Montague Township School
English Language Arts Curriculum Guide
Grade 3

Last Updated on 8/1/24

Course Description: The Montague Township School English and Language Arts committee has developed a common English Language Arts curriculum to be implemented at Montague Township School. This curriculum addresses all areas of Speaking & Listening, Writing, Reading Foundational Skills, Reading Literature, Reading Informational Texts, and Language. All areas are addressed in the content outline and units of study for each grade level. Each unit is composed of focus New Jersey Student Learning Standards in Reading and Writing to anchor the skills to be assessed within each unit.

Format/Mapping/Sequence: The format in which the curriculum is written follows the parameters of Understanding by Design. Each course curriculum document is written as a series of units containing established goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. In addition, each document stipulates mentor/anchor texts, required tasks, and assessments. Teachers are expected to design lessons that will meet the requirements stipulated in this document; however, they are provided flexibility in how they choose to meet these demands. As well, the order of the units is a suggestion and a teacher may introduce the units as he/she feels best meets the needs of the class, keeping in mind the scaffolding of skill development suggested.

Pacing: English Language Arts Grade 3 is a required course that meets every day over the course of a school year for an 80 minute Literacy Block. There are 10 student-centered units, each designating reading, writing, and speaking/listening skills with language skills embedded in reading and writing activities. Each of the units provides a suggested time frame that falls between 3-4 weeks, taking into consideration the time needed to differentiate for a variety of learners.

Resources: In each unit, [electronic, print, tactile, etc.] resources are provided. It is the intention that teachers will be able to access the curriculum document on the district website as well as be able to add to the resources lists periodically throughout the school year. A valuable site that should be referenced in planning: https://www.nj.gov/education/standards/

Adopted Resources:
Houghton Mifflin Harcourt *Into Reading*, Grade 3
Houghton Mifflin Harcourt *Ed* Digital Platform
Orton Gillingham
LinkIt!

Additional Resources:
Learning A-Z

Pacing Guide: Units over Weeks

	Sept.				Oct.					Nov.				Dec.			Jan.					Feb.				Mar.				Apr.				May				Jun.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Unit 1	■	■	■	■																																				
Unit 2					■	■	■	■																																
Unit 3										■	■	■	■																											
Unit 4														■	■	■	■																							
Unit 5																	■	■	■	■																				
Unit 6																						■	■	■	■															
Unit 7																										■	■	■	■											
Unit 8																														■	■	■	■							
Unit 9																																		■	■	■	■			
Unit 10																																						■	■	■

New Jersey Student Learning Standards for English Language Arts (NJSLS)	**Anchor Standards for Reading** Key Ideas and Details NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and

relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

 NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Progress Indicators for Reading Literature Key Ideas and Details

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. 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. 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.

Craft and Structure

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 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. RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

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). RL.3.8. (Not applicable to literature) RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Complexity of Text

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.

Progress Indicators for Reading Informational Text Key Ideas and Details

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 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.

Craft and Structure

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.6. Distinguish their own point of view from that of the author of a text. Integration of Knowledge and Ideas RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text. RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

Range of Reading and Complexity of Text

RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Reading Foundational Skills Phonics and Word Recognition

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words.

Fluency

RF.3.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Anchor Standards for Writing Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,

organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Progress Indicators for Writing Text Types and Purposes

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion. W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion. W.3.3. Write narratives to develop real or imagined experiences or events using narrative echnique, descriptive details, and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure.

Production and Distribution of Writing

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.3.5. With guidance and support from peers and adults, develop and

	strengthen writing as needed by planning, revising, and editing. W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
	<u>Research to Build and Present Knowledge</u>
	W.3.7. Conduct short research projects that build knowledge about a topic. 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. W.3.9. (Begins in grade 4)
	<u>Range of Writing</u>
	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.
	<u>Anchor Standards for Speaking and Listening Comprehension and Collaboration</u>
	NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
	<u>Progress Indicators for Speaking and Listening Comprehension and Collaboration</u>
	SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion. SL.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.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
	<u>Presentation of Knowledge and Ideas</u>
	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. SL.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.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

<u>Anchor Standards for Language Conventions of Standard English</u>

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vocabulary Acquisition and Use NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

<u>Progress Indicators for Language</u>

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. B. Form and use regular and irregular plural nouns. C. Use abstract nouns (e.g., childhood). D. Form and use regular and irregular verbs. E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. F. Ensure subject-verb and pronoun-antecedent agreement. G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. H. Use coordinating and subordinating conjunctions. I. Produce simple, compound, and complex sentences. L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize appropriate words in titles. B. Use commas in addresses. C. Use commas and quotation marks in dialogue. D. Form and use possessives. E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

<u>Knowledge of Language</u>

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases for effect. B. Recognize and observe differences between the conventions of spoken and written standard English.

<u>Vocabulary Acquisition and Use</u>

	L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. 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.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 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).
Interdisciplinary Connections, Career Readiness/ Life Literacies, and Key Skills Practices/ Computer Science and Design Thinking	(see table below)

	Science		Social Science
✅	**Science**	✅	**Social Science**
	Earth and Space		History, Culture, and Perspectives
	Life Sciences		Geography, People, and the Environment
	Physical Sciences		Economics, Innovation, and Technology
			Civics, Government, and Human Rights
✅	**Technology**	✅	**Career Readiness, Life Literacies,and Key Skills**
	Computer Science (8.1)		9.1 Personal Financial Literacy

	Design Thinking (8.2)		9.2 Career Awareness, Exploration, Preparation, and Training
			9.4 Life Literacies and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

Computer Science and Design Thinking
- 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
- 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Yearly Essential Question	

Unit 1: What a Character	NJSLS in Unit:
4 weeks Reading Focus/ Writing Focus: Make and confirms predictions, literary elements, point of view, theme, personal narrative	NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text 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.
	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
	NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
	NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
	RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text
	NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	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.
	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words

	with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words. Fluency RF.3.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	L.3.3, L.3.4
Essential Questions: ● Unit EQ: What makes a character interesting? ■ How can I make and confirm predictions? ■ How can I identify the different literary elements in realistic fiction stories? ■ How do characters and the setting influence the plot of a story? ■ How can I describe the author's use of figurative language to achieve a purpose? ■ How can I distinguish the different points of view? ■ How can I determine the theme of a story?	**Enduring Understandings:** ● Character Traits and analysis ● Distinguishing between point of view (first, and third person) ● Make, correct, and confirm predictions ● Recognize characteristics of realistic fiction ● Identify and discuss narrator and P.O.V ● Make, correct, and confirm predictions based on text features and genre characteristics ● Use context clues to determine the meaning of unknown words ● Write response that demonstrates understanding of the text ● Distinguish the different literary elements (explaining how characters and settings influence the plot) ● Infer the author's theme or message (distinguishing theme from topic) ● Monitor comprehension and make adjustments when understanding breaks down. ● Describe the author's use of figurative language to achieve a purpose ● Explain the the meaning of figurative language as used in a text
Academic Vocabulary: Individuality, unique, feature, personality, clash, winking, suggest, scrunches, mushy, usual, bilingual, mismatched, moody, pesky, snarled, illustrate, annual, protested, recited, venturing, predictable,	**Focus Standards:** **Reading:**

emergency, consult, distract, drastic	NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text
	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.
	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. L.3.3, L.3.4
	Writing W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases

Core Novel/ Mentor Text: Judy Moody	**Summative Assessment(s)**: *Personal* Narrative Writing Piece

Text (Literature or Informational)	**Required Activity/ Goal**	**Optional Activity (Small Group)**	**Vocabulary/ Vocabulary Strategy**	**Foundational Skills**
Literature: Realistic Fiction	Personal Narrative Characters Analysis: What makes a character interesting writing piece	● Writing Letters to a classmate ● Finishing a Narrative NJSLA writing practice prompt	Context clues	Short vowels Long vowels VCe spellings

Independent Reading: (RL.X.10, RI.X.10)

Required Texts: Zach Jumps In, Marisol Mcdonald Doesn't Match, Judy Moody: Mood Martian, Stink and the Freaky Frog Freakout, Scaredy Squirrel,

Suggested Texts: A Boy Named Bat, Magic Tree-House

Summative Assessments: *Personal Narrative,* Weekly Module Assessment

Unit 2: Use Your Words

4 weeks
Reading focus: Retell/Summarize, text and graphic features, point of view, character, ask and answer questions, elements of poetry, figurative language/ Writing Focus: Correspondence writing

NJSLS in Unit:
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraph

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 section

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B.

	Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion.

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.

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words. Fluency RF.3.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.3.3, L.3.4 |
| **Essential Questions:**
● Unit EQ: How do people use real words to express themselves?
   ○ Module 2, Week 1:
      ■ How can I retell a story in chronological order?
      ■ How can I use graphic text features to ask and answer questions about a text?
      ■ How can I distinguish the point of view of the narrator from my own?
      ■
   ○ Module 2, Week 2
      ■ How can I ask and answer questions about a text | **Enduring Understandings:**
● Identify text and graphic text features
● Explain how the use of text and graphic text features achieves specific purposes
● Identify real-life connections between words and their use
● Evaluate details to determine main idea
● Retell and paraphrase key events and details
● Recount key details from a read aloud text
● Use context clues to determine the meaning of unknown words
● Explain how characters develop throughout the plot
● Explain characters perspectives in a text
● Develop questions for research
● Recognize appropriate resources |

- What are the different elements of poetry?
- How can I identify and explain the use of graphic text features for specific purposes?
- How can I describe the use of figurative language to achieve a purpose?
- How can I use context clues to determine the meaning of unknown words?
  - Module 2, Week 3
    - How can I use details to create mental images about what is read?
    - How can I explain how characters develop throughout a plot?
    - How can I explain characters' perspectives in a text?
    - How can I identify and explain the elements of poetry including structure and rhyme scheme?
    - How can I identify a story's narrator?
    - How can I identify a first person point of view from a third person point of view?
    - How can I compare and contrast how authors present information?
    - How can I make textual connections? (text to self, text to text, text to world)

- Identify and internalize key vocabulary to communicate questions and ideas about research topics
- Describe the use of figurative language to achieve a purpose
- Use newly acquired vocabulary expressively?
- Ask and answer questions about a text to gain deeper understanding
- Identify and explain the elements of poetry including structure and rhyme scheme
- Identify the different types of poems and their differences
- Visualizing, Synthesizing
- Explain characters developments and perspectives throughout a text
- Recognize and decode multisyllabic words while reading various texts
- Compare and contrast information from different texts
- Make connections with texts

Academic Vocabulary: express, convey, chronicle, creative, video, costumes, block, hydrant, march, desires, entry, steep, speed, breezy, conductor, assigned, mosaics, retains, precious, demolition, projects, stanza's, rhyme, rhyme pattern, glossary, table of contents, sidebars, headings, index, bold, italics

Focus Standards:
Reading:NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.6. Distinguish their own point of view from that of the author of a text.

	Writing: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion.
Core Novel/ Mentor Text: A Letter to my cousin, Dear Dragon, The Upside Boy	**Summative Assessment(s)**: Expository Writing Taks (Open- Ended Questions with textual evidence) Writing a Letter

Text (Literature or Informational)	**Required Activity/ Goal**	**Optional Activity (Small Group)**	**Vocabulary/ Vocabulary Strategy**	**Foundational Skills**
Informational and Literature	● Open Ended RACE response using specific evidence from various kinds of texts ● Identifying Elements of a fictional text vs. nonfiction text	● 5 senses writing piece using images from a fictional text to convey a story	Synonyms/antonyms Contexts	Decoding: long o spellings Long i spellings
Independent Reading: (RL.X.10, RI.X.10)				

Required Texts: Dear Primo, Adventures With Words, The Upside Down Boy, Dear Dragon
Suggested Texts: Restart
Summative Assessments: Writing a Letter, Open-ended response questions, Weekly Module Assessments

| Unit 3: Let Freedom Ring

4 weeks
Reading Focus: Author's Purpose, Synthesize, Central Idea, Text Structure, Text and Graphic Features, Retell/Summarize, Media Techniques, Content Area Words, Ask and Answer Questions, Literary Elements/ Writing Focus: Informational Writing | **NJSLS in Unit**:
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts
RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
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.
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words. Fluency RF.3.4. Read with sufficient accuracy and fluency to support comprehension. A. |

	Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. L.3.3, L.3.4
Essential Questions: Unit EQ: How do historic places, documents, and symbols represent our nation? ○ Module 3, week 1 ■ How do I identify the author's purpose? ■ How do I determine the central idea of a text? ■ How can I recognize the characters of an informational text? ■ How can I summarize the central ideas and relevant details of a text? ■ How can I recognize transition words that signal a sequence of events? ■ How can I analyze the author's purpose for using chronology and text structure? ○ Module 3, week 2 ■ How can I retell and summarize informational text/ videos? ■ How can I identify the different types of text structure? ■ How can I use context clues to understand the meaning of unfamiliar words? ■ How can I listen activity to analyze and clarify information? ■ How can I retell details in a text? ■ How can I evaluate the details to determine key ideas? ○ Module 3, week 3 ■ How can I ask and answer questions from a text?	**Enduring Understandings:** ● Recognize characteristics of informational texts ● Recognize and explain the author's purpose ● Articulate the connections between visuals and the author purpose ● Provide supporting evidence for central ideas ● Review and extended understanding of word meanings ● Recognize central ideas in an informational text ● Determine the meaning of grade level academic vocabulary (prefixes, suffixes) ● Recognize and explain the author's use of text features ● Summarize the central idea and relevant details of informational writing/ videos/ ● Provide supporting evidence for central ideas. ● Listen actively to analyze and clarify information ● Analyze the use of media techniques to achieve specific purposes ● Retell the important details in a text ● Evaluate the details to determine key ideas

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■ How can I identify the central idea of a text?
■ What is the author's purpose?
■ How can I identify the literary elements in a text?

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Academic Vocabulary: loyal, sovereignty, democracy, civic, delegates, convention, domestic, welfare, posterity, endowed, declaring, independence, presented, gritty, hoisted, broad, ferry, torch, sculptor, monument, inspired	**Focus Standards:** **Reading:**RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts **Writing:** NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Core Novel/ Mentor Text: American Places, American Ideals, The U.S Constitution, The Flag Maker, Why is the Statue of Liberty, Green? All the places	**Summative Assessment(s)**: Informational Text: *Descriptive Essay, Module Assessments*

Text (Literature or Informational)	Required Activity/ Goal	Optional Activity (Small Group)	Vocabulary/ Vocabulary Strategy	Foundational Skills
Informational	Write a Response using evidence from the text (Why is the Statue of Liberty Green) Research the official United States symbols, such as the bald eagle, the national anthem, the United States seal, and the national motto.	Centers: Reading Center, Vocabulary Center, Writing Center, Digital Center, Project Center (based on module unit goals)	Multiple meaning words Synonyms/Antonyms	Decoding: 3 letter blends Decoding: Words with /j/, /k/, and /kw/ Decoding: Silent letters (kn, wr, gn, mb, rh)

	They will summarize their research in a pamphlet, powerpoint, or poster that showcases and explains these symbols.			
Independent Reading: (RL.X.10, RI.X.10)				
Required Texts: American Places, American Ideals, The U.S Constitution, The Flag Maker, Why is the Statue of Liberty Green?				
Suggested Texts: The Boy in the Striped Pajamas, The War that Saved my Life				
Summative Assessments: Correspondence Writing, Weekly Module Assessments, Informational text- Descriptive Essay				

Unit 4: Stories on Stage	NJSLS in Unit:
4 weeks Reading Focus: Ideas and support, visualize, elements of drama, literary elements, figurative language, retell/summarize, media techniques, theme, monitor and clarify/ Writing Focus: Narrative Writing: Story (*NOT a personal narrative)*	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. 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. 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. Craft and Structure RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 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. RL.3.6. Distinguish their own point of view from that of the narrator

	or those of the characters. RF.3.4. W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure. Production and Distribution of Writing W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. 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. RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words. Fluency RF.3.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Essential Questions:
    ● Why might stories be better told as plays?
	Enduring Understandings:
	    ● Recognize characteristics of an argumentative text

- ○ Module 4, week 1
  - ■ How can I recognize the characteristics of characters in an argumentative text?
  - ■ How can I distinguish between fact and opinion?
  - ■ How can I visualize and create mental images while reading a text?
  - ■ How can I identify and articulate the parts of a drama?

  - ■ How can I analyze literary elements of characters, setting, plot, and events?
  - ■ How can I identify and articulate conflict and resolution?
  - ■ How can I explain how the author's use of figurative language archives a purpose?
- ○ Module 4, week 2
  - ■ How can I identify the theme in a story?
  - ■ How can I identify the different elements of a drama?
  - ■ How can I retell and summarize a story, play/drama with the main idea and key details?
- ○ Module 4, week 3
  - ■ How can I monitor comprehension and make improvements while reading?
  - ■ How can I identify and discuss elements of a drama?
  - ■ How can I analyze the plot, including conflict, and resolution?
  - ■ How can I discuss a character's development throughout a story?
  - ■ How can the plot and events support the author's purpose?
  - ■ How can I compare and contrast how authors present information?

- ● Identify the author's claim, supporting facts, and intended audience
- ● Distinguish between facts and opinions
- ● Use newly acquired vocabulary expressively
- ● Ask and answer questions about the text and create mental images while reading (5 senses)
- ● Identifying conflict and resolution
- ● Write sentences using imagery
- ● Paraphrase information read-aloud
- ● Summarize information read aloud
- ● Identify the elements of drama
- ● Identify theme
- ● Summarize main idea and key details
- ● Retell a drama to reinforce understandings of the plot,events, and or theme
- ● Distinguish theme from topic
- ● Discuss a character's development throughout a story
- ● Analyze how plot and events support the author's purpose
- ● Compare and contrast how authors present information

Academic Vocabulary: audition, rehearse, ability, actor, saga, genuine, coiled, whirled, tame, baroque, pulleys, backdrop, performance, eminent, peasant, stately, deceive, superior, merciful, drowsy, hesitation, burden, reassuring, greedily, unnoticed, conflict, resolution	**Focus Standards:** **Reading:** NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. 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. RL.3.6. Distinguish their own point of view from that of the narrative 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. **Writing:** W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
Core Novel/ Mentor Text: The Saga of Pecos Bill, The Traveling Trio, Two Bear Cubs	**Summative Assessment(s)**: Narrative Story, Literary Elements Assessment, Identifying Figurative Language Assessment

Text (Literature or Informational)	Required Activity/ Goal	Optional Activity (Small Group)	Vocabulary/ Vocabulary Strategy	Foundational Skills

| Literature | Get a traditional tale; then rewrite and perform it as a play. First, students will use make a list of famous folktales, fairy tales, or legends (we have read or they have read), Then they will narrow the list to two or three they think might make good plays. After reading the narrative versions, students will discuss the options and choose one to rewrite as a play. | Retell a traditional tale puppet show

Telling a traditional tale from another character's perspective (three little pigs from wolf's perspective) | Shades of Meaning | Decoding: Consonant digraphs (ch, tch, sh, wh, th, ph, ng)
Vowel Diphthongs: ow, ou
Decoding: vowel au, aw, al, o |
|---|---|---|---|---|

Independent Reading: (RL.X.10, RI.X.10)

Required Texts: The Saga of Pecos Bill, Gigi and the Wishing Ring, Two Bear Cubs

Suggested Texts: That's Entertainment

Summative Assessments: Narrative Writing: Story, Weekly Module Assessments, Traditional Tale Project

Unit 5: Teamwork 4 weeks Reading Focus: author's purpose, ask and answer questions,	**NJSLS in Unit**: RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.5 RL.3.7 RL.3.10 RI W 3.2 W 3.3 W.3.4 W.3.10 SL.3.1 SL.3.2 SL.3.3 SL.3.6 SL.3.10 RF.3.3 RF.3.4 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6 RF.3.4.RF.3.3. 3.4.

literary elements, theme, author's craft, monitor and clarify, media techniques, make and confirm predictions, figurative language, text structure, point of view/ Writing Focus: Argument Writing	
Essential Questions: ● Unit EQ: How can realistic fiction texts teach us important lessons? (teamwork) ○ ■ How can I identify and explain the author's purpose? ■ How can I ask and answer questions to deepen understanding of a text? ■ How can I recognize traits in characters? ■ How can I identify the theme? ■ How can I compare and contrast the five story elements in two stories in the same genre?	**Enduring Understandings:** ● Identify and explain author's purpose ● Ask and answer questions to clarify relevant information? ● Recognize character traits in realistic fiction ● Explain the relationship among characters and character development ● Explain the influence of setting on a plot ● Explain the use of text structure ● Compare and contrast stories in the same genre
Academic Vocabulary: collaboration, symbiosis, determination, unity, apprehensive, technical, deflected, competition, intercepted, sprawling, captain, force, finals, meets, upset, concentrated, disappointed, personal, littered, disbanded, rivalry, donated, generations, soared	**Focus Standards:** **Reading:** RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic. **Writing:**
Core Novel/ Mentor Text: Soccer Shootout, Bend it like Bianca/ Running Rivals, Brothers at Bat	**Summative Assessment(s)**: Compare and Contrast Essay (Soccer Shootout & Running Rivals)

Text (Literature or Informational)	Required Activity/ Goal	Optional Activity (Small Group)	Vocabulary/ Vocabulary Strategy	Foundational Skills

Informational Literature	Compare and Contrast two stories in same genre (individual) Working in Teams to complete compare	Students can work groups to invent a new team activity. The activity may be a new sport played with two or more teams, or it could be a strategy or board game.	Homographs/Homophones	Decoding: Vowel diphthongs oi, oy Decoding: Contractions with n't, 'd, 've

Independent Reading: (RL.X.10, RI.X.10)

Required Texts: Teamwork: Victory, Soccer Shootout, Running Rivals, Brothers at Bat

Suggested Texts: Magic Tree House Hour of the Olympics, I Am Books ex: I am Simone Biles

Summative Assessments: Argument Writing, Weekly Module Assessments, Compare and Contrast Essay

Unit 6: Animals 4 weeks Reading Focus: text and graphic features, retell/summarize, author's purpose, author's craft, ask and answer questions, central idea, figurative language, monitor and clarify, text structure / Writing Focus: Informational Writing	**NJSLS in Unit**: RI 3.4, RI. 3.5, RI.3.7 W.3.10. W.3.7, W.3.8, W.3.9
Essential Questions: ○ What are the different types of text Structures? ○ What is the difference between a fact and an opinion?	**Enduring Understandings:** ● Distinguish Fiction from Nonfiction With students that informational text: ● gives factual information ● Fact vs. opinion ● tells about real people, places, and events. ● often includes text features such as headings and

	captions to help readers ● find and understand information.
Academic Vocabulary: hatch, universal, span, growth, larvae, molt, unsuspecting, deposited, patch, cumbersome, keener, nostrils, trumpet, flexible, siphon, lurking, invisible, nuzzled, bared, refused, assistant, pounce, nursery	**Focus Standards:** Reading: RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. SL.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. **Writing:** W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion W.3.7. Conduct short research projects that build knowledge about a topic. 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..
Core Novel/ Mentor Text: Frozen Alive, This is Your Life Cycle, The Nose Awards, Octopus Escapes Again, T. J. The Siberian Tiger Cub	**Summative Assessment(s)**: Animal Research Project

Informational	Graphic Text Features Identification Scavenger Hunt Students will create a website, poster, play, ect. about unusual behaviors and characteristics of wild animals.	Cartoon Comic Strip of of animals life cycle	Reference Sources Homograph/homophone	Decoding: Words with ar, or, ore Decoding: Words with er, ir, ur, or Decoding: Words with -air, -are, -ear

Independent Reading: (RL.X.10, RI.X.10)

Required Texts: Frozen Alive, This is Your Life Cycle, The Nose Awards, Octopus Escapes Again, T. J. The Siberian Tiger Cub

Suggested Texts: National Geographic

Summative Assessments: Informational Project, Weekly Module Assessments

# Unit 7: Make a Difference 4 weeks Reading Focus: author's purpose, make and confirm predictions, text structure, point of view, make inferences, text and graphic features, synthesize,	**NJSLS in Unit**: RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 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. Craft and Structure RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic

	or subject area. RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.6. Distinguish their own point of view from that of the author of a text. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Essential Questions: ● How does asking and answering questions help me understand what I am reading? ● How can I gather facts on a topic in order to formulate my own educated opinion? ● How can I make and confirm predictions? ● How can I make inferences? ● How can I recognize the features of an opinion essay as a form of an argumentative text?	**Enduring Understandings:** ● Answer a research question ● Gathering information ● Author's Purpose ● Making and Confirming Predictions ● Point of View ● Text Structure ● Recognize characteristics of Narrative Nonfiction ● Make correct, and confirm predictions ● Build on academic vocabulary through guided discussions ● Use context clues to determine the meaning of unfamiliar words ● Write a Response that Demonstrates understanding of a text ● Recognizing the different text structures (Problem, Solution..Sequence.. Description..Compare and Contrast)
Academic Vocabulary: outreach, fellowship, communal, residents, scarce, pollution, factories, vats, crowded, greenhouses, vertical, recycled, confesses, forage, cable, renewable, resources, environmental, converted, willing, chimed, slender, flickered, concluded, preparations, gallant	**Focus Standards:** RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. **Writing:** W.3.1. Write opinion pieces on topics or texts, supporting a point of

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<tr><td colspan="5">view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion.</td></tr>
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Core Novel/ Mentor Text:		Summative Assessment(s): Argument Writting/ Opinion Writing Piece		
Text (Literature or Informational)	**Required Activity/ Goal**	**Optional Activity (Small Group)**	**Vocabulary/ Vocabulary Strategy**	**Foundational Skills**
Informational	Opinion Piece: Students will write an opinion piece about a way students can make their school a better place.	Students will work to research a person who has made a difference in their local or global community and then write an opinion piece as to why they deserve the "Person of the Year Award"	Analogies Reference Sources	Decoding: Compound words and abbreviations Decoding: Irregular Plurals Decoding: Words with /oo/

Independent Reading: (RL.X.10, RI.X.10)

Required Texts: What if Everybody did that? Let's Build a Park, Farmer Will Allen and the Growing Table, One Plastic Bag, Energy Island, The Storyteller's Candle

Suggested Texts: Out of my Mind, Wonder,

Summative Assessments: Argument Writing, Weekly Module Assessments, Opinion Writing Piece

Unit 8: Imagine! Invent!	NJSLS in Unit:
4 weeks	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
Reading Focus: text and graphic features, make inferences, text structure, central idea, make and confirm predictions, author's purpose, literary elements, figurative language, retell/summarize, identify claim, ideas and support/ Writing Focus: Informational Writing	
	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.
	NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Essential Questions:	Enduring Understandings:
● How can I recognize the characteristics of non-fiction texts? ● How can I explain the purpose of text and graphic text features ● How can I make inferences using evidence and background knowledge? ● How can I recognize the central idea of a text? ● How do illustrations support key details in a text? ● How can I identify major and minor characters? ● How do character and setting influence the plot of a story?	● Explain purpose of text features ● Recognize features of informational texts ● Making inferences using evidence, and background knowledge ● Identify purpose of compare and contrast text-structure ● Explain how illustrations support key details to a text ● Recognize and Explain author's purpose ● Distinguishing Major and Minor Characters

| Academic Vocabulary: invention, brilliant, productive, original, breakthrough, dictation, valuable, radar, device, technology, | Focus Standards: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and |

contraption, quest, craze, era, engineer, perplexed, lingers, whirled, baffled, dynamo, innovative, singles, visionary, compact, memorable, system	figurative meanings, and analyze how specific word choices shape meaning or tone.NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Reading: **Writing:**NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
Core Novel/ Mentor Text: Timeless Thomans, Rosie Revere Engineer	**Summative Assessment(s)**: Cite Text Evidence Open-Ended Responses (A Bumpy Ride, Rosie Revere Engineer)

Text (Literature or Informational)	Required Activity/ Goal	Optional Activity (Small Group)	Vocabulary/ Vocabulary Strategy	Foundational Skills
Informational	Create a Research Slide about an invention you have used in your life. Why is this invention important to you? Create an invention that would be useful in your life now • Make a model/ or draw a sketch of this invention • Write about why this invention is useful to YOU.	Literacy Centers (Reading, Digital, Project, Writing, Vocab)	Reference Sources Analogies	Decoding: Review of Prefixes and Suffixes Decoding: Prefixes Decoding: Plurals

Independent Reading: (RL.X.10, RI.X.10)
Required Texts: Timeless Thomas: How Thomas Edison Changed Our Lives, A Bumpy Ride, Edison's Best Invention
Suggested Texts: A Century of Amazing Inventions, Rosie Revere, Engineer, Frindle,
Summative Assessments: Open-Ended Response, Research Slide, Expository Invention Piece, Weekly Module Assessments

Unit 9: From Farm to Table

4 weeks
Reading Focus: synthesize, text structure, text and graphic features, central idea, ask and answer questions, media techniques, figurative language
 Writing Focus: Imagery Writing through Poetry

NJSLS in Unit:
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.
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Essential Questions:
- How can I evaluate details to determine an author's claim?
- How can I synthesize information to create new understanding?
- How can I use background knowledge to discuss poetry? (Module 9 Writing)
- How can I read poetry for enjoyment and understanding (Module 9, Writing)

Enduring Understandings:
Module 9: Writing
- Evaluating author's claim
- Using background knowledge to discuss poetry
- Reading and understanding poetry
- Discuss element of poetry
- Identify key features of a poem
- Improving Word Choice

Academic Vocabulary: agriculture, recap, nutrition, tilling, stalk, dairy, tingly, scarlet, grove, curds, rotation, storage, prepping, vine, burly, shrivel

Focus Standards:
Reading:
Writing:W.3.3. Write narratives to develop real or **imagined**

	experiences or events using narrative technique, **descriptive details,** and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure.
Core Novel/ Mentor Text: Gone Fishing a Novel in Verse (Module 9, Writing)	**Summative Assessment(s)**: Color Descriptive Poem

Text (Literature or Informational)	Required Activity/ Goal	Optional Activity (Small Group)	Vocabulary/ Vocabulary Strategy	Foundational Skills
Informational	Writing a Poem about a Color using figurative language, descriptive language, and order, following a specific pattern.	Students will work in groups to create a healthy lunch menu and research the origins of the foods on their menu.	Context Clues	Decoding: Suffixes

Independent Reading: (RL.X.10, RI.X.10)
Required Texts: How Did That Get in My Lunchbox?, How do you Raise a Raisin, It's Our Garden
Suggested Texts: Matilda
Summative Assessments: Summative Assessments: Descriptive Writing Poetry Piece, Weekly Module Assessments, Opinion Writing Piece

Unit 10: Tell a Tale! 4 weeks	**NJSLS in Unit**: 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. 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. 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. Craft and Structure RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 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. RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. Integration of Knowledge and Ideas 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). RL.3.8. (Not applicable to literature) RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Essential Questions: ● How can I determine the theme of a text? ● How can I decipher the topic of a text vs. the theme of a text? ● How can I create mental images to deepen my understanding? ● How can I recognize that authors use language to create a unique style, or voice? ● How can I identify types of figurative language in a story?	**Enduring Understandings:** ● Theme ● Topic vs. Theme ● Visualizing (5 senses) ● Author's Craft (Voice, Tone, Mood, Word Choice, Sensory) ● Figurative Language
Academic Vocabulary:lagoon, garlands, belched, cinders, appease, barren, empting, theft, inspected,	**Focus Standards:** L.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story

sympathetic, suspicious, reputation, crafty quantities, ominously, upcoming, proclamation, pungent, snickered	(e.g., create mood, emphasize aspects of a character or setting). RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 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. Craft and Structure RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **Writing:**W.3.3. Write narratives to develop real or imagined experiences or events using narrative echnique, descriptive details, and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure**.**
Core Novel/ Mentor Text: Why the Sky is far Away, Cinder Al and the Stinky Footwear	**Summative Assessment(s)**: Imaginative, Descriptive Narrative Piece

Literature				

Independent Reading: (RL.X.10, RI.X.10)

Required Texts: Why the Sky is far awaym Cinder al and the Stinky Footwear

Suggested Texts: Compay Mono and Compay Jicomo

Appendix

Standards in Action

Montague Township School District believes in offering an interdisciplinary approach to teaching and learning because students are able to make connections and relationships by bringing together separate content disciplines, skills and knowledge around common themes, issues, or problems. The NJ Department of Education mandates the following be identified as areas of study beneficial to integration into all grade levels and content areas.

Please click the hyperlink for further information on each area:

Career Readiness, Life Literacies, and Key Skills
Climate Change Education
Contributions of Disabled and LGBT Individuals
Holocaust Education
Amistad Commission
Social and Emotional Learning
Diversity, Equity and Inclusion
Asian American Pacific Islander

Types of Assessments

Students will be assessed across the units and year in a variety of ways. The link below indicates resources for developing assessments and general examples of assessments that teachers may utilize across all of the content areas.

Formative, Summative, Alternative, and Benchmark Assessments

Accommodations & Modifications for Special Education, ELL, G&T, 504 Plans and At Risk:

Modifications and Accommodations