

**Califon Public School
Curriculum**



Subject: ELA	Grade: 3rd	Unit #: 1	Pacing: 10 weeks
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Unit Title: Building a Reading and Writing Life

OVERVIEW OF UNIT:

The goal of this unit is to instill in students the lifelong habits of strong readers, including choosing books wisely, keeping track of how reading is going and addressing problems along the way, learning to talk about books with others, and applying comprehension strategies to hold on to and synthesize all the parts of a text. Focus on reading fluency, phonics, and vocabulary development are incorporated throughout all reading, writing, and spelling units. Furthermore, students will study the characteristics of narrative writing, and use narrative writing to share their memories and fictional stories with others. Students will learn strategies for brainstorming ideas, planning their writing, and selecting ideas to take through the entire writing process for publication.

Big Ideas

- Readers learn to choose books that are just right for them and to monitor their comprehension as they read.
- Readers set goals and track their progress toward those goals.
- Readers use a variety of strategies to read and understand texts.
- Fluent readers group words quickly to help them gain meaning from what they read.
- A personal narrative is generated from the writer's own life experiences.
- A personal narrative is focused, detailed and chronological and engages the reader.

Essential Questions

- How do readers choose "just right" books?
- What strategies do readers use to learn new words and improve their comprehension?
- What do good readers and writers do?
- Why do good authors write personal narratives?
- How do writers construct an effective personal narrative using the writing process?

Objectives

- Students will be able to choose on-level books for independent reading.
- Students will set reading and writing goals and track progress toward those goals.
- Students will use strategies to understand fiction and nonfiction text.
- Students will identify the characteristics of narrative writing.
- Students will construct an effective personal narrative using the writing process.

Assessment

Formative Assessment:

- Guided reading/ workshop discussions
- Reading and writing workshop discussion and conferences
- Spelling sorts
- Daily Language Review
- Reading log
- Writing drafts

Benchmark:

- DRA2
- LinkIt
- Foundations unit assessments

Alternative:

- projects
- modified tests/quizzes

Summative Assessment:

- Comprehension quizzes
- Weekly spelling tests
- Guided reading/novel study projects
- Completed writing pieces and reflection

Key Vocabulary

- Vowel, consonant, decode, characters, setting, plot, inference, author's purpose, entertain, inform, persuade, synonym, antonym, prediction, sequence, main idea, supporting details, point of view, genre, realistic fiction, fantasy, informational, narrative, nonfiction, folktale, fable, legend, proverb, poem, stanza, heading, subheading, caption, expression, accuracy, rate, punctuation, phrasing

Resources & Materials

My Guided Readers, Harcourt Trophies, Reading A-Z, RAZ Kids, DRA2, Foundations

Above-Level Texts:

- *Arrows*
- *Gossip Monster*

On-Level Texts:

- *The Hollow*
- *My Name is Yoon*

Below-Level Texts:

- *Suki's Kimono*
- *The 100th Day Project*

Technology Infusion

Teacher Technology:

- Google Classroom
- Chromebook
- Promethean Board
- Reading A-Z

- BrainPop Jr.
- Readworks

Student Technology:

- Google classroom
- Chromebook
- iPad
- Seesaw
- Readworks

Activities:

- Students will use Seesaw to record and reflect on their own reading.
- Students will read and respond to fiction and nonfiction texts on Readworks.
- Students will use audiobooks from sources such as Learning Ally.

Standard	Standard Description
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.5	Propose cause-and-effect relationships, predict outcomes, or communicate ideas using data.

Interdisciplinary Integration**Activities:**

- While studying cultural characteristics of communities in social studies, students will read literature about characters from different cultural backgrounds. Students will compare their cultures to those of the characters in the book. **(HC)**

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2fViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.1.5.CivicsPD.3	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.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).
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21st Century Life Skills Standards

Activities:

- Students will discuss the importance of close reading and its applications in the real world.

Standard	Student Learning Objectives
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Careers

Activities:

- Through individual reflection, small group work, and whole class discussion, students will communicate their ideas about their reading.

