

ELA 3rd-Q2

Content Area: **3rd Grade**
Course(s): **Reading, Writing**
Time Period: **Marking Period 2**
Length: **1 Marking Period**
Status: **Not Published**

Student Learning Standards

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|------------|---|
| LA.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| LA.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| LA.W.3.1.D | Provide a conclusion. |
| LA.SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| LA.W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| LA.W.3.2.A | Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension. |
| LA.W.3.2.B | Develop the topic with facts, definitions, and details. |
| LA.W.3.2.C | Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. |
| 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.W.3.2.D | Provide a conclusion. |
| 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.RL.3.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. |
| LA.W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

21st Century Standards

CAEP.9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Standards for Mathematical Practice (Math only)

Technology Standards

TECH.8.1.5.A.CS1

Understand and use technology systems

TECH.8.1.5.B

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

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.

Companion Standards

SOC.K-4.1.1.2

Explain how the present is connected to the past.

3-5-ETS1-2.ETS1.B.1

Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions.

3-5-ETS1-2.ETS1.B.2

At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.

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-4.1.3.2

Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).

Unit Focus

(NJDOE UNIT 3)

(Wonders Unit 2-3)

Essential Questions

How do people make government work?

How can people help animals survive?

How do people figure things out?

What makes different animals unique?

How can one person change the way you think?

What do we know about Earth and its neighbors?

What ideas can we get from nature?

Critical Knowledge and Skills

Engage in collaborative conversations

Develop skills in active listening and group discussion

Determine the main idea and text

Apply comma rules to addressing in writing

Spell high frequency or studied words correctly

Identify spelling patterns and generalizations

Apply spelling patterns and generalizations

Determine the purpose and use of reference materials

Utilize reference material to check and correct spelling

Utilize reference materials

Identify simple verb tenses

Define and identify noun, pronouns,

Identify simple verb tenses and use them when writing or speaking

Apply spelling patterns and generalizations Purposely select words or phrases to create effect when writing or speaking

Utilize reference materials to check and correct spelling

Use grade 3 Vocabulary fulently whne discussing academeic or specific topics

Use spatial and temporal relations words and phrases

Analyze how the details of the text help to support and reveal central ideas

Closely read text to determine main characters

Differentiated Instruction

Use visuals

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 comprehnesion 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

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

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District/School Formative Assessment

individual whiteboards

presentations

running records

teacher conferences

writer's notebook

questioning

literature responses

questioning

daily 5

teacher observations

writing assignments

District/School Summative Assessment

District REading leveling

Anecdotal records

Topic assessments

Topic quiz

Suggested Open Educational Resources

www.jenniferserravallo.com/blog

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

http://www.nwp.org/cs/public/print/resource_topic/teaching_reading

<http://www.sightwords.com>

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.readwritethink.org>

http://www.nwp.org/cs/public/print/resource_topic/teaching_writing

<http://readingandwritingproject.org>

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www.lindahoyt.com/tips.html

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

Resources

Trade Books

Teachers Pay Teachers

Wonders Reading Series

Wonder Works

Internet

