi syllable words.</p> <p>RF.3.3.D. Read grade-appropriate irregularly spelled words.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does language in informational texts signal particular kinds of relationships? 	<ul style="list-style-type: none"> • RF.3.3. A-D • Distinguish the base root from the affix • Identify and define common prefixes and suffixes • Identify and define common Latin suffixes • Decode words that have a Latin suffix • Use strategies to read multi-syllable words • Read grade-appropriate irregularly spelled words 	<ul style="list-style-type: none"> • I can find prefixes and suffixes in words • I know the meanings of some prefixes and suffixes • I can read words with suffixes • I can break apart words into syllable segments to help me decode words I do not know • I can read longer words and words that are spelled irregularly

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<p>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. RF.3.4.C. Use an appropriate rate while reading aloud. RF.3.4.D. Read with expression on successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. RF.3.4.F. Reread as necessary.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can I learn and use academic vocabulary appropriately? • How can I learn and use domain-specific vocabulary appropriately? 	<ul style="list-style-type: none"> • RF:3.4 A-F • Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension 	<ul style="list-style-type: none"> • I can read grade level text with accuracy • I can make my reading sound like a conversation • I can self-correct misread or misunderstood words using context clues • I can self-correct misread or misunderstood words using context clues • I can recognize a word I have read does not make sense within the text. • I can reread with corrections when necessary
<p>New Jersey Learning Standards WRITING</p>	<p>SKILLS</p>	<p>I CAN STATEMENTS</p>
<p>Unit 3 Writing Standards W.3.3. Write narratives to develop real or imagined experiences or events using narrative 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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I learn and use academic vocabulary appropriately? • How can I learn and use domain-specific vocabulary appropriately? 	<ul style="list-style-type: none"> • W.3.3-A-D • Organize ideas for a narrative • Engage the reader with a story hook • Establish a situation or story background • Establish a narrator and/or characters for the story • Present an organized sequence of events • Use various narrative techniques to develop the characters and the plot • Incorporate vivid details to tell the story • Establish chronology by using appropriate transitional words and phrases • Bring the story to a close • • 	<ul style="list-style-type: none"> • I can write a story about something that has happened or a made up story • I can tell the story in order from beginning to end • I can use words to describe the characters and setting in my story • I can use a character’s thoughts, words, feelings, and actions to show how events happen and how characters respond to the events • I can show changes in time by using temporal words and phrases • I can write a conclusion that sums up the story

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<p>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.)</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do I write? 	<ul style="list-style-type: none"> • W.3.4 • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Determine writing purpose (the writer’s designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose 	<ul style="list-style-type: none"> • I can identify the writing style that best fits my task and purpose • I can use graphic organizers to develop my writing ideas • I can create a piece of writing that shows my understanding of a specific writing style
<p>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.)</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does the writing process make me a better writer? 	<ul style="list-style-type: none"> • W.3.5 • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) 	<ul style="list-style-type: none"> • When someone helps me: <ul style="list-style-type: none"> • I can use prewriting strategies to formulate ideas • I can recognize that a good piece of writing requires more than one draft • I can edit to make my writing clearer • I can revise my writing to make sure I stay on topic • I can prepare a new draft with changes that strengthens my writing
<p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can technology be used as a tool to write, publish, and/or collaborate? 	<ul style="list-style-type: none"> • W.3.6 • Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing • Use technology to collaborate with others 	<ul style="list-style-type: none"> • When someone helps me: <ul style="list-style-type: none"> • I can use resources and technology to finish and share my work
<p>W.3.7. Conduct short research projects that build knowledge about a topic</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can I learn more about a topic by completing a research project? 	<ul style="list-style-type: none"> • W.3.7 • Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic • Gather information to support a topic • Select relevant information from texts to support main ideas or claims 	<ul style="list-style-type: none"> • I can learn new things about a topic by doing research

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<p>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.</p>	<ul style="list-style-type: none">• Locate information from print and digital sources• Integrate information from personal experiences• Take notes and organize information into categories provided by the teacher• Gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes• Thoughtfully choose online sources• Select the information needed from each source• Connect new information learned online with offline sources• Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources	<ul style="list-style-type: none">• I can recall information from experiences or gather information from print and digital sources about a topic• I can take notes about a topic• I can sort the information from my notes into provided categories
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<p>W.3.10. 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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to write regularly? • Why is it important to adopt the routine of research, reflection, and revision? • Why is it important to write for different reasons and different audiences? 	<ul style="list-style-type: none"> • W.3.10: • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose 	<ul style="list-style-type: none"> • I can write for long or short periods of time, depending on my task • I can choose a writing structure to fit my task, purpose, and/or audience • I can write for a variety of reasons • I can complete a writing assignment in the time that my teacher has set for me
<p>NJ Learning Standards SPEAKING AND LISTENING</p>	<p>SKILLS</p>	<p>I Can Statements</p>