Practice	Description
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.

Standards

Standard #	Standard Description
L.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words. Analyze the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.3.4	Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression.

	<p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
L.WF.3.2	<p>Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).</p> <p>B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.</p> <p>C. Identify language of word origin, as noted in dictionaries.</p> <p>D. Spell singular and plural possessives (teacher’s; teachers’)</p> <p>E. Change y to i (cried) in words with suffixes, when required</p> <p>F. Spell regular two- and three-syllable words that:</p> <ol style="list-style-type: none"> 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. <p>G. Spell common words in English, including regular and irregular forms.</p>
L.WF.3.3	<p>Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.</p> <p>B. Capitalize appropriate words in titles.</p> <p>C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.</p> <p>D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.</p> <p>E. Use appropriate pronouns with clear referents.</p> <p>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).</p> <p>G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.</p> <p>H. Paraphrase a main idea or event in order to vary sentence structure and word use.</p> <p>I. Organize ideas into paragraphs with main ideas and supporting details.</p>
L.KL.3.1	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>B. Choose words and phrases for effect.</p> <p>C. Recognize and observe differences between the conventions of spoken and written English.</p>
L.VL.3.2	<p>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.</p>

	<p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
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.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).
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).
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.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
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.ES.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.

Differentiation
Students with 504 plans
<ul style="list-style-type: none"> ● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Prioritize tasks ● Small group testing ● Provide modifications & accommodations per individual student's 504 plan
Special Education
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position the student near a helping peer or have quick access to the teacher ● Modify or reduce assignments/tasks ● Reduce the length of the assignment for different modes of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill-building ● Provide teacher notes ● Use collaborative grouping strategies, such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/
Response to Intervention (RTI)
<ul style="list-style-type: none"> ● Tiered interventions following the RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Intervention Central - http://www.interventioncentral.org/
English Language Learners (ELL)
<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of a translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm
Enrichment
<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher-grade concepts ● Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied

**Califon Public School
Curriculum**



Subject: ELA	Grade: 3rd	Unit #: 2	Pacing: 10 weeks
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Unit Title: Reading to Learn: Grasping Main Ideas and Text Structures

OVERVIEW OF UNIT:

In this unit, students will learn to read long stretches of nonfiction text and to read to learn what the author wants them to learn rather than specific facts. Students will read expository texts with interest and fluency, ascertaining the main ideas and recognizing the infrastructure of a text. Students will navigate expository and narrative nonfiction texts, using these texts as mentor texts for their own writing.

Big Ideas

- Readers use strategies to determine main idea and supporting details in nonfiction texts.
- Identifying the structure of nonfiction text can help a reader determine the main idea.
- Readers use specific strategies for reading and comprehending nonfiction texts.
- Writers choose a specific text structure to help organize their thoughts and communicate their message to the reader.
- Informational writing is organized in different ways for different purposes.

Essential Questions

- How is reading nonfiction text different than reading fiction text?
- How do readers determine importance in nonfiction texts?
- How can the structure of a nonfiction text help a reader comprehend the author's message?
- What is the importance of informational writing?
- What does the structure of informational writing look like?
- What types of writing are connected to informational text?

Objectives

- Students will be able to determine the main idea and supporting details in nonfiction texts.
- Students will identify and write in various nonfiction text structures.
- Students will use comprehension strategies to understand fiction and nonfiction texts.

