

# ELA 3rd-Q3

Content Area: **3rd Grade**  
Course(s): **Reading, Writing**  
Time Period: **Marking Period 3**  
Length: **1 Marking Period**  
Status: **Not Published**

## Student Learning Standards

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LA.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
LA.W.3.1.A	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
LA.L.3.3.A	Choose words and phrases for effect.
LA.W.3.1.B	Provide reasons that support the opinion.
LA.L.3.3.B	Recognize and observe differences between the conventions of spoken and written standard English.
LA.W.3.1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.4.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.L.3.4.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.

LA.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
LA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.3.4.A	Read grade-level text with purpose and understanding. Craft and Structure Integration of Knowledge and Ideas Key Ideas and Details

## 21st Century Standards

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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

## Standards for Mathematical Practice (Math only)

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## Technology Standards

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TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.

## Companion Standards

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SOC.K-4.1.1.2	Explain how the present is connected to the past.
SOC.K-4.1.2.2	Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
SOC.K-4.1.2.1	Determine locations of places and interpret information available on maps and globes.
3-5-ETS1-3.ETS1.B	Developing Possible Solutions
SOC.K-4.1.3.1	Distinguish fact from fiction.
SOC.K-4.1.1.1	Place key historical events and people in historical eras using timelines.
SOC.K-4.1.4.1	Use evidence to support an idea in a digital, oral and/ written format.
SOC.K-4.1.1	Chronological Thinking
SOC.K-4.1.4.2	Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.

## **Unit Focus**

(NJ DOE UNIT 3)

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WONDERS 3-4

## **Essential Questions**

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How is each event in history unique?

What choices are good for us?

How can you use what you know to help others?

How do animals adapt to challenges in their habitat?

How are people able to fly?

How can others inspire us?

How do we get what we need?

## **Critical Knowledge and Skills**

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*Students will be about to:*

*Describe how various parts build on one another not only in stories*

*Establish the point of view of a text*

*Determine how the reader's point of view is different from the narrator's*

*compare the reader's point of view with author's point*

*Synthesize pictures and written text*

*Examine the relation to the illustration and the text*

*Discuss how the text and images work together*

*Identify the mood of a text*

*Interpret what the illustrations tell a reader about the mood*

*Determine the central messages, theme and moral of the story*

*Distinguish the base root from the affix*

*Identify and define common prefixes and suffixes*

*Identify and define common Latin suffixes*

*Read grade appropriate irregularly spelled words*

*Using the various strategies to understand text and read with purpose*

*Accurately read grade-level readers and expression within reading aloud*

*Reread texts when appropriate to support increased accuracy, fluency and, comprehension*

*Determine central messages or main ideas in a text*

*Closely read text to determine the important events and ideas*

*Identify main characters*

*Describe the characters using literal and inferential story details*

*Demonstrate the ability to determine the meaning of words Differentiate between literal and nonliteral language*

*Refer to specific text to support answers and craft questions*

## **Differentiated Instruction**

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Introduce key vocabulary before lesson

Teacher models solving problems

Provide peer tutoring

Use a strong student as a team leader

provide hands-on activities and explanations

Use reduced text, so that print is not so dense

Assess comprehension through demonstration or alternative means (gestures, drawings)

Give instructions/directions in writing and orally

Use of translation dictionaries to locate words in native language

Use English Learners resources, guides, assessments and visual glossary

### **Possible Supports for Students with IEPs**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan
- Students Hands on activities
- cooperative learning
- peer tutoring, extended time
- reteach in utilizing various methods
- Utilize remediation resources which include assessment and intervention, in planning and instruction

### **Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Utilize Pre-AP Resources such as the pacing, assignment and best practices guide

## **Additional Resources:**

Computers with internet access and projection capabilities, whiteboards, audio materials (CDs, CD players), print materials, manipulatives journals, sticky notes, graphic organizers, chart paper, chimes, leveled math activities, magnetic numbers, Wikki Stix, white boards, stamps, response boards, vocabulary cards, teaching posters

Use visuals

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**District/School Formative Assessment**

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presentations

running records

teacher conferences

writer's notebook

questioning

literature responses

questioning

daily 5

teacher observations

writing assignments

**District/School Summative Assessment**

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district Reading leveling

anedecotal records



topic assessments

topic quiz

## **Suggested Open Educational Resources**

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<http://readingandwritingproject.org>

[www.jenniferserravallo.com/blog](http://www.jenniferserravallo.com/blog)

<http://www.wegivebooks.org/books>

[http://www.nwp.org/cs/public/print/resource\\_topic/teaching\\_reading](http://www.nwp.org/cs/public/print/resource_topic/teaching_reading)

<http://www.sightwords.com>

[www.lindahoyt.com/tips.html](http://www.lindahoyt.com/tips.html)

<http://www.readwritethink.org>

<http://readingandwritingproject.org>

<http://www.schrockguide.net>

<http://twowritingteachers.wordpress.com>

[www.lindahoyt.com/tips.html](http://www.lindahoyt.com/tips.html)

<http://www.readwritethink.org>

[http://www.nwp.org/cs/public/print/resource\\_topic/teaching\\_writing](http://www.nwp.org/cs/public/print/resource_topic/teaching_writing)

<http://readingandwritingproject.org>

<http://readingandwritingproject.org>

[www.lindahoyt.com/tips.html](http://www.lindahoyt.com/tips.html)

<http://www.seymoursimon.com/index.php/blog>

## **Resources**

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Trade Books

Teachers Pay Teachers

Wonders Reading Series

Wonder Works

Internet