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<p>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.</p> <p>SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</p> <p>SL.3.1.D. Explain their own ideas and understanding in light of the discussion.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How are my conversation skills dependent on the makeup of the group? • What contributions can I make to the conversation when I'm prepared and engaged? 	<ul style="list-style-type: none"> • SL.3.1-A-D • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations • Develop skills in active listening and group discussion 	<ul style="list-style-type: none"> • I can bring the correct information to a discussion • I can add to the discussion after listening • I can stay on topic by making comments about the information being discussed • I can give ideas about that information to the group discussion • I can ask and answer questions about the topic • I can follow rules by respecting and listening to others, taking turns during a discussion • I can make connections between the comments of others
<p>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</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I determine what is important when listening to and/or watching a presentation? 	<p>SL.3.2</p> <ul style="list-style-type: none"> • Determine the main idea of a text read aloud • Determine the supporting details for a text read aloud • Determine the main ideas and supporting details of information presented in multiple formats • Listen carefully to what a speaker says 	<ul style="list-style-type: none"> • I can identify information from a text being read aloud • I can identify information that is presented in different formats • I can use the information gathered to determine the main idea and support details of a presentation • I can compare the main idea with supporting details from different media forms with similar topics

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<p>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.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I give a good presentation? 	<ul style="list-style-type: none"> SL.3.4 Report on a topic or text, telling a story, or recounting an event in an organized, logical manner Use relevant facts and descriptive details that add to the reporting of a topic or event Present information orally and in coherent, spoken sentences Use an appropriate pace when presenting Present and logically support personal opinions 	<ul style="list-style-type: none"> I can stay focused on the topic I can ask the speaker appropriate questions I can answer questions that the speaker asks
<p>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.)</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why do I need to speak well? Why do I need to think about the audience and purpose each time I speak? 	<ul style="list-style-type: none"> SL.3.6: Speak in complete sentences Adapt speech to task and situation Use 3rd grade appropriate grammatically correct speech Elaborate on a detail when necessary Clarify ideas when necessary 	<ul style="list-style-type: none"> I can recognize a complete sentence I can speak using complete sentences when asked to provide details or clarification
<p style="text-align: center;">NJ Learning Standards LANGUAGE</p>	<p style="text-align: center;">Skills</p>	<p style="text-align: center;">I Can Statements</p>
<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1.D. Form and use regular and irregular verbs.</p> <p>L.3.1.E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>Essential Question</p> <ul style="list-style-type: none"> Why is it important for me to know and follow the rules of standard English grammar when I write or speak? 	<ul style="list-style-type: none"> L.3.1-A,D,E Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences Differentiate between regular and irregular plural nouns Identify regular and irregular plural nouns in reading and use them when writing or speaking Identify simple verb tenses and use them when writing or speaking 	<ul style="list-style-type: none"> I can demonstrate the proper use of English grammar when writing or speaking I can explain the correct use of nouns, pronouns, verbs, adjectives, and adverbs I can make and use regular and irregular plural nouns correctly I can use abstract nouns

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<p>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.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</p> <p>Essential Question</p> <ul style="list-style-type: none"> Why is it important for me to know and follow the rules of standard English grammar when I write or speak? 	<ul style="list-style-type: none"> L3.2 C-E-F-G Apply comma rules to addresses in writing Spell high frequency or studied words correctly Spell conventional words correctly when adding a suffix to base words Identify spelling patterns and generalizations Apply spelling patterns when writing words Determine the purpose and use of reference materials Utilize reference materials to check and correct spelling, when needed 	<ul style="list-style-type: none"> I can use commas in addresses I can spell words that are high frequency and studied Identify root words in unknown words I can use spelling patterns and generalizations like word families, syllable patterns, ending rules, meaningful word parts, and position based spellings. I can use references material to check spelling
<p>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.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.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do I know which strategy to use to make meaning of words or phrases I don't recognize or know? 	<ul style="list-style-type: none"> L.3.4 Decipher the meanings of words and phrases by using sentence context Identify the purpose and use of glossaries and dictionaries Use both print and digital glossaries and dictionaries to define and clarify words Identify the purpose and use of glossaries and dictionaries Use both print and digital glossaries and dictionaries to define and clarify words 	<ul style="list-style-type: none"> I can determine the multiple meanings words and phrases based on a range of strategies I can use context clues to understand a meaning of a new word I can use dictionaries or the Internet to find the meaning of words and phrases

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<p>L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)</p> <p>L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)</p> <p>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)</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do I show I know how to use words accurately and effectively? 	<ul style="list-style-type: none"> L.3.5 Define the terms ‘literal’ and ‘nonliteral’ Identify literal and nonliteral words and phrases in texts Differentiate the literal phrases from nonliteral phrases Connect words to their purpose or use Determine the slight difference in meaning in synonymous words 	<ul style="list-style-type: none"> I can tell the difference between literal and non-literal phrase meanings I can give real-life examples of word meanings I can show the shades of meanings of related words I can recognize words that have similar meaning, and choose the word that best describes the mood/state of mind
<p>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).</p> <p>Essential Question:</p> <ul style="list-style-type: none"> What strategies will I use to learn and use words that are specific to the things I study? 	<ul style="list-style-type: none"> L.3.6: Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics Choose the most accurate word when describing actions, emotions, or states of being Choose the most accurate word when discussing a particular topic Use spatial and temporal relationship words and phrases: 	<ul style="list-style-type: none"> I can use new grade level appropriate words and phrases I can use grade level appropriate words that tell when and where I can recognize the difference between general academic words and phrases and domain specific words and phrases and domain specific words and phrases

Resources

Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.