Assessment

Formative Assessment:

- Guided reading/ workshop discussions
- Reading and writing workshop discussion and conferences
- Spelling sorts
- Daily Language Review

Benchmark:

- DRA2
- LinkIt
- Foundations

Alternative:

- Reading log
- Writing drafts
- projects
- modified tests/quizzes

Summative Assessment:

- Comprehension quizzes
- Weekly spelling tests
- Guided reading/novel study projects
- Completed writing pieces and reflection

Key Vocabulary

Vowel, consonant, decode, author’s purpose, entertain, inform, persuade, synonym, antonym, sequence, main idea, supporting details, point of view, genre, informational, narrative, nonfiction, heading, subheading, compare, contrast, cause, effect, caption, index, glossary, expression, accuracy, rate, punctuation, phrasing

Resources & Materials

Harcourt Trophies, Reading A-Z, RAZ Kids, DRA2, Foundations

Above-Level Texts:

- *Desert People*

On-Level Texts:

- *Jane Goodall*

Below-Level Texts:

- *Edible Bugs*

Technology Infusion

Teacher Technology:

- Google Classroom
- Chromebook
- Promethean Board
- Reading A-Z
- BrainPop Jr.
- Readworks

Student Technology:

- Google classroom
- Chromebook
- iPad
- Seesaw
- Readworks

Activities:

<ul style="list-style-type: none"> Students will use Seesaw to record and reflect on their own reading. Students will read and respond to fiction and nonfiction texts on Readworks. 	
Standard	Standard Description
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.5	Propose cause-and-effect relationships, predict outcomes, or communicate ideas using data.

Interdisciplinary Integration

Activities:

- In a combined reading and science unit, students will read nonfiction print and online sources to research the lives, bodies, and adaptations of an Antarctic animal.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
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.

21st Century Life Skills Standards

Activities:

- Students will read informational texts about careers in science and social studies.

Standard	Student Learning Objectives
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Careers	
Activities:	
<ul style="list-style-type: none"> Students will use print and media sources to research an Antarctic animal. 	
Practice	Description
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.

Standards	
Standard #	Standard Description
L.RF.3.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> 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.
L.RF.3.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> 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.
L.WF.3.2	<p>Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, Consonant-le.

	<p>ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.</p> <p>G. Spell common words in English, including regular and irregular forms.</p>
L.WF.3.3	<p>Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.</p> <p>B. Capitalize appropriate words in titles.</p> <p>C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.</p> <p>D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.</p> <p>E. Use appropriate pronouns with clear referents.</p> <p>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).</p> <p>G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.</p> <p>H. Paraphrase a main idea or event in order to vary sentence structure and word use.</p> <p>I. Organize ideas into paragraphs with main ideas and supporting details.</p>
L.KL.3.1	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>B. Choose words and phrases for effect.</p> <p>C. Recognize and observe differences between the conventions of spoken and written English.</p>
L.VL.3.2	<p>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.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
RL.CR.3.1	<p>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.</p>
RI.CI.3.2	<p>Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.</p>

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.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.
RI.PP.3.5	Distinguish their own point of view from that of the author of a text.
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.
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.
W.IW.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.
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.
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.

Differentiation
Students with 504 plans
<ul style="list-style-type: none"> ● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks ● Small group testing ● Provide modifications & accommodations per individual student's 504 plan
Special Education
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position the student near a helping peer or have quick access to the teacher ● Modify or reduce assignments/tasks ● Reduce the length of the assignment for different modes of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill-building ● Use collaborative grouping strategies, such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/
Response to Intervention (RTI)
<ul style="list-style-type: none"> ● Tiered interventions following the RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Intervention Central - http://www.interventioncentral.org/
English Language Learners (ELL)
<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of a translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm
Enrichment
<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher-grade concepts ● Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied

**Califon Public School
Curriculum**



Subject: ELA	Grade: 3rd	Unit #: 3	Pacing: 6 weeks
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Unit Title: Reading to Learn: Character Studies

OVERVIEW OF UNIT:

This unit focuses on the study of characters. Students will understand that readers study characters deeply by observing, coming up with ideas, and investigating patterns that reveal deeper character traits and motivations. They will learn about the kinds of story arcs that characters tend to follow. Finally, students will compare and contrast characters across books, examining their traits, motivations, the way they respond to problems, and the life lessons they learn and teach.

Big Ideas

- Readers use evidence from a text to make observations and predictions about characters.
- Readers can learn about characters in a text by studying how they react to challenges.
- One way readers compare books is to think about ways in which the main character in each is similar and different.
- A fictional narratives is organized by a sequence of events.

