

Greenwich-Stow Creek Partnership Schools

Third Grade English Language Arts Curriculum



Approved by the Board of Education

Stow Creek Board of Education: 8-22-2024

Greenwich Board of Education: 8-21-2024

Greenwich Stow Creek Partnership Schools Grade 3 ELA Curriculum

New Jersey Student Learning Standards for English Language Arts

Grade 3

Language Domain

Foundational Skills: Reading Language

Phonics and Word Recognition

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

- A. Identify and know the meaning of the most common prefixes and derivational suffixes.
- B. Decode words with common Latin suffixes.
- C. Decode multisyllable words.
- D. Read grade-appropriate irregularly spelled words.
- E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

- A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
- B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- C. Identify language of word origin, as noted in dictionaries.
- D. Spell singular and plural possessives (teacher's; teachers')
- E. Change y to i (cried) in words with suffixes, when required
- F. Spell regular two- and three-syllable words that:
 - i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, Consonant-le.

- ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.

G. Spell common words in English, including regular and irregular forms.

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

- A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- B. Capitalize appropriate words in titles.
- C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- E. Use appropriate pronouns with clear referents.
- F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- H. Paraphrase a main idea or event in order to vary sentence structure and word use.
- I. Organize ideas into paragraphs with main ideas and supporting details.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- B. Choose words and phrases for effect.
- C. Recognize and observe differences between the conventions of spoken and written English.L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

- B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Reading Domain

RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '

RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.

RI.PP.3.5. Distinguish their own point of view from that of the author of a text.

RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.AA.3.7. 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.

RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic. 🌱

Writing Domain

W.AW.3.1. Write opinion texts to present an idea with reasons and information. 🌱

- A. Introduce an opinion clearly.
- B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
- C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
- D. Provide a conclusion related to the opinion presented.

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

- A. Introduce a topic clearly.
- B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
- C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
- E. Provide a conclusion related to the information or explanation presented.

W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.

- A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
- B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- C. Use transitional words and phrases to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events.
- E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- A. Identify audience, purpose, and intended length of composition before writing.
- B. Consider writing as a process, including self-evaluation, revision and editing.
- C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking and Listening Domain

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- 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).
- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion.

SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 🌱

SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Greenwich Stow Creek Partnership Schools, Grade 3

Unit: 1

Marking Period 1 9 weeks

Unit Overview:

Modules 1-3
What a Character?
Use Your Words
Let Freedom Ring!

Selections:

Zach Jumps In! (Real. fict.)
Marisol McDonald Doesn't Match (real. fict.)
Judy Moody, Mood Martian (real. fict.)
Stink and the Freaky Frog Freakout (real. fict.)
Scaredy Squirrel (fantasy)
A LOL Story (text/informal letter)
Dear Primo (real. fict., letters)
Adventures with Words (Poetry)
The Upside-Down Boy (Memoir/ Narrative NF)
Dear Dragon (Fantasy/ Letters/ Poetry)
American Places, American Ideals (Informational)
The US Constitution (Informational)
Why We Celebrate the Fourth of July (Video)
The Flag Maker (Narrative NF)
Why is the Statue of Liberty Green? (Narrative NF)

Learning Targets

New Jersey Student Learning Standards for English Language Arts

Related Standards:

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of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (Students may present information about climate change in a region of the world, using supporting evidence gathered from relevant texts.)

SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Essential Questions	Enduring Understandings
<p>What makes a character interesting?</p> <p>Why is it important to apply reading strategies while reading a variety of genres?</p> <p>How do writers structure and develop narrative text?</p>	<p>I can listen to, read, and view a variety of texts and media that present information about bold, interesting characters.</p> <p>I can identify points of view, literary elements, and themes to better understand unfamiliar texts.</p> <p>I can build vocabulary to learn that each protagonist</p>

<p>How do people use words to express themselves?</p> <p>How do writers structure and develop argumentative text?</p> <p>How do historical places, documents, and symbols represent our nation?</p> <p>How do writers structure and develop informational text?</p> <p>How do readers understand the broad range of reading materials and genres?</p> <p>How does organized story structure (beginning, middle, end) lead to understanding?</p> <p>How do readers apply reading strategies to improve understanding and fluency?</p> <p>How can two texts be the same or different?</p> <p>Why is grammar important when speaking or writing?</p> <p>Why are conventions important when writing?</p>	<p>is a unique individual, just as I am.</p> <p>I can listen to, read, and view a variety of texts and media that present them with information about the importance of words and how they are used to express ideas and feelings.</p> <p>I can identify elements of poetry and figurative language in order to better understand unfamiliar texts. I will also encounter memoir and fantasy to build knowledge across genres.</p> <p>I can build vocabulary and synthesize topic knowledge that will take me on an adventure or teach me something new.</p> <p>I can listen to, read, and view a variety of texts and media that present me with information about important U.S. documents and symbols.</p> <p>I can identify the central idea, text structure, and media techniques in order to better understand unfamiliar texts.</p> <p>I can build vocabulary and synthesize topic knowledge, and learn more about our country's history and how various symbols came to represent the values and ideals of the United States.</p>
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Resources and Activities

Reading

- Shared Reading
- Knowledge Map
- Read Alouds
- Mini Lessons for Skill/Strategy Instruction
- Annotations
- Reader's Notebook - response to reading
- Small Groups/Conferring
- Exit Tickets
- Think-Pair-Share
- Collaborative Discussion
- Turn and Talk
- Close Reading
- Partner Reading
- Independent Reading

Vocabulary

- Vocabulary Cards
- Word Maps

Word Work

- Decoding/word marking practice/syllabication
- Encoding/word tapping

- Word Sorts
- Fluency Passages
- Word Lists
- Dictation

Writing

- Focal Text and Immersion
- Mini Lessons for Writing Instruction
- Independent Writing
- On-Demand Writing
- Response Writing
- Rubric analysis
- Small Groups/Conferring
- Writing partner/peer feedback

Grammar

- Mini Lessons
- Small Group Work

Materials:

- HMH Into Reading Program and materials
- Writing portfolios
- Epic.com teacher assigned books/learning videos
- Flocabulary.com
- Reading Plus Program
- Reading Horizons Program
- Classroom Libraries

District Learning Plan

Foundational: Module 1

Decoding:

- Short vowels a, e, i, o, u
- Long vowels a, e, i, o, u (VCe)
- More Long a, Long e Spellings

Unit 1 Reading Horizons Program: Lesson/Skill

55 Delete Final Phonemes Blend Three to Five Phonemes

Three Sounds of -ED: -ed as /ɪd/

56 Delete Final Phonemes Segment Three to Five Phonemes Adding Suffixes -ed and -ing to Phonetic Skills 1–3

57 Delete Final Phonemes Add Final Phonemes Adding Suffixes: -ed and -ing to Phonetic Skills 4–5

58 Delete Final Phonemes Add Final Phonemes

R-Controlled Vowel: ar

59 Delete Final Phonemes Add Final Phonemes R-Controlled Vowel or

60 Delete Final Phonemes Add Final Phonemes R-Controlled Vowels: er, ur, and ir

61 Blend Three to Five Phonemes Substitute Final Phonemes R-Controlled Vowels: Exceptions Silent e and Adjacent Vowels change