www.pearsonrealize.com

www.pearsonsuccessnet.com

Reading Street Series-Scott Foresman

Readers and Writers Notebook

Fresh Reads Weekly Test

Decodable Readers

Leveled Readers

Districts or schools choose supplementary resources that are not considered “texts.”

www.mobymax.com

www.turtlediary.com

www.k12reader.com

www.abcya.com

www.studyisland.com

www.readwritethink.org

www.spellingcity.com

www.starfall.com

www.storylineonline.com

www.puzzlemakers.com

Differentiated Instruction

(content, process, product and learning environment)

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At Risk Students	English Language Learners
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p><u>Modifications for Classroom</u></p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
Special Education	Gifted and Talented

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<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	<p>Extension Activities</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>
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BCSE Curricular Framework English Language Arts – Grade 3

Grade: Third		Content: English Language Arts
Unit: 4		Time Frame: 43-45 days
New Jersey Student Learning Standards: READING LITERATURE	Skills	I Can Statements
<p><i>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can using questions while I read help me better understand the text? • How can using the text to justify my answers help me better understand what the author is saying? 	<ul style="list-style-type: none"> • RL.3.1: • Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader 	<ul style="list-style-type: none"> • I can answer questions to show I understand important details in a story • I can ask questions to show I understand important details in a story • I can ask and answer questions before, during, and after reading a text
<p><i>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I learn life lesson from stories? • Why is using key details from the story important in retelling the story? • In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? 	<ul style="list-style-type: none"> • RL.3.2: • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details • Determine central messages or theme • Identify patterns in detail 	<ul style="list-style-type: none"> • I can recount/retell(put in my own words)stories • I can retell a fable or folktale and explain the lesson in the story • I can determine theme • I can identify key details

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<p><i>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does the author’s choice and use of words affect the meaning of the text? • How does the author’s use of words help me know their meanings? 	<ul style="list-style-type: none"> • RL.3.4: • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) • Differentiate between literal and nonliteral language 	<ul style="list-style-type: none"> • I can tell the meaning of words and phrases • I can tell the difference between true or factual and exaggerated text • I can understand sentences that may have idioms, similes, metaphors, or exaggerations
<p><i>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.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does the text structure help me understand the text? • Why does the structure of the text matter? • What are the text structures and how do they help me understand the text? 	<ul style="list-style-type: none"> • RL.3.5 • Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension 	<ul style="list-style-type: none"> • I can identify the chapter of a book when writing or speaking about a text • I can identify the scene in a drama when writing or speaking about a text • I can identify a stanza in a poem when writing or speaking about a text • I can describe how each part of the text build on earlier parts
<p><i>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How is my point of view the same as or different from any characters in the text? 	<ul style="list-style-type: none"> • RL.3.6 • Establish the point of view of a text • Determine how the reader’s point of view is different from the narrator’s or the characters 	<ul style="list-style-type: none"> • I can define point of view • I can determine the point of view of the narrator or character of a story • I can tell my own point of view from the narrator or characters of a story • I can explain how my point of view is similar to or different from a narrator or character in a story

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<p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • What strategies am I using to become an independent and proficient reader of literary texts? 	<ul style="list-style-type: none"> • RL.3.10 • Efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year • Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts • Read texts with scaffolding, as needed minimal clarifications 	<ul style="list-style-type: none"> • I can read and understand stories at my grade level • I can closely read complex grade level texts • I can reread a text to find more information or clarify ideas • I can use reading strategies to help me understand difficult complex text
<p>New Jersey Learning Standards READING INFORMATIONAL TEXT</p>	<p>Skills</p>	<p>I Can Statements</p>
<p>RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can using questions while I read help me better understand the text? • How can using the text to justify my answers help me better understand what the author is saying? 	<ul style="list-style-type: none"> • RI.3.1 • Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader 	<ul style="list-style-type: none"> • I can answer questions to show that I know what I read • I can answer questions about a text by referring to words and phrases in the book • I can ask questions to show that I know what I read
<p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is identifying key ideas and supporting details from the text important? 	<ul style="list-style-type: none"> • RI.3.2: • Determine central messages or main ideas in a text • Identify details to support the main idea • Analyze how the details of the text help to support and reveal the central idea or theme 	<ul style="list-style-type: none"> • I can identify main idea in a text • I can tell the difference between the main idea and details of a text • I can connect details to the main ideas that they support