Essential Questions

- What can we learn about a character based on their thoughts and actions?
- How are characters in different books similar and different from each other?
- How can understanding the characters in a story help the reader understand the story and theme?
- How do authors develop strong characters?

Objectives

- Students will use text evidence to make inferences about characters.
- Students will compare and contrast characters in texts.
- Students will study mentor texts and write realistic fiction stories with strong characters.

Assessment

Formative Assessment:

- Guided reading/ workshop discussions
- Reading and writing workshop discussion and conferences
- Spelling sorts
- Daily Language Review
- Reading log
- Writing drafts

Benchmark:

- DRA2
- LinkIt
- Foundations

Alternative:

- projects
- modified tests/quizzes

Summative Assessment:

- Comprehension quizzes
- Weekly spelling tests
- Guided reading/novel study projects
- Completed writing pieces and reflection

Key Vocabulary

Vowel, consonant, decode, characters, setting, plot, inference, author's purpose, entertain, inform, persuade, synonym, antonym, prediction, sequence, point of view, genre, realistic fiction, fantasy, narrative, folktale, fable, legend, stanza, expression, accuracy, rate, punctuation, phrasing, character traits

Resources & Materials

Harcourt Trophies, Reading A-Z, RAZ Kids, DRA2, Foundations

Above-Level Texts:

- *The Miraculous Journey of Edward Tulane*

On-Level Texts:

- *Sarah, Plain and Tall*

Below-Level Texts:

- *Molly's Pilgrim*

Technology Infusion**Teacher Technology:**

- Google Classroom
- Chromebook
- Promethean Board
- Reading A-Z
- BrainPop Jr.
- Readworks

Student Technology:

- Google classroom
- Chromebook
- iPad
- Seesaw
- Readworks

Activities:

- Students will use Seesaw or iPad camera to record and reflect on their own reading.
- Students will read and respond to fiction and nonfiction texts on Readworks.

Standard	Standard Description
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.5	Propose cause-and-effect relationships, predict outcomes, or communicate ideas using data.

Interdisciplinary Integration

Activities:

- While studying immigration in social studies, students will read *Molly's Pilgrim*. Students will study Ellis Island and make connections to the experiences of Molly and her family in the novel.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2fIViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas

21st Century Life Skills Standards

Activities:

- Students will discuss different careers and identify character traits valuable for that profession.

Standard	Student Learning Objectives
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Careers	
Activities: <ul style="list-style-type: none"> Students will use text evidence to develop theories about a character and discuss those theories with book clubs. 	
Practice	Description
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.

Standards	
Standard #	Standard Description
L.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words. Analyze the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.3.4	Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF.3.2	Demonstrate command of the conventions of encoding and spelling. <ol style="list-style-type: none"> Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families). Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words. Identify language of word origin, as noted in dictionaries. Spell singular and plural possessives (teacher's; teachers') Change y to i (cried) in words with suffixes, when required Spell regular two- and three-syllable words that:

	<ul style="list-style-type: none"> a. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le. b. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion. <p>G. Spell common words in English, including regular and irregular forms.</p>
L.WF.3.3	<p>Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <ul style="list-style-type: none"> 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	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> 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	<p>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.</p> <ul style="list-style-type: none"> 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	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>

	<p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>
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).
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).
W.IW.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.WP.3.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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.
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.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.
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Differentiation	
Students with 504 plans	
<ul style="list-style-type: none"> ● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks ● Small group testing ● Provide modifications & accommodations per individual student's 504 plan 	
Special Education	
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position the student near a helping peer or have quick access to the teacher ● Modify or reduce assignments/tasks ● Reduce the length of the assignment for different modes of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill-building ● Provide teacher notes ● Use collaborative grouping strategies, such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	
Response to Intervention (RTI)	
<ul style="list-style-type: none"> ● Tiered interventions following the RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Intervention Central - http://www.interventioncentral.org/ 	
English Language Learners (ELL)	
<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of a translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	
Enrichment	
<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher-grade concepts 	

- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

Califon Public School
Curriculum



Subject: ELA	Grade: 3rd	Unit #: 4	Pacing: 8 weeks
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Unit Title: Research Clubs

OVERVIEW OF UNIT:

This unit focuses on research and learning to learn from reading. In this unit, students will gather a variety of texts on one topic and synthesize information across texts, organizing what they are learning. Students will work with book clubs to study their own animals, engage in cooperative analysis, and grow ideas. They will apply their knowledge to solve real-world problems. Furthermore, students will conduct research using print and media sources to write research reports.