62 Segment Three to Five Phonemes Substitute Final Phonemes Adding Suffixes -ed and -ing to R-Controlled Vowels

63 Blend Three to Five Phonemes Substitute Final Phonemes R-Controlled Vowels: Exception Wacky w

64 Segment Three to Five Phonemes Substitute Final Phonemes

Special Vowel Sounds: au

65 Blend Three to Five Phonemes Substitute Final Phonemes Special Vowel Sounds: aw air

66 Segment Three to Five Phonemes Substitute Final Phonemes Special Vowel Sounds: ou as /ōu/ away

67 Blend Three to Five Phonemes Substitute Final Phonemes Special Vowel Sounds: ow as /ou/ animal

68 Segment Three to Five Phonemes Substitute Final Phonemes Special Vowel Sounds: ow as /o/ house

69 Substitute Vowel Phonemes Substitute Final Phonemes

Special Vowel Sounds: oi point

70 Substitute Vowel Phonemes Substitute Final Phonemes Special Vowel Sounds: oy

71 Substitute Vowel Phonemes Substitute Final Phonemes Special Vowel Sounds: oo as in moon

72 Substitute Vowel Phonemes Substitute Final Phonemes Special Vowel Sounds: oo as in look

73 Substitute Vowel Phonemes Delete Second Phonemes Adding Suffixes to Special Vowel Sounds

74 Substitute Vowel Phonemes Delete Second Phonemes

Jobs of Y: y as a Consonant and y as Short i

Substitute Vowel Phonemes Delete Second Phonemes Jobs of Y: y as a Long i

Spelling:

- Short vowels
- VCV Spellings
- More Long a, Long e Spelling

Fluency:

- Accuracy and Self-Correction
- Expression
- Reading Rate

Vocabulary:

Academic:

- Critical Vocabulary
- Instructional Vocabulary

Generative Vocabulary:

- Prefixes mis-, un-, non-
- Suffixes -ful, -less

Strategies:

- Context Clues

Genre:

- Realistic Fiction, Fantasy

Comprehension:

Use Metacognitive Skills:

- Make and Confirm Predictions
- Monitor and Clarify
- Make Inferences

Literary Elements/Author's Purpose and Craft:

- Point of View
- Literary Elements
- Theme
- Figurative Language
- Text and Graphic Features

Response to Text:

- Write a Story Idea
- Write an Email
- Write a Retelling
- Write a Biography

Performance Task:

- Write a Personal Narrative

Communication:

- Speaking and Listening: Engage in Discussion, Work Collaboratively
- Research: Generate a Plan

Writing Process:

Narrative:

- Plan and Generate Ideas

- Organize
- Draft
- Revise and Edit
- Publish and Present

Writing Form:

- Personal Narrative

Grammar:

Conventions:

- Simple Sentences
- Kinds of Sentences
- Compound Sentences

Foundational: Module 2

Decoding:

- More long o spellings
- More long i spellings
- Review long and short vowels

Spelling:

- More long o spellings
- More long i spellings
- Review long and short vowels

Fluency:

- Rhyming
- Reading Rate
- Expression

Vocabulary:

Academic:

- Critical vocabulary
- Instructional vocabulary

Generative Vocabulary:

- Prefixes re-, pre-
- Prefixes dis-
- Suffixes -y, -ly

Strategies:

- Synonyms and Antonyms

Genre:

- Letters/Poetry

Comprehension:

- Retell/Summary
- Ask and Answer Questions
- Visualize

Response to Text:

- Write a friendly letter
- Write a Poem
- Write a Retelling
- Write a Comparison

Performance Task:

- Write a Persuasive Letter

Communication:

- Research: Gather Information
- Speaking and Listening: Use Formal and Informal Language
- Media Literacy: Create a Multimedia Presentation

Writing Process:

Correspondence

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

Writing Form:

- Letter

Grammar:

- Common and Proper Nouns
- Plural Nouns with -s and -es
- Types of Verbs

Foundational: Module 3

Decoding:

- Three-Letter Blends (spl, scr, spr, str)
- Words with /j/, /k/, and /kw/
- Silent Letters (kn, wr, gn, mb, rh)

Spelling:

- Three-Letter Blends (spl, scr, spr, str)
- Words with /j/, /k/, and /kw/
- Silent Consonants

Fluency:

- Reading Rate
- Phrasing
- Expression

Vocabulary:

Academic:

- Critical Vocabulary
- Instructional Vocabulary

Generative Vocabulary:

- Suffixes -y, -less and Prefix dis-
- Suffix -er/-est with Spelling Change
- Prefix im- (not)

Strategies:

- Multiple Meaning Words

Genre:

- Nonfiction

Comprehension:

- Synthesize
- Retell/Summarize
- Ask and Answer Questions

Response to Text:

- Write an Encyclopedia Entry
- Write a Summary
- Write an Autobiography
- Write an Opinion Letter

Performance Task:

- Write an Informative Article

Communication:

- Research: Take Notes
- Media Literacy: Interpret/Analyze Media
- Speaking and Listening: Give a Presentation

Writing Process:

Informational

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

Writing Form:

- Descriptive Essay

Grammar:

- Verb Tense
- Abstract Nouns

Assessments:

Summative:

- End of module assessment
- Performance-based tasks
- Benchmark Assessments
- Fountas and Pinnell Benchmark Assessment

Formative:

- Selection quizzes
- Weekly Assessment
- Running Records
- One-to-One observation records

Differentiation:

- Small group reading/Guided reading
- Leveled Readers
- Varied Instruction/Learning Centers
- Reading Plus Computer Program
- Epic Program- Teacher assigned Books/Videos

Gifted and Talented:

- Curriculum compacting
- Inquiry-based instruction
- Independent study that may include self-directed research
- Alternative learning activities for challenging experiences
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest-based content
- Real world experiences
- Student-driven instruction
- Alternative resources that may include more challenging materials

English Language Learners:

- Teacher modeling
- Peer modeling
- Develop and post routines
- Label classroom materials
- Word walls
- Highlight key vocabulary
- Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary

At Risk Students:

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Work with a partner
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompting by the teacher
- Provide benchmarks for larger assignments with check-ins by the teacher
- Provide clearly stated rubric or written expectations and grading criteria
- Provide notes, study guide or flashcards
- Extended time
- Allow the use of technology to complete assignments
- Preferential seating
- Modify class or home assignments

Special Education/ Students with 504 Plans:

- Utilize modifications and accommodations delineated in the student's IEP/504 Plan
- Use multi-sensory teaching approaches.
- Utilize props that may provide helpful visual, auditory, and tactile reinforcement of ideas.
- Model
- Work with a partner
- Provide concrete examples and relate new learning to previously learned material.
- Solidify and refine concepts through repetition.
- Provide breaks between activities
- Provide opportunity to use technology to complete assignments
- Utilize assistive learning technology and materials
- Provide benchmarks for larger assignments with check-ins by the teacher
- Provide clearly stated rubric or written expectations and grading criteria
- Provide notes, study guide or flashcards
- Extended time
- Preferential seating

Interdisciplinary Connections

SOC.6.1.5.CivicsPI.3 [Performance Expectation] - Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

SOC.6.1.5.CivicsPI.4 [Performance Expectation] - Describe the services our government provides the people in the community, state and across the United States.