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<p>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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I learn and use academic vocabulary appropriately? • How can I learn and use domain-specific vocabulary appropriately? 	<ul style="list-style-type: none"> • RI.3.4: • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) • Differentiate between literal and nonliteral language 	<ul style="list-style-type: none"> • I can identify general academic and domain-specific words and phrases in a text • I can locate and use references to find meaning of general words • I can locate and use references to find meanings of domain-specific words
<p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the text features and how do they help me understand the text? • How can search tools help me locate relevant information? 	<p>RI.3.5:</p> <ul style="list-style-type: none"> • Identify the unique features and organization of informational text (text features, and search tools) • Use the unique features to find and manage information specific to the topic • Demonstrate proficiency in using the tools to locate information 	<ul style="list-style-type: none"> • I can identify and give examples of text features and search tools • I can use headings, bold words, captions, highlighted words, etc., to find information • I can use search tools such as sidebars, key words, and hyperlinks
<p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How is my point of view the same as or different from the text? 	<ul style="list-style-type: none"> • RI.3.6 • Establish the point of view of a text • Determine how the reader’s point of view is different from the narrator’s or the characters 	<ul style="list-style-type: none"> • <i>I can define point of view</i> • <i>I can determine the point of view of the author</i> • <i>I can tell my own point of view from the author’s point of view</i>
<p>New Jersey Learning Standards FOUNDATIONAL SKILLS</p>	<p>Skills</p>	<p>I Can Statements</p>
<p>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.</p>	<ul style="list-style-type: none"> • RF.3.3. A-D • Distinguish the base root from the affix • Identify and define common prefixes and suffixes • Identify and define common Latin suffixes • Decode words that have a Latin suffix 	<ul style="list-style-type: none"> • I can find prefixes and suffixes in words • I know the meanings of some prefixes and suffixes • I can read words with suffixes • I can break apart words into syllable

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<p><i>RF.3.3.C. Decode multisyllable words.</i> <i>RF.3.3.D. Read grade-appropriate irregularly spelled words.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> How does language in informational texts signal particular kinds of relationships? 	<ul style="list-style-type: none"> Use strategies to read multi-syllable words Read grade-appropriate irregularly spelled words 	<p>segments to help me decode words I do not know</p> <ul style="list-style-type: none"> I can read longer words and words that are spelled irregularly
<p><i>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</i> <i>RF.3.4.A. Read grade-level text with purpose and understanding.</i> <i>RF.3.4.B. Read grade-level prose and poetry orally with accuracy.</i> <i>RF.3.4.C. Use an appropriate rate while reading aloud.</i> <i>RF.3.4.D. Read with expression on successive readings.</i> <i>RF.3.4.E. Use context to confirm or self-correct word recognition and understanding.</i> <i>RF.3.4.F. Reread as necessary.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I learn and use academic vocabulary appropriately? How can I learn and use domain-specific vocabulary appropriately? 	<ul style="list-style-type: none"> RF:3.4 A-F Use various strategies to understand text and read with purpose Accurately read grade-level poetry and prose aloud Use an appropriate rate and expression when reading aloud Use various strategies to support word recognition and understanding Reread texts when appropriate to support increased accuracy, fluency, and comprehension 	<ul style="list-style-type: none"> I can read grade level text with accuracy I can make my reading sound like a conversation I can self-correct misread or misunderstood words using context clues I can self-correct misread or misunderstood words using context clues I can recognize a word I have read does not make sense within the text. I can reread with corrections when necessary
<p>New Jersey Learning Standards WRITING</p>	<p>Skills</p>	<p>I Can Statements</p>

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<p><i>Unit 2 Writing Standards</i> <i>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> <i>W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</i> <i>W.3.2.B. Develop the topic with facts, definitions, and details.</i> <i>W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</i> <i>W.3.2.D. Provide a conclusion.</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can I use information to express an idea? 	<ul style="list-style-type: none"> ● W.3.2-A-D ● Organize information to support the topic ● Introduce a topic ● Write a thesis statement to focus writing ● Use text features to support the topic, when appropriate ● Select details that appropriate support the development of the topic ● Link ideas by using transitional words and phrases ● Write a conclusion to close the writing 	<ul style="list-style-type: none"> ● I can determine my opinion or point of view on a topic or text ● I can write an opinion about something that I have read ● I can create an organizational structure to introduce my topic and opinion ● I can support my opinion with details from the text that I have noted on a graphic organizer ● I can connect the reasons and details with words like: because, therefore, since, and for example ● I can write a conclusion to my writing
<p>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.)</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why do I write? 	<ul style="list-style-type: none"> ● W.3.4 ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Determine writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose 	<ul style="list-style-type: none"> ● I can identify the writing style that best fits my task and purpose ● I can use graphic organizers to develop my writing ideas ● I can create a piece of writing that shows my understanding of a specific writing style

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<p>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.)</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does the writing process make me a better writer? 	<ul style="list-style-type: none"> • W.3.5 • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) 	<ul style="list-style-type: none"> • When someone helps me: • I can use prewriting strategies to formulate ideas • I can recognize that a good piece of writing requires more than one draft • I can edit to make my writing clearer • I can revise my writing to make sure I stay on topic • I can prepare a new draft with changes that strengthens my writing
<p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can technology be used as a tool to write, publish, and/or collaborate? 	<ul style="list-style-type: none"> • W.3.6 • Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing • Use technology to collaborate with others 	<p>When someone helps me:</p> <ul style="list-style-type: none"> • I can use resources and technology to finish and share my work
<p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can I learn more about a topic by completing a research project? 	<ul style="list-style-type: none"> • W.3.7 • Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic • Gather information to support a topic • Select relevant information from texts to support main ideas or claims 	<ul style="list-style-type: none"> • I can learn new things about a topic by doing research

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<p><i>W.3.10. 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</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to write regularly? • Why is it important to adopt the routine of research, reflection, and revision? • Why is it important to write for different reasons and different audiences? 	<ul style="list-style-type: none"> • W.3.10: • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose 	<ul style="list-style-type: none"> • I can write for long or short periods of time, depending on my task • I can choose a writing structure to fit my task, purpose, and/or audience • I can write for a variety of reasons • I can complete a writing assignment in the time that my teacher has set for me
<p>NJ Learning Standards SPEAKING AND LISTENING</p>	<p>Skills</p>	<ul style="list-style-type: none"> • I Can Statements

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<p><i>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.</i> <i>SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</i> <i>SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)</i> <i>SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</i> <i>SL.3.1.D. Explain their own ideas and understanding in light of the discussion.</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How are my conversation skills dependent on the makeup of the group? ● What contributions can I make to the conversation when I'm prepared and engaged? 	<ul style="list-style-type: none"> ● SL.3.1-A-D ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer ● Engage in collaborative conversations ● Develop skills in active listening and group discussion 	<ul style="list-style-type: none"> ● I can bring the correct information to a discussion ● I can add to the discussion after listening ● I can stay on topic by making comments about the information being discussed ● I can give ideas about that information to the group discussion ● I can ask and answer questions about the topic ● I can follow rules by respecting and listening to others, taking turns during a discussion ● I can make connections between the comments of others
<p><i>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.)</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why do I need to speak well? ● Why do I need to think about the audience and purpose each time I speak? 	<ul style="list-style-type: none"> ● SL.3.6: ● Speak in complete sentences ● Adapt speech to task and situation ● Use 3rd grade appropriate grammatically correct speech ● Elaborate on a detail when necessary ● Clarify ideas when necessary 	<ul style="list-style-type: none"> ● I can recognize a complete sentence ● I can speak using complete sentences when asked to provide details or clarification

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New Jersey Learning Standards LANGUAGE	Skills	I Can Statements
<p><i>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> <i>L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</i> <i>L.3.1.B. Form and use regular and irregular plural nouns.</i> <i>L.3.1.C. Use abstract nouns (e.g., childhood).</i></p> <p>Essential Question</p> <ul style="list-style-type: none"> Why is it important for me to know and follow the rules of standard English grammar when I write or speak? 	<ul style="list-style-type: none"> L.3.1-A-C Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences Differentiate between regular and irregular plural nouns Identify regular and irregular plural nouns in reading and use them when writing or speaking Identify abstract nouns Use abstract nouns when writing or speaking 	<ul style="list-style-type: none"> I can demonstrate the proper use of English grammar when writing or speaking I can explain the correct use of nouns, pronouns, verbs, adjectives, and adverbs I can make and use regular and irregular plural nouns correctly I can use abstract nouns
<p><i>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i> <i>L.3.2.A. Capitalize appropriate words in titles.</i> <i>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)</i> <i>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</i> <i>L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</i></p> <p>Essential Question</p> <ul style="list-style-type: none"> Why is it important for me to know and follow the rules of standard English grammar when I write or speak? 	<ul style="list-style-type: none"> L3.2 A-E-G Identify the words in titles that should be capitalized Consistently apply rules for capitalization in titles Spell high frequency or studied words correctly Spell conventional words correctly when adding a suffix to base words Identify spelling patterns and generalizations Apply spelling patterns when writing words Determine the purpose and use of reference materials Utilize reference materials to check and correct spelling, when needed 	<ul style="list-style-type: none"> I can use the correct capitalization, punctuation and spelling when writing I can capitalize important words in a title I can spell words that are high frequency and studied I can use spelling patterns and generalizations like word families, syllable patterns, ending rules, meaningful word parts, and position based spellings. I can use references material to check spelling

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<p><i>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.</i></p> <p><i>L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</i></p> <p><i>L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How do I know which strategy to use to make meaning of words or phrases I don't recognize or know? 	<ul style="list-style-type: none"> • L.3.4 • Decipher the meanings of words and phrases by using sentence context • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words 	<ul style="list-style-type: none"> • I can determine the multiple meanings words and phrases based on a range of strategies • I can use context clues to understand a meaning of a new word • I can use dictionaries or the Internet to find the meaning of words and phrases
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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).

Essential Question:

- What strategies will I use to learn and use words that are specific to the things I study?

- L.3.6:
- Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use spatial and temporal relationship words and phrases:

- I can use new grade level appropriate words and phrases
- I can use grade level appropriate words that tell when and where
- I can recognize the difference between general academic words and phrases and domain specific words and phrases and domain specific words and phrases

Resources

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Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.

www.pearsonrealize.com

www.pearsonsuccessnet.com

Reading Street Series-Scott Foresman

Readers and Writers Notebook

Fresh Reads Weekly Test

Decodable Readers

Leveled Readers

Districts or schools choose supplementary resources that are not considered “texts.”

www.mobymax.com

www.turtlediary.com

www.k12reader.com

www.abcya.com

www.studyisland.com

www.readwritethink.org

www.spellingcity.com

www.starfall.com

www.storylineonline.com

www.puzzlemakers.com

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Grade: Third		Content: English Language Arts
Unit: 3		Time Frame: 43-45 days
New Jersey Student Learning Standards: READING LITERATURE	SKILLS	I Can Statements
<p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can using questions while I read help me better understand the text? • How can using the text to justify my answers help me better understand what the author is saying? 	<ul style="list-style-type: none"> • RL.3.1: • Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader 	<ul style="list-style-type: none"> • I can answer questions to show I understand important details in a story • I can ask questions to show I understand important details in a story • I can ask and answer questions before, during, and after reading a text
<p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I learn life lesson from stories? • Why is using key details from the story important in retelling the story? • In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? 	<ul style="list-style-type: none"> • RL.3.2: • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details • Determine central messages or theme • Identify patterns in detail 	<ul style="list-style-type: none"> • I can recount/retell(put in my own words)stories • I can retell a fable or folktale and explain the lesson in the story • I can determine theme • I can identify key details

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<p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How does the character affect the text? 	<ul style="list-style-type: none"> RL.3.3 Use a variety of sources to access previous information to compare, contrast, and reflect on texts Identify similarities and differences in books with the same author and characters Determine the central message, theme, lesson, and/or moral of the stories Identify similarities and differences in the central message of the texts Reflect on how the text details, characters, and central messages are alike and different. 	<ul style="list-style-type: none"> I can use the characters' actions to help me understand what happens in the story I can describe what characters do I can describe why characters do particular things I can describe how characters feel I can describe what characters are like
<p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How does the author's choice and use of words affect the meaning of the text? How does the author's use of words help me know their meanings? 	<ul style="list-style-type: none"> RL.3.4 Distinguish the base root from the affix Identify and define common prefixes and suffixes Identify and define common Latin suffixes Decode words that have a Latin suffix Use strategies to read multi-syllable words Read grade-appropriate irregularly spelled words 	<ul style="list-style-type: none"> I can tell the meaning of words and phrases I can tell the difference between true or factual and exaggerated text I can understand sentences that may have idioms, similes, metaphors, or exaggerations
<p>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.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How does the text structure help me understand the text? Why does the structure of the text matter? What are the text structures and how do they help me understand the text? 	<ul style="list-style-type: none"> RL.3.5 Use various strategies to understand text and read with purpose Accurately read grade-level poetry and prose aloud Use an appropriate rate and expression when reading aloud Use various strategies to support word recognition and understanding Reread texts when appropriate to support increased accuracy, fluency, and comprehension 	<ul style="list-style-type: none"> I can identify the chapter of a book when writing or speaking about a text I can identify the scene in a drama when writing or speaking about a text I can identify a stanza in a poem when writing or speaking about a text I can describe how each part of the text build on earlier parts

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<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How is my point of view the same as or different from any characters in the text? 	<ul style="list-style-type: none"> RL.3.6. Establish the point of view of a text Determine how the reader’s point of view is different from the narrator’s or the characters Compare the readers’ point of view with the author’s point of view 	<ul style="list-style-type: none"> I can define point of view I can determine the point of view of the narrator or character of a story I can tell my own point of view from the narrator or characters of a story I can explain how my point of view is similar to or different from a narrator or character in a story
<p>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).</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> What can illustrations tell me about the story? 	<ul style="list-style-type: none"> RL3.7. Synthesize pictures and written text to better understand a text Examine the relation to the illustrations and text Discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters Identify the mood of the text Interpret what the illustrations tell a reader about the mood Determine the pictures help clarify the description of the mood 	<ul style="list-style-type: none"> I can identify illustrations that support the story I can explain how illustrations contribute to the words in the story
<p>RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why do you read different stories with the same or similar character? How does the author use theme, setting, and plot to help me learn about the characters? 	<ul style="list-style-type: none"> RL.3.9. Use a variety of sources to access previous information to compare, contrast, and reflect on texts Identify similarities and differences in books with the same author and characters Determine the central message, theme, lesson, and/or moral of the stories Identify similarities and differences in the central message of the texts Reflect on how the text details, characters, and central messages are alike and different 	<ul style="list-style-type: none"> I can define theme I can define setting I can define plot I can identify themes, settings, and plots in stories written by the same author I can contrast themes, settings, and plots in stories written by the same author I can compare the characters, setting, plots, and themes of different books by the same author

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New Jersey Learning Standards READING INFORMATIONAL TEXT	SKILLS	I CAN STATEMENTS
<p>RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can using questions while I read help me better understand the text? • How can using the text to justify my answers help me better understand what the author is saying? 	<ul style="list-style-type: none"> • RI.3.1 • Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader 	<ul style="list-style-type: none"> • I can answer questions to show that I know what I read • I can answer questions about a text by referring to words and phrases in the book • I can ask questions to show that I know what I read
<p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is identifying key ideas and supporting details from the text important? 	<ul style="list-style-type: none"> • RI.3.2: • Determine central messages or main ideas in a text • Identify details to support the main idea • Analyze how the details of the text help to support and reveal the central idea or theme 	<ul style="list-style-type: none"> • I can identify main idea in a text • I can tell the difference between the main idea and details of a text • I can connect details to the main ideas that they support
New Jersey Learning Standards FOUNDATIONAL SKILLS	SKILLS	I Can Statements
<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3.B. Decode words with common Latin suffixes.</p> <p>RF.3.3.C. Decode multi syllable words.</p> <p>RF.3.3.D. Read grade-appropriate irregularly spelled words.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does language in informational texts signal particular kinds of relationships? 	<ul style="list-style-type: none"> • RF.3.3. A-D • Distinguish the base root from the affix • Identify and define common prefixes and suffixes • Identify and define common Latin suffixes • Decode words that have a Latin suffix • Use strategies to read multi-syllable words • Read grade-appropriate irregularly spelled words 	<ul style="list-style-type: none"> • I can find prefixes and suffixes in words • I know the meanings of some prefixes and suffixes • I can read words with suffixes • I can break apart words into syllable segments to help me decode words I do not know • I can read longer words and words that are spelled irregularly

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<p>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. RF.3.4.C. Use an appropriate rate while reading aloud. RF.3.4.D. Read with expression on successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. RF.3.4.F. Reread as necessary.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can I learn and use academic vocabulary appropriately? • How can I learn and use domain-specific vocabulary appropriately? 	<ul style="list-style-type: none"> • RF:3.4 A-F • Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension 	<ul style="list-style-type: none"> • I can read grade level text with accuracy • I can make my reading sound like a conversation • I can self-correct misread or misunderstood words using context clues • I can self-correct misread or misunderstood words using context clues • I can recognize a word I have read does not make sense within the text. • I can reread with corrections when necessary
<p>New Jersey Learning Standards WRITING</p>	<p>SKILLS</p>	<p>I CAN STATEMENTS</p>
<p>Unit 3 Writing Standards W.3.3. Write narratives to develop real or imagined experiences or events using narrative 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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I learn and use academic vocabulary appropriately? • How can I learn and use domain-specific vocabulary appropriately? 	<ul style="list-style-type: none"> • W.3.3-A-D • Organize ideas for a narrative • Engage the reader with a story hook • Establish a situation or story background • Establish a narrator and/or characters for the story • Present an organized sequence of events • Use various narrative techniques to develop the characters and the plot • Incorporate vivid details to tell the story • Establish chronology by using appropriate transitional words and phrases • Bring the story to a close • • 	<ul style="list-style-type: none"> • I can write a story about something that has happened or a made up story • I can tell the story in order from beginning to end • I can use words to describe the characters and setting in my story • I can use a character’s thoughts, words, feelings, and actions to show how events happen and how characters respond to the events • I can show changes in time by using temporal words and phrases • I can write a conclusion that sums up the story

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<p>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.)</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do I write? 	<ul style="list-style-type: none"> • W.3.4 • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Determine writing purpose (the writer’s designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose 	<ul style="list-style-type: none"> • I can identify the writing style that best fits my task and purpose • I can use graphic organizers to develop my writing ideas • I can create a piece of writing that shows my understanding of a specific writing style
<p>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.)</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does the writing process make me a better writer? 	<ul style="list-style-type: none"> • W.3.5 • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) 	<ul style="list-style-type: none"> • When someone helps me: <ul style="list-style-type: none"> • I can use prewriting strategies to formulate ideas • I can recognize that a good piece of writing requires more than one draft • I can edit to make my writing clearer • I can revise my writing to make sure I stay on topic • I can prepare a new draft with changes that strengthens my writing
<p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can technology be used as a tool to write, publish, and/or collaborate? 	<ul style="list-style-type: none"> • W.3.6 • Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing • Use technology to collaborate with others 	<ul style="list-style-type: none"> • When someone helps me: <ul style="list-style-type: none"> • I can use resources and technology to finish and share my work
<p>W.3.7. Conduct short research projects that build knowledge about a topic</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can I learn more about a topic by completing a research project? 	<ul style="list-style-type: none"> • W.3.7 • Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic • Gather information to support a topic • Select relevant information from texts to support main ideas or claims 	<ul style="list-style-type: none"> • I can learn new things about a topic by doing research

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<p>W.3.10. 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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to write regularly? • Why is it important to adopt the routine of research, reflection, and revision? • Why is it important to write for different reasons and different audiences? 	<ul style="list-style-type: none"> • W.3.10: • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose 	<ul style="list-style-type: none"> • I can write for long or short periods of time, depending on my task • I can choose a writing structure to fit my task, purpose, and/or audience • I can write for a variety of reasons • I can complete a writing assignment in the time that my teacher has set for me
<p>NJ Learning Standards SPEAKING AND LISTENING</p>	<p>SKILLS</p>	<p>I Can Statements</p>

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<p>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.</p> <p>SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</p> <p>SL.3.1.D. Explain their own ideas and understanding in light of the discussion.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How are my conversation skills dependent on the makeup of the group? • What contributions can I make to the conversation when I'm prepared and engaged? 	<ul style="list-style-type: none"> • SL.3.1-A-D • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations • Develop skills in active listening and group discussion 	<ul style="list-style-type: none"> • I can bring the correct information to a discussion • I can add to the discussion after listening • I can stay on topic by making comments about the information being discussed • I can give ideas about that information to the group discussion • I can ask and answer questions about the topic • I can follow rules by respecting and listening to others, taking turns during a discussion • I can make connections between the comments of others
<p>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</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I determine what is important when listening to and/or watching a presentation? 	<p>SL.3.2</p> <ul style="list-style-type: none"> • Determine the main idea of a text read aloud • Determine the supporting details for a text read aloud • Determine the main ideas and supporting details of information presented in multiple formats • Listen carefully to what a speaker says 	<ul style="list-style-type: none"> • I can identify information from a text being read aloud • I can identify information that is presented in different formats • I can use the information gathered to determine the main idea and support details of a presentation • I can compare the main idea with supporting details from different media forms with similar topics

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<p>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.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can I give a good presentation? 	<ul style="list-style-type: none"> • SL.3.4 • Report on a topic or text, telling a story, or recounting an event in an organized, logical manner • Use relevant facts and descriptive details that add to the reporting of a topic or event • Present information orally and in coherent, spoken sentences • Use an appropriate pace when presenting • Present and logically support personal opinions 	<ul style="list-style-type: none"> • I can stay focused on the topic • I can ask the speaker appropriate questions • I can answer questions that the speaker asks
<p>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.)</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do I need to speak well? • Why do I need to think about the audience and purpose each time I speak? 	<ul style="list-style-type: none"> • SL.3.6: • Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary 	<ul style="list-style-type: none"> • I can recognize a complete sentence • I can speak using complete sentences when asked to provide details or clarification
<p style="text-align: center;">NJ Learning Standards LANGUAGE</p>	<p style="text-align: center;">Skills</p>	<p style="text-align: center;">I Can Statements</p>
<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1.D. Form and use regular and irregular verbs.</p> <p>L.3.1.E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>Essential Question</p> <ul style="list-style-type: none"> • Why is it important for me to know and follow the rules of standard English grammar when I write or speak? 	<ul style="list-style-type: none"> • L.3.1-A,D,E • Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences • Differentiate between regular and irregular plural nouns • Identify regular and irregular plural nouns in reading and use them when writing or speaking • Identify simple verb tenses and use them when writing or speaking 	<ul style="list-style-type: none"> • I can demonstrate the proper use of English grammar when writing or speaking • I can explain the correct use of nouns, pronouns, verbs, adjectives, and adverbs • I can make and use regular and irregular plural nouns correctly • I can use abstract nouns

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<p>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.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</p> <p>Essential Question</p> <ul style="list-style-type: none"> Why is it important for me to know and follow the rules of standard English grammar when I write or speak? 	<ul style="list-style-type: none"> L3.2 C-E-F-G Apply comma rules to addresses in writing Spell high frequency or studied words correctly Spell conventional words correctly when adding a suffix to base words Identify spelling patterns and generalizations Apply spelling patterns when writing words Determine the purpose and use of reference materials Utilize reference materials to check and correct spelling, when needed 	<ul style="list-style-type: none"> I can use commas in addresses I can spell words that are high frequency and studied Identify root words in unknown words I can use spelling patterns and generalizations like word families, syllable patterns, ending rules, meaningful word parts, and position based spellings. I can use references material to check spelling
<p>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.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.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do I know which strategy to use to make meaning of words or phrases I don't recognize or know? 	<ul style="list-style-type: none"> L.3.4 Decipher the meanings of words and phrases by using sentence context Identify the purpose and use of glossaries and dictionaries Use both print and digital glossaries and dictionaries to define and clarify words Identify the purpose and use of glossaries and dictionaries Use both print and digital glossaries and dictionaries to define and clarify words 	<ul style="list-style-type: none"> I can determine the multiple meanings words and phrases based on a range of strategies I can use context clues to understand a meaning of a new word I can use dictionaries or the Internet to find the meaning of words and phrases

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<p>L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)</p> <p>L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)</p> <p>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)</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do I show I know how to use words accurately and effectively? 	<ul style="list-style-type: none"> L.3.5 Define the terms ‘literal’ and ‘nonliteral’ Identify literal and nonliteral words and phrases in texts Differentiate the literal phrases from nonliteral phrases Connect words to their purpose or use Determine the slight difference in meaning in synonymous words 	<ul style="list-style-type: none"> I can tell the difference between literal and non-literal phrase meanings I can give real-life examples of word meanings I can show the shades of meanings of related words I can recognize words that have similar meaning, and choose the word that best describes the mood/state of mind
<p>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).</p> <p>Essential Question:</p> <ul style="list-style-type: none"> What strategies will I use to learn and use words that are specific to the things I study? 	<ul style="list-style-type: none"> L.3.6: Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics Choose the most accurate word when describing actions, emotions, or states of being Choose the most accurate word when discussing a particular topic Use spatial and temporal relationship words and phrases: 	<ul style="list-style-type: none"> I can use new grade level appropriate words and phrases I can use grade level appropriate words that tell when and where I can recognize the difference between general academic words and phrases and domain specific words and phrases and domain specific words and phrases
<p>Resources</p>		
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p>	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p>	

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<p>www.pearsonrealize.com www.pearsonsuccessnet.com Reading Street Series-Scott Foresman Readers and Writers Notebook Fresh Reads Weekly Test Decodable Readers Leveled Readers</p>	<p>www.mobymax.com www.turtlediary.com www.k12reader.com www.abcya.com www.studyisland.com www.readwritethink.org www.spellingcity.com www.starfall.com www.storylineonline.com www.puzzlemakers.com</p>
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Differentiated Instruction
(content, process, product and learning environment)

At Risk Students	English Language Learners
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p>	<p><u>Modifications for Classroom</u></p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>

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<p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	
<p style="text-align: center;">Special Education</p>	<p style="text-align: center;">Gifted and Talented</p>
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p>	<p>Extension Activities</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>

BCSE Curricular Framework English Language Arts – Grade 3

<p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	
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