Big Ideas

- Researchers read a variety of texts to gather information.
- Readers discuss texts to grow their ideas.
- Readers apply what they have learned to solve problems.
- Good writers capture what they learn and what they are thinking to grow ideas to write.

Essential Questions

- How do readers synthesize information from different texts to create their own ideas?
- How do readers use what they learn to solve problems?
- How do writers communicate what they’re learning to solve real-world problems?
- What are the different strategies used to organize information?

Objectives

- Students will research a subject using a variety of print and media sources.
- Students will apply knowledge learned in research to solve real-world problems.
- Take notes to gather information for print and media sources.
- Organize notes and ideas to write an effective informational piece.

Assessment

<p>Formative Assessment:</p> <ul style="list-style-type: none"> ● Guided reading/ workshop discussions ● Reading and writing workshop discussion and conferences ● Spelling sorts ● Daily Language Review ● Reading log ● Writing drafts 	<p>Benchmark:</p> <ul style="list-style-type: none"> ● DRA2 ● LinkIt ● Foundations <p>Alternative:</p> <ul style="list-style-type: none"> ● projects ● modified tests/quizzes
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Summative Assessment:

- Comprehension quizzes
- Weekly spelling tests
- Guided reading/novel study projects
- Completed writing pieces and reflection

Key Vocabulary

Vowel, consonant, decode, author's purpose, entertain, inform, persuade, synonym, antonym, sequence, main idea, supporting details, point of view, genre, informational, nonfiction, heading, subheading, caption, expression, accuracy, rate, punctuation, phrasing, research, cite, prewriting, draft, revise, edit, publish, lead, closing, transition words, paragraph

Resources & Materials

Words Their Way, Harcourt Trophies, Reading A-Z, RAZ Kids, DRA2, Foundations

Above-Level Texts:

- *The Amazing Amazon*

On-Level Novels:

- *Kid Inventors*

Below-Level Novels:

- *Awesome Ants*

Technology Infusion**Teacher Technology:**

- Google Classroom
- Chromebook
- Promethean Board
- Reading A-Z
- BrainPop Jr.
- Readworks

Student Technology:

- Google classroom
- Chromebook
- iPad
- Seesaw
- Readworks

Activities:

- Students will use Seesaw or iPad camera to record and reflect on their own reading.

<ul style="list-style-type: none"> Students will read and respond to fiction and nonfiction texts on Readworks 	
Standard	Standard Description
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.5	Propose cause-and-effect relationships, predict outcomes, or communicate ideas using data.

Interdisciplinary Integration

Activities:

- In a combined social studies and LAL unit, students will use print and media sources to research a state. They will write a research paper and create an interactive presentation on their state.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

21st Century Life Skills Standards

Activities:

- Students will discuss the value of research and its importance to various careers. They will investigate future career choices and how people in that field use research and critical thinking skills.

Standard	Student Learning Objectives
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Careers

Activities:

- Students will use print and media sources to research a state. They will write a research paper and create an interactive presentation on their state.

Practice	Description
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.

Standards	
Standard #	Standard Description
L.RF.3.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> 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.
L.RF.3.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> 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.
L.WF.3.2	<p>Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.

L.WF.3.3	<p>Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <ul style="list-style-type: none"> 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	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> 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	<p>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.</p> <ul style="list-style-type: none"> 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	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> 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).
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.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.
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.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.
RI.PP.3.5	Distinguish their own point of view from that of the author of a text.
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.
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.
W.IW.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.
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.
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.