SOC.6.1.5.CivicsHR.1 [Performance Expectation] - Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

SOC.6.1.5.CivicsHR.4 [Performance Expectation] - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

SOC.6.1.5.CivicsDP.2 [Performance Expectation] - Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

SOC.6.1.5.GeoGI.1 [Performance Expectation] - Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

- Financial Health: *Financial Psychology, Civic Financial Responsibility*
- Financial Landscape: *Financial Institutions, Economic & Government Influences*
- Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

8.1 Computer Science

8.2 Design Thinking

9.4 Life Literacies and Key Skills

- Digital Citizenship
- Information and Media Literacy
- Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

1.2 Media Arts

- Creating - Conceive, Develop, and/or Construct
- Performing - Integrate, Practice, and/or Present
- Responding - Perceive, Evaluate, and/or Interpret
- Connecting - Synthesize and/or Relate

Unit: 2

Unit Overview: Modules 4-6

Stories on Stage
Teamwork
Animal Behavior

Selections:

That's Entertainment (Opinion Text)
The Saga of Pecos Bill (Drama/ Tall Tale)
The Traveling Trio: Cesky Krumlov, Czech Republic (Video)
Gigi and the Wishing River (Drama/Classic Tale)
Two Bear Cubs (Drama/ Myth)
Teamwork= Victory! (Inform.)
Soccer Shootout (Realistic Fict.)
Bend It Like Bianca (Media: Humorous Fiction Video)
Running Rivals (Realistic Fict.)
Brothers at Bat (Narrative NF)
Frozen Alive (Informational)
This is Your Life Cycle (Narrative Fiction)
The Nose Awards (Magazine Art./ Informational)
Octopus Escapes Again (Narrative NF)
T.J. The Siberian Tiger Cub (Informational)

Learning Targets

New Jersey Student Learning Standards for English Language Arts

Focus Standards:

Language Domain:

- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- L.KL.3.[3]1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.3.[4]2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.VI.3.[5]3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Reading Domain:

- RL.CR.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures).
- RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.
- RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
 RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
 RI.AA.3.7. 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.

Writing Domain:

W.AW.3.1. Write opinion texts to present an idea with reasons and information.
 W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.
 W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 W.WR.3.5. Generate questions about a topic and independently locate related information from at **least two** reference sources (print and non-print) to obtain information on that topic.
 W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
 W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking and Listening Domain:

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
 SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (Students may present information about climate change in a region of the world, using supporting evidence gathered from relevant texts.)
 SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
 SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Essential Questions	Enduring Understandings
<p>Why might some stories be better told as plays?</p> <p>What can sports teach us about working together?</p> <p>What behaviors help animals survive?</p> <p>How do readers understand the broad range of reading materials and genres?</p> <p>How does organized story structure (beginning, middle, end) lead to understanding?</p> <p>How do readers apply reading strategies to improve understanding and fluency?</p>	<p>I can listen to, read, and view a variety of texts and media that give me information about the features of drama.</p> <p>I can identify elements of drama and literary elements in order to better understand unfamiliar texts. I will also encounter fables and videos to build knowledge across genres.</p> <p>I can build vocabulary and synthesize topic knowledge, and I will learn more about the value of drama and the key differences between stories and plays.</p>

<p>How can two texts be the same or different?</p> <p>Why is grammar important when speaking or writing?</p> <p>Why are conventions important when writing?</p> <p>How does using appropriate capitalization, punctuation, and spelling help my writing?</p> <p>What strategies can help me determine the meaning of unknown words?</p> <p>How can I include details to express an event in order?</p> <p>How can technology be used as a tool to write, publish, and/or collaborate?</p> <p>When is an appropriate time to ask or answer questions?</p>	<p>I can listen to, read, and view a variety of texts and media that present me with information about the concept of teamwork.</p> <p>I can identify literary elements, author’s craft, and theme in order to better understand unfamiliar texts. I will also encounter narrative nonfiction and video to build knowledge across genres.</p> <p>I can build vocabulary and synthesize topic knowledge, and learn more about the way that sports can bring people together to work as a team.</p> <p>I can listen to, read, and view a variety of texts and media that present me with information about animal survival</p> <p>I can identify the author's purpose, central idea, and text structure in order to better understand unfamiliar texts.</p> <p>I can build vocabulary and synthesize topic knowledge, and learn more about the way animals utilize behaviors and characteristics, or traits, to help them survive.</p>
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Resources and Activities

- Reading**
- Shared Reading
 - Knowledge Map
 - Read Alouds
 - Mini Lessons for Skill/Strategy Instruction
 - Annotations
 - Reader’s Notebook - response to reading
 - Small Groups/Conferring
 - Exit Tickets
 - Think-Pair-Share
 - Collaborative Discussion
 - Turn and Talk
 - Close Reading
 - Partner Reading
 - Independent Reading
- Vocabulary**
- Vocabulary Cards
 - Word Maps
- Word Work**
- Decoding/word marking practice/syllabication
 - Encoding/word tapping
 - Word Sorts
 - Fluency Passages
 - Word Lists
 - Dictation

Writing

- Focal Text and Immersion
- Mini Lessons for Writing Instruction
- Independent Writing
- On-Demand Writing
- Response Writing
- Rubric analysis
- Small Groups/Conferring
- Writing partner/peer feedback

Grammar

- Mini Lessons
- Small Group Work

Materials:

- HMH Into Reading Program and materials
- Writing portfolios
- Epic.com teacher assigned books/learning videos
- Flocabulary.com
- Reading Plus Program
- Reading Horizons Program
- Classroom Libraries

District Learning Plan

Foundational: Module 4

Decoding:

- Consonant Digraphs ch, tch, sh, wh, th,
- ph, ng
- Vowel Diphthongs ow, ou
- Vowel Sounds au, aw, al, o

Unit 2 Reading Horizons Lessons/Skills:

76 Substitute Vowel Phonemes Delete Second Phonemes Jobs of Y: y as an Adjacent Vowel

77 Delete Second Phonemes Substitute Second Phonemes

Adding Suffixes -er and -est to Phonetic Skills 1–2

78 Delete Second Phonemes Substitute Second Phonemes Adding Suffixes -er and -est to Phonetic Skills 4–5

79 Delete Second Phonemes Substitute Second Phonemes Sounds of gh, -igh, and -ight

80 Delete Second Phonemes Substitute Second Phonemes /k/ Digraph Blends: thr, shr, phl, phr, and sph

81 Substitute Second Phonemes Delete Final Phonemes n/a Digraph Blends: chl, chr, and sch

82 Substitute Second Phonemes Delete Final Phonemes

Decoding Skill 1 with Single Consonants

83 Substitute Second Phonemes Delete Final Phonemes Decoding Skill 1 with Blends and Digraphs

84 Substitute Second Phonemes Delete Final Phonemes Jobs of Y: y as Long e

85 Substitute Second Phonemes Delete Final Phonemes Last Job of Y: NFL Rule

86 Substitute Second Phonemes Delete Final Phonemes

Decoding Skill 2

87 Substitute Second Phonemes Delete Final Phonemes Decoding Skill 2 with Blends and Digraphs

88 Substitute Second Phonemes Delete Final Phonemes Decoding Skills 1 and 2

89 Segment Three to Five Phonemes Substitute Final Phonemes Multisyllabic Words: The Schwa

90 Blend Three to Five Phonemes Substitute Final Phonemes Multisyllabic Words: Prefixes

91 Segment Three to Five Phonemes Substitute Final Phonemes Multisyllabic Words: Spelling with -c

92 Blend Three to Five Phonemes Substitute Final Phonemes

Final Consonant -le: l as Part of a Blend

93 Add Initial Phonemes Substitute Final Phonemes Final Consonant -le: l as Not Part of a blend

- 94 Add Initial Phonemes Substitute Final Phonemes Adding Suffixes -y and -ly
95 Add Initial Phonemes Substitute Final Phonemes Adding Suffixes to Words Ending in Y as Adjacent Vowels
96 Add Initial Phonemes Substitute Final Phonemes Adding Suffixes to Words Ending in Y after a Consonant
97 Add Initial Phonemes Segment Three to Five Phonemes Adding Suffixes to Words Ending in Y with Multisyllabic Words
98 Add Initial Phonemes Blend Three to Five Phonemes Adding Suffixes to Words Ending in Y with Plurals
99 Add Initial Phonemes Segment Three to Five Phonemes /n/, /r/ Silent Letters: kn and wr
100 Add Initial Phonemes Blend Three to Five Phonemes /n/ Silent Letters: gn and ign

Spelling:

- Spelling the /ch/ Sound
- Vowel Sound in town
- Vowel Sound in talk

Fluency:

- Expression
- Intonation
- Reading Rate

Vocabulary:

Academic:

- Critical Vocabulary
- Instructional Vocabulary

Generative Vocabulary:

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

Strategies:

- Shades of meaning

Genre:

- Drama

Comprehension:

- Visualize
- Retell/Summarize
- Monitor and Clarify

Response to Text:

- Write Flash Fiction
- Write a Travel Guide
- Write a Newspaper Report
- Write a Character Study

Performance Task:

- Write a story

Communication:

- Speaking and Listening: Summarizing
- Paraphrasing
- Research: Evaluate and Organize
- Information
- Speaking and Listening: Oral
- Instructions

Writing Process: Narrative

- Plan and Generate Ideas

- Organize
- Draft
- Revise and Edit
- Publish and Present

Writing Form:

- Story

Grammar:

- Pronouns and Antecedents
- More Plural Nouns
- Writing Quotations

Foundational: Module 5

Decoding:

- Vowel Diphthongs oi, oy
- Homophones
- Contractions

Spelling:

- Vowel Sound in joy
- Homophones
- Contractions

Fluency:

- Accuracy and Self-Correction
- Intonation
- Reading Rate

Vocabulary:

Academic:

- Critical Vocabulary
- Instructional Vocabulary

Generative Vocabulary:

- Suffixes –er, –or; –er, –est
- Greek Root bio; Latin Root vid
- Suffix –ment

Strategies:

- Homographs/Homophones

Genre:

- Realistic Fiction

Comprehension:

- Ask and Answer Questions
- Monitor and Clarify
- Make and Confirm Predictions

Response to Text:

- Write a Sports Column
- Write an Email
- Write a Memoir
- Write a Hall of Fame Biography

Performance Task:

- Write an Editorial

Communication:

- Research: Cite Sources
- Speaking and Listening: Summarizing
- Paraphrasing
- Speaking and Listening: Engage in

- Discussion

Writing Process: Argument

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

Writing Form:

- Persuasive Letter

Grammar:

- Subject-Verb Agreement
- Pronoun-Verb Agreement
- Verb Tenses II

Foundational: Module 6

Decoding:

- Words with ar, or, ore
- Words with er, ir, ur, or
- Words with /âr/ and /îr/

Spelling:

- Vowel + /r/ Sounds
- Vowel + /r/ Sounds in nurse
- Vowel + /r/ Sounds in air and fear

Fluency:

- Wxpression
- Reading Rate
- Accuracy and Self-Correction

Vocabulary:

Academic:

- Critical Vocabulary
- Instructional Vocabulary

Generative Vocabulary:

- Greek Prefixes uni-, bi-, tri-
- Prefix un-
- Suffix -ly

Strategies:

- Reference Sources: Thesaurus

Genre:

- Nonfiction

Comprehension:

- Retell/Summarize
- Ask and Answer Questions
- Monitor and Clarify

Response to Text:

- Write a Book Review
- Write an Announcement
- Write a Poem
- Write an Opinion Blog Entry

Performance Task:

- Write a Science Article

Communication:

- Research: Paraphrase

- Speaking and Listening: Give a Presentation
- Speaking and Listening: Work Collaboratively

Text

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

Writing Form:

- Expository Essay

Grammar:

- Adjectives and Articles
- Adjectives That Compare
- The Verb Be and Helping Verbs

Assessments:

Summative:

- End of module assessment
- Performance-based tasks
- Benchmark Assessments

Formative:

- Selection quizzes
- Weekly Assessment
- Running Records
- One-to-One observation records

Differentiation:

- Small group reading/Guided reading
- Leveled Readers
- Varied Instruction/Learning Centers
- Reading Plus Computer Program
- Epic Program- Teacher assigned Books/Videos

Gifted and Talented:

- Curriculum compacting
- Inquiry-based instruction
- Independent study that may include self-directed research
- Alternative learning activities for challenging experiences
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest-based content
- Real world experiences
- Student-driven instruction
- Alternative resources that may include more challenging materials

English Language Learners:

- Teacher modeling
- Peer modeling
- Develop and post routines
- Label classroom materials
- Word walls
- Highlight key vocabulary
- Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary

At Risk Students:

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Work with a partner
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompting by the teacher
- Provide benchmarks for larger assignments with check-ins by the teacher
- Provide clearly stated rubric or written expectations and grading criteria
- Provide notes, study guide or flashcards
- Extended time
- Allow the use of technology to complete assignments
- Preferential seating
- Modify class or home assignments

Special Education/ Students with 504 Plans:

- Utilize modifications and accommodations delineated in the student's IEP/504 Plan
- Use multi-sensory teaching approaches.
- Utilize props that may provide helpful visual, auditory, and tactile reinforcement of ideas.
- Model
- Work with a partner
- Provide concrete examples and relate new learning to previously learned material.
- Solidify and refine concepts through repetition.
- Provide breaks between activities
- Provide opportunity to use technology to complete assignments
- Utilize assistive learning technology and materials
- Provide benchmarks for larger assignments with check-ins by the teacher
- Provide clearly stated rubric or written expectations and grading criteria
- Provide notes, study guide or flashcards
- Extended time
- Preferential seating

Interdisciplinary Connections

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

SOC.6.1.5.GeoGI.1 [Performance Expectation] - Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.

3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

- Financial Health: *Financial Psychology, Civic Financial Responsibility*
- Financial Landscape: *Financial Institutions, Economic & Government Influences*
- Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

8.1 Computer Science

8.2 Design Thinking

9.4 Life Literacies and Key Skills

- Digital Citizenship
- Information and Media Literacy
- Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

1.2 Media Arts

- Creating - Conceive, Develop, and/or Construct
- Performing - Integrate, Practice, and/or Present
- Responding - Perceive, Evaluate, and/or Interpret
- Connecting - Synthesize and/or Relate

Greenwich Stow Creek Partnership Schools, Grade 3

Unit: 3

Marking Period 3 9 weeks

Unit Overview: Modules 7-9

Make a Difference
Imagine! Invent!
From Farm to Table

Selections:

Let's Build a Park (Opinion Essay)
Farmer Will Allen and the Growing Table (bio)
One Plastic Bag (bio)
Energy Island: How One Community Harnessed the Power of Wind and Changed Their World (Narrative NF)
The Storyteller's Candle (Historical Fiction)

A Century of Amazing Inventions (Informational)
Timeless Thomas: How Thomas Edison Changed Our Lives (Bio/Inform.)
A Bumpy Ride (Informational)
Rosie Revere, Engineer (Narrative Poetry)
Edison's Best Invention (Opinion Text)
Great Ideas from Great Parents! (Editorial)
How Did That Get in My Lunchbox? (Informational)
Carrots, Farm to Fork (Video)
How Do You Raise a Raisin? (Informational/ Poetry)
It's Our Garden: From Seeds to Harvest in a School Garden (Informational)

Learning Targets
New Jersey Student Learning Standards for English Language Arts

Focus Standards:

Language Domain:

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
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L.VL.3.[4]2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.VI.3.[5]3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Reading Domain:

RL.CR.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures).
RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.
RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.AA.3.7. 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.

Writing Domain:

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking and Listening Domain:

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (Students may present information about climate change in a region of the world, using supporting evidence gathered from relevant texts.)

SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Essential Questions	Enduring Understandings
<p>How can one person make a meaningful difference in their local or global community?</p> <p>What does it take to make a successful invention?</p> <p>How does food get to your table?</p> <p>How are words made up of sounds?</p> <p>How can sounds help me understand a word?</p> <p>Why is grammar important when speaking or writing?</p> <p>Why are conventions important when writing?</p> <p>How does using appropriate capitalization, punctuation, and spelling help my writing?</p>	<p>I can listen to, read, and view a variety of texts and media that provide information about building communities.</p> <p>I can identify the author's purpose, text structure, and text and graphic features in order to better understand unfamiliar texts. I will also encounter historical fiction to build knowledge across genres.</p> <p>I can build vocabulary and synthesize topic knowledge, and learn more about the way a dedicated individual or group of people can help make a community stronger and better.</p> <p>I can listen to, read, and view a variety of texts and media that provide information about inventors and inventions.</p> <p>I can identify text structure and central ideas in order to better understand unfamiliar texts. I will also encounter narrative poetry and opinion text to build knowledge across genres.</p> <p>I can build vocabulary and synthesize topic knowledge, and learn more about the way an idea, determination, support, and hard work can create an environment where anything is possible.</p> <p>I can listen to, read, and view a variety of texts and media that present them with information about where our food comes from.</p> <p>I can identify text structure, central idea, and text and graphic features in order to better understand unfamiliar texts. I will also encounter videos to build knowledge across genres.</p> <p>I can build their vocabulary and synthesize topic knowledge, they will learn that food's journey to our</p>

table often begins on a farm.

Resources and Activities

Reading

- Shared Reading
- Knowledge Map
- Read Alouds
- Mini Lessons for Skill/Strategy Instruction
- Annotations
- Reader's Notebook - response to reading
- Small Groups/Conferring
- Exit Tickets
- Think-Pair-Share
- Collaborative Discussion
- Turn and Talk
- Close Reading
- Partner Reading
- Independent Reading

Vocabulary

- Vocabulary Cards
- Word Maps

Word Work

- Decoding/word marking practice/syllabication
- Encoding/word tapping
- Word Sorts
- Fluency Passages
- Word Lists
- Dictation

Writing

- Focal Text and Immersion
- Mini Lessons for Writing Instruction
- Independent Writing
- On-Demand Writing
- Response Writing
- Rubric analysis
- Small Groups/Conferring
- Writing partner/peer feedback

Grammar

- Mini Lessons
- Small Group Work

Independent/Inquiry and Research Project

- Goal setting for Reading and Writing
- Create a national symbols pamphlet

Materials:

- HMH Into Reading Program and materials
- Writing portfolios
- Epic.com teacher assigned books/learning videos
- Flocabulary.com
- Reading Plus Program
- Reading Horizons Program

- Classroom Libraries

District Learning Plan

Foundational: Module 7

Decoding:

- Compound Words and Abbreviations
- Irregular Plurals
- Words with /M/ and /B/

Unit 3 Reading Horizons Lessons/Skills:

101 Delete Initial Phonemes Substitute Initial Phonemes

Decoding Exceptions: Long to Short light

102 Delete Initial Phonemes Substitute Initial Phonemes Decoding Exceptions: x in Multisyllabic Words

103 Delete Initial Phonemes Substitute Initial Phonemes /zh/ Sounds of /zh/: -ure

104 Delete Initial Phonemes Substitute Initial Phonemes /zh/ Sounds of /zh/: -ge

105 Delete Final Phonemes Substitute Final Phonemes /sh/ Other Suffixes: -tion and -tial

106 Delete Final Phonemes Substitute Final Phonemes n/a Other Suffixes: -ous and -us

107 Delete Final Phonemes Substitute Final Phonemes /sh/ Other Suffixes: -sion

108 Delete Final Phonemes Substitute Final Phonemes

Spelling with -ss, -ce, and -se

109 Delete Second Phonemes Substitute Second Phonemes Letter Combinations That Split: Blends and Digraphs

110 Delete Second Phonemes Substitute Second Phonemes Letter Combinations That Split: Double L and Glued Sounds

111 Delete Second Phonemes Substitute Second Phonemes Roots, Prefixes, and Suffixes

112 Delete Second Phonemes Substitute Second Phonemes /yū/ Sounds of EU/EW: /yu/

113 Delete Second Phonemes Substitute Second Phonemes /u/ Sounds of EU/EW: /oo/

114 Delete Second Phonemes Substitute Second Phonemes /ē/, /ā/ Other Sounds for EA: Long e and Long a

115 Delete Second Phonemes Substitute Second Phonemes /ĕ/ Other Sounds for EA: Short e

116 Delete Second Phonemes Substitute Second Phonemes n/a Other Sounds for EA

Spelling:

- Compound Words and Abbreviations
- Irregular Plurals
- Words with /M/ and /B/

Fluency:

- Phrasing
- Intonation
- Accuracy and Self-Correction

Vocabulary:

Academic:

- Critical Vocabulary
- Instructional Vocabulary

Generative Vocabulary:

- Suffix -ion
- Suffixes -ness, -able
- Compound Words

Strategies:

- Analogies

Genre:

- Narrative Nonfiction

Comprehension:

- Make and Confirm Predictions

- Make Inferences
- Synthesize

Response to Text:

- Write a How-To Report
- Write a Newspaper Article
- Write an Encyclopedia Entry
- Write a Pamphlet

Performance Task:

- Write an Informative Report

Communication:

- Research: Plan and Gather Information
- Research: Evaluate and Organize information
- Research: Paraphrase/Cite Sources

Writing Process: Argument

- Plan and Generate Ideas
- Organize Draft
- Revise and Edit
- Publish and Present

Writing Form:

- Opinion Essay

Grammar:

- More Irregular Verbs
- Types of Adverbs

Foundational: Module 8

Decoding:

- Review of Prefixes and Suffixes
- Prefixes re-, un- and Suffixes -less, -ness
- Plurals

Spelling:

- Words with -ed and -ing
- Prefixes re-, un- and Suffixes -less, -ness
- Changing Final y to i

Fluency:

- Reading Rate
- Accuracy and Self-Correction

Vocabulary:

Academic:

- Critical Vocabulary
- Instructional Vocabulary

Generative Vocabulary:

- Greek Word Root graph and Suffix -logy
- Prefix ex-
- Latin Roots vis, mem

Strategies:

- Reference Sources: Dictionary/Glossary

Genre:

- Nonfiction

Comprehension:

- Make Inferences
- Make and Confirm Predictions
- Retell/Summarize

Response to Text:

- Write a Friendly Letter

- Write a Magazine Article
- Write a Summary
- Write a Caption

Performance Task:

- Write Persuasive Essay

Communication:

- Speaking and Listening: Oral Instructions
- Speaking and Listening: Give a Presentation
- Research/Media Literacy: Create a Multimedia Presentation

Writing Process: Informative Text

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

Writing Form:

- Research Report

Grammar:

- Making Comparisons
- Possessive Nouns and Pronouns
- Complex Sentences

Foundational: Module 9

Decoding:

- Suffixes -ful, -y, -ly, -er, -or
- Words with ough, augh
- Words with /j/ and /s/

Spelling:

- Suffixes -ful, -ly, and -er
- Words with ough, augh
- Words with /j/ and /s/

Fluency:

- Intonation
- Accuracy and Self-Correction
- Reading Rate

Vocabulary:

Academic:

- Critical Vocabulary
- Instructional Vocabulary

Generative Vocabulary:

- Prefixes in-, re-; Suffix -ful; Root mem
- Suffixes -ness, -able
- Suffix -ion and Compound Words

Strategies:

- Context Clues

Genre:

- Informational Text

Comprehension:

- Synthesize
- Ask and Answer Questions
- Monitor and Clarify

Response to Text:

- Write a Critique

- Write a Question and Answer Summary
- Write an Opinion Essay
- Write an Instruction Manual

Performance Task:

- Write an Informative Article/How-to

Communication:

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

Writing Process: Poetry

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

Writing Form:

- Poem

Grammar:

- Abbreviations
- Contractions
- Commas in Sentences and Series

Assessments:

Summative:

- End of module assessment
- Performance-based tasks
- Benchmark Assessments

Formative:

- Selection quizzes
- Weekly Assessment
- Running Records
- One-to-One observation records

Differentiation:

- Small group reading/Guided reading
- Leveled Readers
- Varied Instruction/Learning Centers
- Reading Plus Computer Program
- Epic Program- Teacher assigned Books/Videos

Gifted and Talented:

- Curriculum compacting
- Inquiry-based instruction
- Independent study that may include self-directed research
- Alternative learning activities for challenging experiences
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest-based content
- Real world experiences
- Student-driven instruction
- Alternative resources that may include more challenging materials

English Language Learners:

- Teacher modeling
- Peer modeling
- Develop and post routines
- Label classroom materials
- Word walls
- Highlight key vocabulary
- Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary

At Risk Students:

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Work with a partner
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompting by the teacher
- Provide benchmarks for larger assignments with check-ins by the teacher
- Provide clearly stated rubric or written expectations and grading criteria
- Provide notes, study guide or flashcards
- Extended time
- Allow the use of technology to complete assignments
- Preferential seating
- Modify class or home assignments

Special Education/ Students with 504 Plans:

- Utilize modifications and accommodations delineated in the student's IEP/504 Plan
- Use multi-sensory teaching approaches.
- Utilize props that may provide helpful visual, auditory, and tactile reinforcement of ideas.
- Model
- Work with a partner
- Provide concrete examples and relate new learning to previously learned material.
- Solidify and refine concepts through repetition.
- Provide breaks between activities
- Provide opportunity to use technology to complete assignments
- Utilize assistive learning technology and materials
- Provide benchmarks for larger assignments with check-ins by the teacher
- Provide clearly stated rubric or written expectations and grading criteria
- Provide notes, study guide or flashcards
- Extended time
- Preferential seating

Interdisciplinary Connections

6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.

6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

SOC.6.1.5.GeoGI.4 [*Performance Expectation*] - Explain how cultural and environmental characteristics

affect the distribution and movement of people, goods, and ideas.
SOC.6.1.5.GeoHE.2 [*Performance Expectation*] - Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
SCI.3-LS1-1 [*Performance Expectation*] - Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.
SCI.3.LS1.B [*Disciplinary Core Idea*] - Growth and Development of Organisms
SCI.3.PS2.B [*Disciplinary Core Idea*] - Types of Interactions

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

- Financial Health: *Financial Psychology, Civic Financial Responsibility*
- Financial Landscape: *Financial Institutions, Economic & Government Influences*
- Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

8.1 Computer Science

8.2 Design Thinking

9.4 Life Literacies and Key Skills

- Digital Citizenship
- Information and Media Literacy
- Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

1.2 Media Arts

- Creating - Conceive, Develop, and/or Construct
- Performing - Integrate, Practice, and/or Present
- Responding - Perceive, Evaluate, and/or Interpret
- Connecting - Synthesize and/or Relate

Greenwich Stow Creek Partnership Schools, Grade 3

Unit: 4

Marking Period 4 9 weeks

Unit Overview:

Module 10- Tell a Tale**Selections:**

Why We Share Stories (Informational)
When the Giant Stirred (Legend)
Why the Sky is Far Away (Folktale)
Cinder Al and The Stinky Footwear (Fairy Tale)
Compay Mono and Comay Jicotea (Folktale)

Module 11- Genre Study: Nonfiction**Selections:**

The US Constitution
The Nose Awards
T.J. The Siberian Tiger Cub
Timeless Thomas
A Bumpy Ride
How Did That Get in My Lunchbox?
How Do You Raise a Raisin?
It's Our Garden
The Upside Down Boy
The Flag Mak Marisol McDonald Doesn't Match
Judy Moody, Mood Martian
Stink and the Freaky Frog
Dear Primo
Soccer Shootout
Running Rivals
Why is the Statue of Liberty Green?
Brothers at Bat
This is Your Life Cycle
Octopus Escapes Again!
Energy Island
That's Entertainment!
Let's Build a Park!
Edison's Best Invention
Great Ideas from Great Parents!
WEEK 1 Focus on Informational Text
WEEK 2 Focus on Narrative Nonfiction
WEEK 3 Focus on Opinion Text

Module 12: Genre Study: Literary Texts**Selections:**

Marisol McDonald Doesn't Match
Judy Moody, Mood Martian
Stink and the Freaky Frog
Dear Primo
Soccer Shootout
Running Rivals
Adventures with Words
Dear Dragon
Rosie Revere, Engineer
How Do You Raise a Raisin?
The Saga of Pecos Bill
Gigi and the Wishing Ring
Two Bear Cubs
When the Giant Stirred
Why the Sky is Far Away
Compay Mono and Comay Jicotea

Week 1 Focus on Realistic Fiction
Week 2 Focus on Poetry
Week 3 Focus on Traditional Tales

Learning Targets
New Jersey Student Learning Standards for English Language Arts

Focus Standards:

Language Domain:

- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- L.KL.3.[3]1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.3.[4]2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.VI.3.[5]3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Reading Domain:

- RL.CR.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures).
- RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.
- RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.AA.3.7. 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.

Writing Domain:

- W.AW.3.1. Write opinion texts to present an idea with reasons and information.
- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.
- W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking and Listening Domain:

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (Students may present information about climate change in a region of the world, using supporting evidence gathered from relevant texts.)

SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Essential Questions	Enduring Understandings
<p>Why is it important to pass stories down to the next generation?</p> <p>What are the characteristics of informational text?</p> <p>What are the characteristics of narrative nonfiction?</p> <p>What are the characteristics of opinion text?</p> <p>What are the characteristics of realistic fiction?</p> <p>What are the characteristics of poetry?</p> <p>What are the characteristics of traditional tales?</p>	<p>I can listen to, read, and view a variety of texts and media that present me with information about stories that are worth retelling.</p> <p>I can identify the author's craft, theme, and figurative language in order to better understand unfamiliar texts.</p> <p>I can build my vocabulary and synthesize topic knowledge, I will learn more about how people pass their culture’s tales from one generation to the next.</p> <p>How are words made up of sounds? How can sounds help me understand a word? Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing?</p>

Resources and Activities

- Reading**
- Shared Reading
 - Knowledge Map
 - Read Alouds
 - Mini Lessons for Skill/Strategy Instruction
 - Annotations
 - Reader’s Notebook - response to reading
 - Small Groups/Conferring
 - Exit Tickets
 - Think-Pair-Share
 - Collaborative Discussion
 - Turn and Talk

- Close Reading
- Partner Reading
- Independent Reading

Vocabulary

- Vocabulary Cards
- Word Maps

Word Work

- Decoding/word marking practice/syllabication
- Encoding/word tapping
- Word Sorts
- Fluency Passages
- Word Lists
- Dictation

Writing

- Independent Writing
- Response Writing
- Small Groups/Conferring
- Writing partner/peer feedback

Grammar

- Mini Lessons
- Small Group Work

Independent/Inquiry and Research Project

- Goal setting for Reading and Writing

Modules 11-12 Grammar/Spelling

- Identify and use common and proper nouns
- Identify types of sentences
- identify adverbs that compare
- use commas correctly
- identify action and being verbs, verb tenses
- write with quotations
- identify and form plural nouns
- identify abstract nouns
- identify adjectives that compare and adjectives/articles
- identify being and helping verbs
- form complex sentences
- form contractions and abbreviations
- identify pronouns
- apply grade- level phonics and word analysis skills

District Learning Plan

Foundational: Module 10

Decoding:

- Final Stable Syllables -tion, -sure, -ture
- VCCV Syllable Division Pattern
- Words Ending in -le, -al, -el, -er

Unit 4 Reading Horizons Lessons/Skills

117 Delete Fourth Phonemes Substitute Fourth Phonemes /ī/, /ē/ Other Sounds for IE/EI: Long i and Long e

118 Delete Fourth Phonemes Substitute Fourth Phonemes /ē/ Other Sounds for IE/EI: e before i

119 Delete Fourth Phonemes Substitute Fourth Phonemes

Other Sounds for IE/EI: Long a

120 Delete Fourth Phonemes Substitute Fourth Phonemes Other Sounds for IE/EI

121 Delete Fourth Phonemes Substitute Fourth Phonemes

Reversed Vowels: ai and ia

122 Delete Fourth Phonemes Substitute Fourth Phonemes Reversed Vowels: oe and eo

123 Delete Fourth Phonemes Substitute Fourth Phonemes Reversed Vowels: oa and ao

124 Delete Fourth Phonemes Substitute Fourth Phonemes Reversed Vowels: au and ua

125 Delete Fourth Phonemes Reverse Sounds Reversed Vowels: ui and iu

126 Delete Fourth Phonemes Reverse Sounds Reversed Vowels: oi and io

127 Delete Fourth Phonemes Reverse Sounds Practicing Multisyllabic Words

Spelling:

- VCCV Pattern
- Words with Double Consonants
- Words Ending in -er or -le

Fluency:

- Phrasing
- Expression
- Intonation

Vocabulary:

Academic:

- Critical Vocabulary
- Instructional Vocabulary

Generative Vocabulary:

- Review Prefix re-, Suffix -y, Root graph
- Suffix -ment
- Prefixes im-, in-

Strategies:

- Multiple Meaning Words

Genre:

- Tales

Comprehension:

- Make Inferences
- Visualize
- Retell/Summarize

Response to Text:

- Write a Wiki Entry
- Write a Lesson
- Write an Opinion Post
- Write a Trickster Tale

Performance Task:

- Write a story

Communication:

- Speaking and Listening: Oral Instructions
- Research and Media Literacy: Evaluate and Organize Information
- Speaking and Listening: Give a Presentation

Writing Process: Narrative

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

Writing Form:

- Story

Grammar:

- Prepositions and Prepositional Phrases
- Correct Pronouns
- Frequently Misspelled Words

In Module 11 Spelling, students will learn to:

spell words with ch and tch

spell words with a- and be-

spell words with spelling patterns VCCV, V/CV, VC/V

In Module 12 Spelling, students will learn to:

identify syllable patterns

spell words with suffixes and prefixes

In Module 11 Grammar, students will learn to:

Identify and use common and proper nouns

Identify types of sentences

identify adverbs that compare, commas, and pronouns

identify action and being verbs, verb tenses

write with quotations

In Module 12 Grammar, students will learn to:

identify and form plural nouns

identify abstract nouns

identify adjectives that compare and adjectives and articles

identify being and helping verbs

form complex sentences

form contractions and abbreviations

identify pronouns

Materials:

- HMH Into Reading Program and materials
- Writing portfolios
- Epic.com teacher assigned books/learning videos
- Flocabulary.com
- Reading Plus Program
- Reading Horizons Program
- Classroom Libraries

Assessments:

Summative:

- End of module assessment
- Performance-based tasks
- Benchmark Assessments
- Fountas and Pinnell Benchmark Assessment

Formative:

- Selection quizzes
- Weekly Assessment
- Running Records
- One-to-One observation records

Differentiation:

- Small group reading/Guided reading
- Leveled Readers
- Varied Instruction/Learning Centers
- Reading Plus Computer Program
- Epic Program- Teacher assigned Books/Videos

Gifted and Talented:

- Curriculum compacting
- Inquiry-based instruction
- Independent study that may include self-directed research
- Alternative learning activities for challenging experiences
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest-based content
- Real world experiences
- Student-driven instruction
- Alternative resources that may include more challenging materials

English Language Learners:

- Teacher modeling
- Peer modeling
- Develop and post routines
- Label classroom materials
- Word walls
- Highlight key vocabulary
- Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary

At Risk Students:

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Work with a partner
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompting by the teacher
- Provide benchmarks for larger assignments with check-ins by the teacher
- Provide clearly stated rubric or written expectations and grading criteria
- Provide notes, study guide or flashcards
- Extended time
- Allow the use of technology to complete assignments
- Preferential seating
- Modify class or home assignments

Special Education/ Students with 504 Plans:

- Utilize modifications and accommodations delineated in the student's IEP/504 Plan
- Use multi-sensory teaching approaches.
- Utilize props that may provide helpful visual, auditory, and tactile reinforcement of ideas.
- Model
- Work with a partner
- Provide concrete examples and relate new learning to previously learned material.
- Solidify and refine concepts through repetition.
- Provide breaks between activities
- Provide opportunity to use technology to complete assignments
- Utilize assistive learning technology and materials
- Provide benchmarks for larger assignments with check-ins by the teacher
- Provide clearly stated rubric or written expectations and grading criteria
- Provide notes, study guide or flashcards
- Extended time
- Preferential seating

Interdisciplinary Connections

3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.

3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

SOC.6.1.5.CivicsCM.1 [Performance Expectation] - Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

SOC.6.1.5.CivicsCM.2 [Performance Expectation] - Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.

SOC.6.1.5.CivicsCM.3 [Performance Expectation] - Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

SOC.6.1.5.CivicsCM.4 [Performance Expectation] - Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

- Financial Health: *Financial Psychology, Civic Financial Responsibility*
- Financial Landscape: *Financial Institutions, Economic & Government Influences*
- Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

8.1 Computer Science

8.2 Design Thinking

9.4 Life Literacies and Key Skills

- Digital Citizenship
- Information and Media Literacy
- Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

☒ 1.2 Media Arts

- Creating - Conceive, Develop, and/or Construct
- Performing - Integrate, Practice, and/or Present
- Responding - Perceive, Evaluate, and/or Interpret
- Connecting - Synthesize and/or Relate

Grade 3 Holocaust and Amistad imbedded in ELA and Social Studies

Accepting Diversity in Ourselves and Others

Goal: Students will learn how people work collaboratively through mutual understanding and respect.

Objectives:

- 1. Understand that each person is unique and special and explore cultural contributions of people from various backgrounds***
- 2. Identify and discuss the various influences that determine a person's identity (i.e. family, age, gender, race, ethnicity, culture, environment, education, physical attributes, religion, friends, etc.)***
- 3. Explain how words can be empowering or destructive in order to understand how your words and actions affects others and explore what causes people choose to act in caring or hurtful ways***
- 4. Discuss how all choices have both good and bad consequences and making good choices is important in life***
- 5. Define prejudices against individuals or groups (incl. Discrimination and anti-Semitism) and explain how prejudices hurt everyone and everyone suffers as a result of it (individually, as a community, a nation and the world)***
- 6. Explain how prejudice can lead to persecution of individuals or groups***
- 7. Explain the concepts of respect, trust, and caring and apply them to yourself and others***
- 8. Define what a bully is and differentiate between friends and bullies by understanding the specific actions or behaviors of each***
- 9. Explain the differences between upstanders and bystanders and explore ways that individuals can stand up for what they believe is right and good while explaining ways to be considerate of alternate points of view***
- 10. Explain the importance of having rules to guide us and to keep us safe as we live and work together in our homes, in the classroom, and in our neighborhoods and understand that sometimes a rule is not a good and there are ways that we can work together to change it.***

Essential Questions:

- 1. What are basic human rights?***
- 2. What factors influence an individual's development?***
- 3. Why does every society have its own rules?***
- 4. What is mutual respect?***
- 5. What is the common good?***

Enduring Understandings:

- Individuals may be different, but all have the same basic human rights.***

- *Individuals have the right to be safe and not to be bullied or discriminated against.*
- *Certain character traits can help individuals become productive members of their community.*
- *Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.*
- *Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.*
- *Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.*
- *When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard and people can initiate change.*
- *Interactions of people and events throughout history have shaped the world we experience today.*

Holocaust Suggested Resources:

1. *What you CAN do about Bullying by Max and Zoe by Ari Magnusson (2017 comic-style book)*
2. *No More Bullying Book for Kids: Become Strong, Happy, and Bully-Proof by Vanessa Green Allen M.Ed. NBCT and Emmeline Pidgen (2018)*
3. *I Can Do Hard Things: Mindful Affirmations for Kids by Gabi Garcia (2018)*
4. *Speak Up and Get Along!: Learn the Mighty Might, Thought Chop, and More Tools to Make Friends, Stop Teasing, and Feel Good About Yourself by Scott Cooper (2019)*
5. *Escaping to America by Rosalyn Schanzer (2000)*
6. *Culture and Diversity: Together in Our World by Marie Murray (2020)*
7. *Who Belongs Here: An American Story by Margy Burns Knight and Anne Sibley O'Brien (2020)*
8. *Baseball Saved Us by Ken Mochizuki (2018) also available in Spanish*
9. *Eliza's Freedom Road: An Underground Railroad Diary by Jerdine Nolan (2017)*
10. *The Unbreakable Code by Sara Hoagland Hunter (2007)*
11. *The Hundred Dresses by Eleanor Estes (2004)*
12. *The Butterfly by Patricia Polacco (2009)*
13. *Barbed Wire Baseball by Marissa Moss (2016)*
14. *Fish for Jimmy by Katie Yamasaki (2019)*
15. *Mister Doctor: Janusz Korczak & the Orphans of the Warsaw Ghetto by Irene Cohen Janca (2016)*
16. *Irena Sendler and the Children of the Warsaw Ghetto by Susan Goldman Rubin (2011) [The Warsaw Ghetto Uprising](#) (for teacher review only); [TEDEd: How One Person Saved 2,000 Children from the Nazis](#) (for teacher review only)*
17. *Anne Frank: The Girl Heard Around the World by Linda Elovitz Marshall (2020) <https://www.annefrank.org/en/anne-frank/> (explore Anne Frank's life and take a virtual tour of the Secret Annex)*
18. *Liesl's Ocean Rescue by Barbara Krasner (2014)*
19. *The Terrible Things: An Allegory of the Holocaust by Eve Bunting (1989) [Read Aloud Video](#)*

Amistad: Suggested texts include:

"A Song for Suffrage" by Bobbi Katz

"Another Mountain" by Abiodun Oyewole

Destiny's Gift by Natasha Tarpley

"Las manos de mi madre/My Mother 's Hands" by Francisco X.

Alarcón

Mr. Lincoln's Way by Patricia Polacco

The Legend of the Indian Paintbrush by Nathan King

The Road to Freedom by Lesa Cline-Ransom

The Snowy Day by Ezra Jack Keats

Cesar Chavez: Champion of Workers by Tyler Schumacher

"Equity in American Schools"

"Harriet Tubman" by Eloise Greenfield

My Brother Martin by Christina King Farris

Real-Life Superheroes by Alison Hawes

"Women Who Broke Barriers"

English Language Arts Standards

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RL.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narratives.

RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

SL.4.1 Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Social Studies Standards

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

6.1.5.CivicsPD.3: Explain how the fundamental rights of the individual and the common good of the country depend upon all members of society exercising their civic responsibilities at the community, state, national, and global levels.

- 6.1.5.CivicsPD.4:** Explain the process of creating change at the local, state, or national level.
- 6.1.5.CivicsPD.6:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.Civic.DP.1:** Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- 6.1.5.CivicsDP.2:** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsPR.1:** Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsPR.2:** Describe the process by which immigrants can become United States citizens.
- 6.1.5.CivicsPR.3:** Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.CivicsPR.4:** Explain how policies are developed to address public problems.
- 6.1.5.CivicsHR.2:** Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- 6.1.5.CivicsHR.3:** Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- 6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.2:** Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
- 6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.CivicsCM.4:** Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
- 6.1.5.GeoPP.6:** Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.

6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.