Differentiation

Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software

- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: ELA	Grade: 3rd	Unit #: 5	Pacing: 6 weeks
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Unit Title: Poetry

OVERVIEW OF UNIT:

In this unit, students will study characteristics and forms of poetry. They will study poets and discuss their inspiration, and they will gather inspiration to write their own poetry from the world around them. Students will explore the elements of poetry, write poems using all types of poetry forms, and read all types of poetry forms in order to better understand the different poetic elements, forms and expressions.

Big Ideas

- Inspiration for writing can be found anywhere.
- Poets write to express feelings and opinions.
- Poets use various poetic devices to enhance their work.

Essential Questions

- Why do authors write poetry.?
- What inspired authors to write poetry?
- How can poetic devices such as rhythm and meter affect the flow of a poem?

Objectives

- Students will read, understand, and discuss a variety of poems.
- Students will gather inspiration from their communities to write poems modeled after mentor texts.
- Students will identify poetic devices in poems and songs.
- Students will read poetry with fluency and expression.

Assessment

Formative Assessment:

- Guided reading/ workshop discussions
- Reading and writing workshop discussion and conferences
- Spelling sorts
- Daily Language Review
- Reading log
- Writing drafts

Benchmark:

- DRA2
- LinkIt
- Words Their Way spelling inventory

Alternative:

- projects
- modified tests/quizzes

Summative Assessment:

- Comprehension quizzes

- Weekly spelling tests
- Guided reading/novel study projects
- Completed writing pieces and reflection

Key Vocabulary

Poem, stanza, rhythm, meter, rhyme, expression, draft, revise, edit, simile, metaphor

Resources & Materials

Lucy Calkins, Words Their Way, Reading A-Z, RAZ Kids, DRA2, Foundations

Above Level Texts:

- Dark Emperor & Other Poems of the Night

On-Level Texts:

- The New Kids on the Block

Below Level Texts:

- Subway Ride

Technology Infusion

Teacher Technology:

- Google Classroom
- Chromebook
- Promethean Board
- Reading A-Z
- Brain Pop Jr.
- Readworks

Student Technology:

- Google classrooms
- Chromebook
- iPad
- Seesaw
- Readworks

Activities:

- Students will use Seesaw or iPad camera to read poetry and reflect on their fluency.
- Students will publish poems on Google Docs.

Standard	Standard Description
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.5	Propose cause-and-effect relationships, predict outcomes, or communicate ideas using data.

Interdisciplinary Integration

Activities:

- Students will read and discuss poems written by poets from a variety of cultural backgrounds. (HC, AS)

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures
6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
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.

21st Century Life Skills Standards

Activities:

- Students will meet with a published poet and learn about her career and writing process.

Standard	Student Learning Objectives
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Careers	
Activities: <ul style="list-style-type: none"> Through individual reflection, small group work, and whole class discussion, students will communicate their ideas about their reading. 	
Practice	Description
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.

Standards	
Standard #	Standard Description
L.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.
L.RF.3.4	Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF.3.2	Demonstrate command of the conventions of encoding and spelling. <ol style="list-style-type: none"> Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families). Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words. Identify language of word origin, as noted in dictionaries. Spell singular and plural possessives (teacher's; teachers') Change y to i (cried) in words with suffixes, when required Spell regular two- and three-syllable words that: <ol style="list-style-type: none"> Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, Consonant-le.

	<p>b. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.</p> <p>G. Spell common words in English, including regular and irregular forms.</p>
L.KL.3.1	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>B. Choose words and phrases for effect.</p> <p>C. Recognize and observe differences between the conventions of spoken and written English.</p>
L.VL.3.2	<p>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.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
L.VI.3.3	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>
RL.CR.3.1	<p>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.</p>
RL.CI.3.2	<p>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).</p>
RL.TS.3.4	<p>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.</p>
RL.CT.3.8	<p>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).</p>
W.WP.3.4	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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

Differentiation

Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources