

Englewood on the Palisades Charter School
NJ State Standards-Aligned Curriculum
Grade Three
English Language Arts

Grade Three ELA Curriculum

The Grade Three ELA curriculum aligns with NJSLs and aims to create a strong foundation for learners in the areas of literacy, language development, and communication skills. This curriculum provides a structured approach to help third grade students continue to grow into confident readers and writers. To create a strong foundation, it is vital to nurture literacy skills, enhance communication abilities, and foster a love for reading and writing. This curriculum involves a comprehensive approach to developing children's reading, writing, listening, and speaking skills.

Throughout the school year, formative and summative assessments should be incorporated to monitor student progress. The curriculum should also be flexible to adapt to individual student needs and provide additional support for struggling learners.

NJSLS ELA Strands

Reading

- **Phonics and Word Recognition**
- **Fluency**

Reading Literature and Informational Texts:

- **Reading Comprehension:** Engage with texts through listening, discussion, and understanding main ideas.
- **Literary Analysis:** Explore story elements such as characters, settings, and events in narratives.
- **Informational Texts:** Develop an understanding of informational texts and their features.

Writing:

- **Text Types and Purposes:** Encourage students to write for different purposes (narrative, informative, opinion).
- **Production and Distribution:** Begin to compose sentences using letters, sounds, and sight words.
- **Research and Inquiry:** Introduce basic research skills through observing, asking questions, and gathering information.

Speaking and Listening:

- **Collaborative Discussions:** Engage in conversations and discussions, expressing thoughts and ideas.
- **Presentation of Knowledge and Ideas:** Communicate effectively using speech to convey information and narrate experiences.

Language:

- **Vocabulary Acquisition and Use:** Develop vocabulary by exploring words and their meanings in context.
- **Conventions of Standard English:** Understand grammar, punctuation, and usage in simple sentences.
- **Language Knowledge:** Develop an understanding of language as a system, including recognizing and producing rhymes, understanding word families, and using basic sentence structure.

Teaching Strategies and Approaches

- **Interactive Read-Alouds:** Use diverse texts to promote listening skills, vocabulary development, and comprehension.
- **Phonics and Word Study:** Employ multisensory activities to teach letter-sound correspondence, sight words, and basic decoding skills.
- **Shared Reading and Writing:** Model reading/writing processes, encouraging students to read/participate in crafting sentences and short texts.
- **Guided Reading and Writing:** Students participate in reading/crafting sentences and short texts with guidance from the teacher.
- **Collaborative Learning:** Engage students in discussions, peer interactions, and group activities to enhance speaking and listening skills.
- **Integration of Technology:** Utilize age-appropriate digital tools and resources to reinforce ELA concepts and skills.

Assessment and Evaluation

- **Formative Assessment:** Use ongoing observations, checklists, and anecdotal records to monitor students' progress in reading, writing, speaking, and listening.
- **Informal Reading Inventories:** Assess students' reading levels and comprehension through informal assessments.
- **Writing Portfolios:** Collect and analyze students' writing samples to track growth in writing skills over time.
- **Teacher-Guided Conferences:** Conduct one-on-one conversations to assess students' understanding and provide targeted feedback.

Differentiation and Support

- **Small Group Instruction:** Provide targeted support to address individual learning needs in reading, writing, or language skills.
- **Flexible Grouping:** Adjust groupings based on students' abilities and learning styles to provide tailored instruction.
- **Multi-modal Instruction:** Incorporate various teaching methods to accommodate diverse learning preferences.
- **Collaboration with Support Staff:** Work with specialists to address the needs of students requiring additional support.

This framework aims to establish a strong ELA foundation by aligning instructional practices with the NJSLS while considering the developmental needs and diverse learning styles of students.

Grade One ELA Unit	Length
Unit 1: Stories and Opinions: Crafting Ideas and Supporting Evidence	9 weeks
Unit 2: Textual Treasures: Enhancing Comprehension, Crafting Texts, and Communicating Ideas	9 weeks
Unit 3 : Text Analysis and Communication: Building Skills in Reading, Writing, and Speaking	9 weeks
Unit 4: Literary Journeys: Analyzing Texts, Writing Effectively, and Speaking with Confidence	9 weeks

Unit 1: Stories and Opinions: Crafting Ideas and Supporting Evidence

Unit Goals:

Students will develop the ability to effectively comprehend, analyze, and engage with both literary and informational texts by asking and answering questions, using textual evidence, and distinguishing various points of view. They will apply phonics and word analysis skills to decode words, read fluently, and support their understanding. Through writing, they will demonstrate command of language conventions, clearly communicate ideas, and participate in the writing process. Additionally, students will enhance their speaking and listening skills by engaging in collaborative discussions, and they will use appropriate grammar, vocabulary, and language conventions to express themselves across different contexts.

Duration: 9 weeks

Essential Questions:

- How do asking questions and making connections help us understand what we read? Why is it important to use evidence from the text to support our answers?
- How do the key details in a text support its theme or main idea? How does our point of view influence our understanding of a text?
- How do phonics and word analysis skills help us read new words? Why is reading fluently important for understanding a text?
- How can we effectively communicate our ideas in writing? Why is it important to use correct spelling, punctuation, and grammar?
- What makes a discussion effective? How can we clearly express our ideas while respecting others' viewpoints?
- How does understanding grammar and vocabulary help us in reading and writing? Why is it important to choose our words carefully?

Enduring Understandings:

- Understanding a text involves asking relevant questions, making connections, and supporting answers with evidence from the text.
- The theme and main idea of a text are supported by key details, and different points of view can shape how we interpret a text.
- Mastery of phonics and word analysis skills is essential for decoding words and reading fluently, which in turn enhances comprehension.
- Effective writing requires clear communication, proper use of conventions, and the ability to express and support an opinion or idea.
- Effective communication in discussions involves listening carefully, responding thoughtfully, and speaking clearly.
- Understanding and using appropriate grammar, vocabulary, and language conventions enhances communication and comprehension across different contexts.

NJSLS:

Reading

- RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme in literary texts (e.g. fables, folktales and myths from diverse cultures).
- RI.CI.3.2. Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).
- RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.
- RI.PP.3.5. Distinguish their own point of view from that of the author of a text.
- RI.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.
- RI.PP.3.5. Distinguish their own point of view from that of the author of a text
- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- L.RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - L.RF.3.3.B. Decode words with common Latin suffixes.
 - L.RF.3.3.C. Decode multisyllable words.
 - L.RF.3.3.D. Read grade-appropriate irregularly spelled words.
 - L.RF.3.3.E. 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.
- L.RF.3.4.A. Read grade-level text with purpose and understanding.
 - L.RF.3.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - L.RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
- L.WF.3.2.A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
 - L.WF.3.2.B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
 - L.WF.3.2.C. Identify language of word origin, as noted in dictionaries.
 - L.WF.3.2.D. Spell singular and plural possessives (teacher's; teachers').
 - L.WF.3.2.E. Change y to i (cried) in words with suffixes, when required.
 - L.WF.3.2.F. Spell regular two- and three-syllable words that:
 - i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
 - ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
 - L.WF.3.2.G. Spell common words in English, including regular and irregular forms.

- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- L.WF.3.3.a, Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
 - L.WF.3.3.B. Capitalize appropriate words in titles.
 - L.WF.3.3.C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - L.WF.3.3.D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
 - L.WF.3.3.E. Use appropriate pronouns with clear referents.
 - L.WF.3.3.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).
 - L.WF.3.3.G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
 - L.WF.3.3.H. Paraphrase a main idea or event in order to vary sentence structure and word use.
 - L.WF.3.3. I. Organize ideas into paragraphs with main ideas and supporting details.

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

W.AW3.1.A. Introduce an opinion clearly.

W.AW3.1.B. Support the opinion with facts, definitions, reasons, text evidence, or other information and examples related to the topic.

W.AW3.1.C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).

W.AW3.1.D. Provide a conclusion related to the opinion presented.

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

W.WP.3.4.A. Identify audience, purpose, and intended length of composition before writing.

W.WP.3.4.B. Consider writing as a process, including self-evaluation, revision and editing.

W.WP.3.4.C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

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

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

Speaking and Listening

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.PE.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.3.1.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).

SL.PE.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.PE.3.1.D. Explain their own ideas and understanding in light of the discussion.

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

Language

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1.D. Form and use regular and irregular verbs.

L.3.1.E. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2.B. Use commas in addresses.

L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*)

L.3.2.F. Use spelling patterns and generalizations (e.g., *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words

L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

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

L.KL.3.1.A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

L.KL.3.1.B. Choose words and phrases for effect.

L.KL.3.1.C. Recognize and observe differences between the conventions of spoken and written English.

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.VL.3.2.A. Use sentence-level context as a clue to the meaning of a word or phrase.

L.VL.3.2.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).

L.VL.3.2.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

L.VL.3.2.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases..

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*).

Companion Standards

9.2 Career Awareness

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4 Life Literacies and Key Skills

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

9.4 Digital Citizenship

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4 Information/Media Literacy

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4 Technology Literacy

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

Computers and Design Thinking

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

Social Studies/Science/Other 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Reading Skills	Activities
Text Type: (fiction and nonfiction) 1 extended text 3-6 shorter texts (depending upon length and complexity)	
• Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details • Determine central messages or theme • Identify patterns in details • Determine central messages or main ideas in a text • Identify details to support the main idea	Text Detective Materials: 1. Short text passage 2. Highlighters 3. Magnifying glasses (optional) Directions: 1. Students read a text passage closely and highlight key details that demonstrate their understanding of the text. 2. After reading, they discuss the passage in pairs, explaining how the highlighted details contribute to the overall understanding. Connection Web Materials: 1. Large poster paper 2. Markers 3. Text passages Directions: 1. After reading a text, students draw a web on the poster paper where they list connections they made while reading. 2. They categorize connections as personal, text-to-text, or global. 3. Students share their webs with the class, explaining how each connection helped them understand the text better.

- Analyze how the details of the text help to support and reveal the central idea or theme
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific)
- Differentiate between literal and nonliteral language
- Establish the point of view of a text
- Determine how the reader's point of view is different from the narrator's or the characters
- Compare the reader's point of view with the author's point of view
- Distinguish the base root from the affix
- Identify and define common prefixes and suffixes
- Identify and define common Latin suffixes
- Decode words that have a Latin suffix
- Use strategies to read multisyllabic words
- Read grade-appropriate irregularly spelled words
- Use various strategies to understand text and read with purpose
- Accurately read grade-level poetry and prose aloud
- Use an appropriate rate and expression when reading aloud
- Use various strategies to support word recognition and understanding

Text Evidence Hunt

Materials:

1. Text passages
2. Sticky notes
3. Graphic organizers

Directions:

1. Students read a passage and use sticky notes to mark evidence that supports their answers to specific questions.
2. They then use a graphic organizer to record their answers and the corresponding text evidence.
3. Afterward, they create their own questions based on the text, using the evidence they've gathered.

Factual vs. Inferential Question Sort

Materials:

1. Question cards (factual and inferential)
2. Text passages
3. Sorting mats

Directions:

1. After reading a passage, students sort question cards into two categories: factual and inferential.
2. They then answer the questions, referring back to the text for factual questions and using reasoning for inferential questions.
3. Students create their own factual and inferential questions for peers to answer.

Story Elements Exploration

Materials:

1. Copies of fables, folktales, or myths
2. Story element graphic organizers

Directions:

1. Students read a fable, folktale, or myth and fill out the graphic organizer, noting key details about characters, setting, and plot.
2. They then discuss how these elements contribute to the story's central message or theme.

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

Theme Tracker

Materials:

1. Theme tracking sheet
2. Text passages

Directions:

1. As students read a text, they use the theme tracking sheet to record details that hint at the central message or theme.
2. After reading, they analyze the patterns in the details to identify the theme and discuss how the details support this theme.

Literal vs. Nonliteral Language Sort

Materials:

1. Word and phrase cards (literal and nonliteral)
2. Sorting mats

Directions:

1. Students sort word and phrase cards into literal and nonliteral categories.
2. They then use examples from the text to illustrate the difference between literal and nonliteral language, explaining how nonliteral language adds depth to the text.

Point of View Reflection

Materials:

1. Text passages
2. Venn diagram graphic organizer

Directions:

1. After reading a passage, students use a Venn diagram to compare and contrast their own point of view with that of the narrator, characters, or author.
2. They discuss how different points of view influence their understanding of the text.

Affix Detective

Materials:

1. Word cards with prefixes, suffixes, and root words

	2. Magnifying glasses (optional) Directions: 1. Students act as "Affix Detectives" to break down words into their root, prefix, and suffix components. 2. They define each part and discuss how it contributes to the meaning of the word. 3. Students practice decoding similar words with Latin suffixes. Fluency Practice Circle Materials: 1. Copies of grade-appropriate poetry and prose 2. Fluency checklist Directions: 1. In small groups, students take turns reading poetry and prose aloud, focusing on appropriate rate and expression. 2. Peers use a fluency checklist to provide constructive feedback. 3. Students reread the text, implementing the feedback to improve fluency.
Writing Skills	Activities
Writing Genre Opinion writing Research writing Routine writing	
• Distinguish fact from opinion • Group supporting details to support the writer's purpose • Introduce the topic or text clearly • State an opinion to be supported with reasons	Distinguish Fact from Opinion - Fact vs. Opinion Sort Materials: 1. Fact and opinion cards 2. Chart paper 3. Markers Directions: 1. Create a set of cards with statements that are either facts or opinions.

- Write a thesis statement to focus the writing
- Support the opinion with facts and/or reasons
- Connect opinions with reasons using linking words and phrases
- Write a conclusion
- Produce writing that is clear and understandable to the reader
- Unpack writing tasks (type of writing assignment)
- Determine writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose
- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
- Develop strategies with peers and adults to use digital tools
- Use technology for producing and publishing writing
- Use technology to collaborate with others

2. Have students work in pairs to sort the cards into two categories: "Fact" and "Opinion."
3. Once sorted, students should choose one fact and one opinion and write a brief explanation of how they identified each.
4. Discuss as a class how understanding the difference between fact and opinion is important in writing.

Group Supporting Details to Support the Writer's Purpose - Detail Grouping Challenge

Materials:

1. Sample paragraphs with mixed details
2. Highlighters, chart paper

Directions:

1. Provide students with a paragraph that contains details supporting various purposes.
2. Have students highlight details that support a specific purpose (e.g., to inform, persuade, or entertain).
3. Students will then group the highlighted details together and rewrite the paragraph, focusing on one clear purpose.
4. Share revisions with the class and discuss how grouping details improves clarity.

Introduce the Topic or Text Clearly - Clear Topic Introduction Practice

Materials:

1. Graphic organizers
2. mentor texts
3. Writing journals

Directions:

1. Review examples of clear topic introductions in mentor texts.
2. Using a graphic organizer, have students plan and write an introduction for a given topic.
3. Encourage students to focus on introducing the topic clearly and engagingly.
4. Share introductions in small groups and provide feedback.

State an Opinion to be Supported with Reasons - Opinion Statement

- Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic
- Gather information to support a topic
- Select relevant information from texts to support main ideas or claims
- Group like ideas to organize writing
- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflection on and revise writing
- Self-correct when writing to produce a clearer message
- Purposefully explain choices made while writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

Creation

Materials

1. Writing prompts
2. Graphic organizer
3. Writing journals

Directions:

1. Provide students with a prompt (e.g., "Which is better, winter or summer?").
2. Have them state their opinion clearly and then use a graphic organizer to list three reasons supporting their opinion.
3. After planning, students will write a paragraph stating their opinion and supporting it with reasons.
4. Peer review in pairs to ensure the opinion is well-supported.

Write a Thesis Statement to Focus the Writing - Thesis Statement Workshop

Materials:

1. Thesis statement examples
2. Writing prompts
3. Chart paper

Directions:

1. Introduce thesis statements by showing examples and discussing their purpose in writing.
2. Provide prompts and have students craft thesis statements.
3. Have students write their thesis on chart paper and share with the class.
4. Classmates provide feedback on whether the thesis is clear and focused.

Support the Opinion with Facts and/or Reasons - Fact-Finding Mission

Materials:

1. Non-fiction texts
2. Highlighters
3. Writing journals

Directions:

1. Assign a topic and have students find facts or reasons in non-fiction

texts to support their opinion.

2. Students will highlight relevant information and then write a paragraph using these facts/reasons to support their opinion.
3. Share paragraphs in small groups and discuss the effectiveness of the support.

Connect Opinions with Reasons Using Linking Words and Phrases - Linking Word Scavenger Hunt

Materials:

1. Mentor texts
2. List of linking words/phrases
3. Writing journals

Directions:

1. Review linking words and phrases (e.g., because, therefore, since).
2. Have students find examples of linking words in mentor texts.
3. Then, students will write sentences connecting their opinions to reasons using appropriate linking words.
4. Share sentences with the class and discuss how linking words improves the flow of writing.

Write a Conclusion - Crafting a Strong Conclusion

Materials:

1. Writing prompts
2. Graphic organizers
3. Mentor texts

Directions:

1. Read and discuss examples of strong conclusions in mentor texts.
2. Using a graphic organizer, have students plan and write a conclusion for a given writing prompt.
3. Focus on restating the opinion and summarizing the main points.
4. Peer review conclusions for clarity and impact.

Produce Writing that is Clear and Understandable to the Reader - Clarity Check

Materials:

1. Writing samples

2. Editing checklist
3. Writing journals

Directions:

1. Provide students with a checklist that focuses on clarity (e.g., clear topic, logical flow, precise language).
 2. Students will exchange writing samples with a partner and use the checklist to assess clarity.
 3. Partners provide feedback, and students revise their writing to improve clarity.
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10. Unpack Writing Tasks

Activity: Task Breakdown

Materials: Writing prompt cards, task breakdown template, writing journals

Directions:

Present students with a writing task and model how to break it down (e.g., identify purpose, audience, format).

Provide a template for students to practice unpacking different writing tasks. Students will use the template to plan their writing, focusing on the task requirements.

Practice Revising and Editing Skills - Peer Editing Workshop

Materials:

1. Editing checklists
2. Sample paragraphs
3. Writing journals

Directions:

1. Introduce the concepts of revising and editing with examples.
2. Pair students and have them swap writing. Using an editing checklist, students will provide feedback on each other's work.
3. After receiving feedback, students revise and edit their writing.
4. Discuss as a class the importance of revising and editing.

Use a Variety of Graphic Organizers - Graphic Organizer Exploration

Materials:

1. Different types of graphic organizers
2. Writing prompts

3. Writing journals

Directions:

1. Introduce various graphic organizers (e.g., story maps, Venn diagrams, story mountains).
2. Provide students with a writing prompt and let them choose the most appropriate graphic organizer to plan their writing.
3. Students will complete the organizer and use it to guide their writing.
4. Share completed organizers and discuss how they helped organize ideas.

Use Technology for Producing and Publishing Writing - Digital Story Publishing

Materials:

1. Laptops/tablets
2. Word processing software
3. Publishing platforms (e.g., Google Docs, Padlet)

Directions:

1. Teach students how to use word processing software to type their writing.
2. Guide students through the steps of formatting and publishing their work on a digital platform.
3. Students will publish their stories online and share the link with the class.
4. Host a virtual "publishing party" where students can read each other's work.

Explore a Topic in Greater Detail by Developing a Research Question - Research Question Creation

Materials:

1. Non-fiction texts
2. Research question template
3. Writing journals

Directions:

1. Introduce the concept of a research question and model how to develop one.
2. Provide students with a topic and have them develop a research

	question using the template. - Students will then use non-fiction texts to gather information related to their question. - Share research questions and findings with the class.
Speaking and Listening Skills	Activities
Task Types: Small and whole group discussions	
- Engage in conversations about grade-appropriate topics and texts - Participate in a variety of rich, structured conversations - Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer - Engage in collaborative conversations - Develop skills in active listening and group discussion - Speak in complete sentences - Adapt speech to task and situation - Use 3rd grade appropriate grammatically correct speech - Elaborate on a detail when necessary - Clarify ideas when necessary	Engage in Conversations About Grade-Appropriate Topics and Texts - Book Club Discussions Materials: - Grade-appropriate books - Discussion question cards - Sticky notes Directions: - Assign a book or text for students to read. - In small groups, students will use discussion question cards to guide their conversation about the text. - Each student should share their thoughts on the text, referencing specific parts of the book. - Use sticky notes to mark important points in the text for discussion. - Rotate roles so that each student has a chance to lead the discussion. Participate in a Variety of Rich, Structured Conversations - Debate Circles Materials: - Debate topic cards - Chart paper - Markers Directions:

1. Introduce a relevant topic for debate (e.g., "Should animals live in zoos?").
2. Divide the class into small groups, with each group taking a different stance on the topic.
3. Provide time for students to research and prepare their arguments.
4. Hold a debate circle where each group presents their arguments.
5. Encourage structured responses, where students must reference others' points and add to the discussion.

Actively Engage as Part of a Whole Class, in Small Groups, and with a Partner - Jigsaw Group Discussions

Materials:

1. Texts or articles divided into sections
2. Graphic organizer

Directions:

1. Divide the class into small groups, assigning each group a different section of a text.
2. Have each group read their section and discuss the key points.
3. Then, reassign students so that each new group has one member from each original group.
4. Students will share what they learned from their section with their new group, leading to a whole-class understanding of the text.
5. Use graphic organizers to help students organize and present the information.

Engage in Collaborative Conversations - Problem-Solving Discussions

Materials:

1. Scenarios for discussion
2. Chart paper
3. Markers

Directions:

1. Present a scenario that requires problem-solving (e.g., "Your class has been given the task of creating a school garden. What steps will you take?").
2. In pairs or small groups, students will collaborate to discuss possible solutions, assigning roles, and creating a plan of action.

3. Each group will present their plan to the class, explaining how they collaborated and came to their decisions.

Develop Skills in Active Listening and Group Discussion - Listening and Paraphrasing Activity

Materials:

1. Listening prompts
2. Whiteboard
3. Markers

Directions:

1. Provide students with a listening prompt (e.g., a short story or oral presentation).
2. After listening, ask students to paraphrase what they heard to a partner, focusing on the main points.
3. Partners will then switch roles, with the listener becoming the speaker.
4. Discuss as a class the importance of active listening and how it helps in group discussions.

Speak in Complete Sentences - Sentence Starters

Materials:

1. Sentence starter cards
2. Writing journals

Directions:

1. Provide students with sentence starter cards (e.g., "I believe...", "In my opinion...", "One reason is...").
2. During class discussions, encourage students to use these sentence starters to respond in complete sentences.
3. Practice by having students write and then orally share their responses to various prompts using the starters.
4. Reinforce the importance of clear communication by giving feedback on sentence structure.

Adapt Speech to Task and Situation - Role-Playing Scenarios

Materials:

1. Role-playing cards

2. Props (optional)

Directions:

1. Create role-playing scenarios where students must adapt their speech according to the situation (e.g., giving a presentation, talking to a peer, asking a teacher for help).
2. Have students act out the scenarios in pairs or small groups, focusing on using appropriate language and tone for each situation.
3. Discuss how speech changes depending on the audience and purpose.

Use 3rd Grade Appropriate Grammatically Correct Speech - Grammar in Conversation

Materials:

1. Conversation prompts
2. Grammar checklists

Directions:

1. Provide students with conversation prompts related to their studies (e.g., discussing a science experiment).
2. Have students engage in conversations using the prompts, focusing on using grammatically correct speech.
3. Pair students with a partner to listen and provide feedback using a grammar checklist.
4. Practice correcting any grammatical errors in speech together.

Elaborate on a Detail When Necessary - Detail Expansion Exercise

Materials:

1. Short texts or prompts
2. Expansion templates

Directions:

1. Give students a simple sentence or prompt (e.g., "The dog ran.").
2. Have them elaborate on the sentence by adding more details (e.g., "The big, brown dog ran quickly across the park to chase a red ball.").
3. Students will then share their expanded sentences with a partner, who asks questions to elicit even more detail.
4. Discuss as a class how elaborating on details can make communication more effective.

Clarify Ideas When Necessary - Clarification Circle

Materials:

1. Discussion topic
2. Clarification prompt cards

Directions:

1. Start a class discussion on a chosen topic.
2. As students share their ideas, encourage others to ask clarification questions (e.g., "Can you explain that in another way?" or "What do you mean by...?").
3. Provide students with clarification prompt cards to help guide their questions.
4. Rotate roles so that all students have a chance to clarify their ideas and answer clarification questions.

Language Skills

- Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences
- Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences
- Differentiate between regular and irregular plural nouns
- Identify regular and irregular plural nouns in reading and use them when writing or speaking
- Identify abstract nouns
- Use abstract nouns when writing or speaking
- Identify the words in titles that should be capitalized
- Consistently apply rules for capitalization in titles

Activities

Define and Identify Nouns, Pronouns, Verbs, Adjectives, and Adverbs in Sentences

Materials:

1. Sentence strips
2. Highlighters

Directions:

1. Provide students with sentence strips containing various sentences.
2. Have students highlight the nouns in one color, pronouns in another, verbs in a third color, adjectives in a fourth, and adverbs in a fifth.
3. Once highlighted, students will sort the words into categories based on their part of speech.
4. Review each sentence as a class, discussing the role of each word.

Examine the Purpose of Nouns, Pronouns, Verbs, Adjectives, and Adverbs in Particular Sentences

Materials:

1. Sample sentences

- Spell high frequency or studied words correctly
- Spell conventional words correctly when adding a suffix to base words
- Identify spelling patterns and generalizations
- Apply spelling patterns when writing words
- Determine the purpose and use of reference materials
- Utilize reference materials to check and correct spelling, when needed
- Decipher the meanings of words and phrases by using sentence context
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words
- Use grade 3 vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use spatial and temporal relationship words and phrases

2. Chart paper
3. Markers

Directions:

1. Display sample sentences on the board or chart paper.
2. Work with students to analyze the purpose of each part of speech within the sentences.
3. Discuss how nouns name things, pronouns replace nouns, verbs show actions, adjectives describe nouns, and adverbs modify verbs, adjectives, or other adverbs.
4. Have students create their own sentences using a specific part of speech and explain the purpose of each word.

Differentiate Between Regular and Irregular Plural Nouns

Materials:

1. Chart paper
2. Markers
3. Index cards

Directions:

1. Create a chart with two columns: "Regular Plural Nouns" and "Irregular Plural Nouns."
2. Provide students with index cards, each containing a singular noun.
3. Students will write the plural form of each noun on the card and place it in the correct column on the chart.
4. Discuss the patterns and exceptions observed in the regular and irregular plural nouns.

Identify Regular and Irregular Plural Nouns in Reading and Use Them When Writing or Speaking

Materials:

1. Reading passages
2. Highlighters
3. Writing journals

Directions:

1. Give students a short reading passage and ask them to highlight all the plural nouns they find.
2. Students will then categorize the plural nouns into regular and

irregular in their journals.

3. Encourage students to use some of the plural nouns in sentences of their own, focusing on proper usage in both writing and speaking.

Identify Abstract Nouns

Materials:

1. Whiteboard
2. Markers
3. Brainstorming template

Directions:

1. Begin by explaining what abstract nouns are and providing examples (e.g., happiness, bravery).
2. Have students brainstorm a list of abstract nouns, writing them on the board.
3. Students will then choose one abstract noun and write a short paragraph or sentence using it in context.
4. Discuss how abstract nouns differ from concrete nouns and their importance in language.

Use Abstract Nouns When Writing or Speaking

Materials:

1. Writing journals
2. Abstract noun word bank

Directions:

1. Provide students with a word bank of abstract nouns.
2. Have students write a short story or paragraph that includes at least three abstract nouns.
3. Students can share their writing with a partner, focusing on how the abstract nouns enhance the meaning of their story.
4. Discuss as a class how abstract nouns contribute to more expressive writing and speaking.

Identify the Words in Titles That Should Be Capitalized

Materials:

1. Title cards
2. Capitalization rules handout

Directions:

1. Provide students with cards showing book titles with incorrect capitalization.
2. Review the rules for capitalizing titles, emphasizing which words should be capitalized (e.g., first and last words, important words).
3. Students will work in pairs to correct the capitalization on their cards.
4. Afterward, discuss why certain words are capitalized and the importance of proper capitalization in titles.

Consistently Apply Rules for Capitalization in Titles

Materials:

1. Writing journals
2. Title creation worksheet

Directions:

1. Ask students to write a creative title for a story or book they've read or written.
2. Students will apply the capitalization rules they've learned to ensure their titles are correctly formatted.
3. Have students share their titles with the class, explaining why they chose to capitalize specific words.
4. Provide feedback and reinforcement on proper capitalization.

Spell High-Frequency or Studied Words Correctly

Materials:

1. Word lists
2. Spelling bee cards
3. Whiteboard

Directions:

1. Create a list of high-frequency or commonly studied words for the week.
2. Hold a class spelling bee where students take turns spelling words aloud.
3. Write each word on the whiteboard as students spell them to reinforce correct spelling visually.
4. Encourage students to use the words in sentences after they've spelled them.

Spell Conventional Words Correctly When Adding a Suffix to Base Words

Materials:

1. Word cards (base words)
2. Suffix cards

Directions:

1. Provide students with base word cards and a variety of suffix cards (e.g., -ing, -ed, -ly).
2. Students will race to correctly add the suffix to the base word and spell the new word.
3. Discuss any changes to the base word when adding the suffix (e.g., dropping the final "e" in "hope" to form "hoping").
4. Review spelling patterns and rules for adding suffixes.

Identify Spelling Patterns and Generalizations

Materials:

1. Word cards
2. Sorting mat

Directions:

1. Provide students with word cards that follow common spelling patterns (e.g., CVC, CVCe, CVVC).
2. Students will sort the word cards into groups based on the spelling pattern they follow.
3. Discuss the generalizations for each pattern and how they help with spelling new words.
4. Have students practice writing new words that fit into each pattern.

Apply Spelling Patterns When Writing Words

Materials:

1. Writing journals
2. Word lists

Directions:

1. Provide students with a list of words that follow specific spelling patterns.
2. Have them write a paragraph or story using as many of the words as

possible, ensuring correct spelling.

3. Review their writing and discuss any spelling errors that may have occurred.
4. Reinforce the importance of applying spelling patterns to improve accuracy in writing.

Determine the Purpose and Use of Reference Materials

Materials:

1. Dictionaries
2. Thesauruses
3. Encyclopedias
4. Scavenger hunt checklist

Directions:

1. Set up stations with different reference materials around the classroom.
2. Give students a scavenger hunt checklist with questions requiring them to use each reference material (e.g., "Find the definition of the word 'habitat' in the dictionary").
3. Students will move from station to station, using the reference materials to complete their checklist.
4. Discuss as a class how each reference material is used and when it might be needed.

Utilize Reference Materials to Check and Correct Spelling, When Needed

Materials:

1. Student writing samples
2. Dictionaries
3. Thesauruses

Directions:

1. Provide students with their own writing samples and a checklist for editing.
2. Ask them to identify words they are unsure of and use a dictionary or thesaurus to check and correct the spelling.
3. Encourage students to underline or highlight any corrections they make.

4. Hold a class discussion on the importance of using reference materials to improve writing quality.

Decipher the Meanings of Words and Phrases by Using Sentence Context

Materials:

1. Context clues worksheet
2. Pencils

Directions:

1. Provide students with sentences that contain challenging vocabulary words.
2. Ask them to use context clues from the sentences to determine the meaning of the words.
3. After they've made their guesses, review the correct definitions as a class and discuss how the context helped reveal the meaning.
4. Encourage students to use this strategy when encountering new words in their reading.

Identify the Purpose and Use of Glossaries and Dictionaries

Materials:

1. Textbooks with glossaries
2. Dictionaries
3. Worksheets

Directions:

1. Provide students with textbooks that include glossaries, and have them locate and define terms using the glossary.
2. Compare this to using a dictionary, noting the differences in purpose and use.
3. Have students complete a worksheet that asks them to find and define specific words using both a glossary and a dictionary.
4. Discuss when it's appropriate to use each resource.

Determine the Structure of Glossaries and Dictionaries

Materials:

1. Word lists
2. Glossaries

	3. Dictionaries Directions: 1. Provide students with a list of words they need to find in a glossary and a dictionary. 2. Have them race to locate each word, noting the alphabetical order and structure of the entries. 3. Discuss the organization of glossaries and dictionaries and how understanding this structure can speed up finding information. 4. Practice reordering a list of words alphabetically to reinforce the concept. Use Both Print and Digital Glossaries and Dictionaries to Define and Clarify Words Materials: 1. Print dictionaries 2. Tablets/computers with online dictionaries Directions: 1. Divide the class into two groups: one will use print dictionaries, and the other will use digital dictionaries.
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Assessments

Formative Assessments

- **Text-Based Questioning:**Students answer questions about a passage, citing textual evidence.
- **Think-Pair-Share:**Students discuss and share their understanding of a text’s theme or main idea with a partner and the class.
- **Phonics and Word Analysis Activities:**Activities for decoding multisyllabic words, identifying prefixes/suffixes, and analyzing high-frequency words.
- **Sentence Correction Exercise:** Students correct grammar, punctuation, or spelling errors in sentences.
- **Opinion Writing Drafts:**Students draft an opinion piece and receive feedback from peers and the teacher.
- **Vocabulary Quiz:** A quiz on matching words with meanings or using new vocabulary in sentences.
- **Collaborative Discussion Participation:** Students engage in a discussion on a text, demonstrating effective speaking and listening skills.

Summative Assessments

- **Literary and Informational Text Analysis:** Students analyze a text, identifying main ideas, themes, and supporting details, and distinguish their point of view from that of the text.

- **Final Phonics and Word Analysis Test:** A comprehensive test on prefixes, suffixes, multisyllable words, and high-frequency irregularly spelled words.
- **Opinion Essay:** A complete essay presenting and supporting an opinion, with proper writing conventions.
- **Fluency and Expression Reading Assessment:** Students read a passage aloud, focusing on accuracy, rate, and expression.
- **Final Writing Portfolio:** A collection of students' best writing pieces, including drafts and revisions, showcasing their writing process.
- **Grammar and Usage Test:** A test covering grammar conventions, including parts of speech, verb tenses, and sentence structure.

Resources

Mentor Texts

- *Because of Winn-Dixie* by Kate DiCamillo - Theme and point of view
- *Aesop's Fables* by Aesop - Central messages in fables
- *The One and Only Ivan* by Katherine Applegate - Literal and nonliteral language
- *The Miraculous Journey of Edward Tulane* by Kate DiCamillo - Point of view and connections
- *Charlotte's Web* by E.B. White - Story elements and theme
- *I Wanna Iguana* by Karen Kaufman Orloff - Great for exploring opinion writing and supporting reasons
- *The Day the Crayons Quit* by Drew Daywalt - Useful for teaching thesis statements and point of view
- *The Great Kapok Tree* by Lynne Cherry - Ideal for identifying facts, opinions, and supporting reasons
- *Owl Moon* by Jane Yolen - Perfect for practicing descriptive writing and crafting conclusions
- *Voices in the Park* by Anthony Browne - A good example of exploring different points of view and linking ideas
- *Charlotte's Web* by E.B. White - Encourages discussions about friendship, loyalty, and making a difference
- *Because of Winn-Dixie* by Kate DiCamillo - Great for exploring themes of community and relationships
- *The One and Only Ivan* by Katherine Applegate - Perfect for conversations about empathy, compassion, and the power of

Reading

- [North Carolina-3rd Gr. ELA Unpacking the Standards](#)
- [PARCC Evidence Tables](#)
- [Character Traits](#)
- [Fact and Opinion](#)
- [Point of View](#)
- [3rd Grade ELA-Common Core Resources](#)
- [Teaching Text Features](#)
- [Reading Comprehension](#)

Writing/Language

- [Brainstorm before Writing](#)
- [Mini Writing Lessons](#)
- [Keys to Content Writing and Keys to Argumentative Writing](#)
- [Writing Genres](#)
- [Writing Process](#)

Speaking & Listening

- [Partner talk](#)
- [Accountable talk](#)
- [Literacy TA-Speaking and Listening Activities](#)
- [Learn Zillion-Crafting a Persuasive Speech](#)
- [Literacy Design Collaborative Modules](#)
- [Literacy in Science-Animal Adaptations](#)
- [Collaboration Kit](#)

storytelling • <i>The Great Kapok Tree</i> by Lynne Cherry - Useful for discussing environmental issues and diverse perspectives • <i>Wonder</i> by R.J. Palacio - Ideal for developing discussions around kindness, acceptance, and personal growth	• I Can Statements
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Support/Accommodations for Students with IEPs -Follow all IEP modifications -Work in a small group -Solidify and refine concepts through repetition -Allow answers to be given orally or dictated -Use multi-sensory teaching approaches -Utilize assistive technology and materials -Use large print books, Braille, or books on CD (digital text) -Guided notes and/or scaffold outline for written assignments -Introduce key vocabulary before lesson -Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated -Use visuals / Anchor Charts -Leveled texts according to ability	Support/Accommodations for Students with 504 Plans -Follow all the 504 plan modifications -Text to speech/audio recorded selections -Amplification system as needed -Leveled texts according to ability -Fine motor skill stations embedded in rotation as needed -Modified or constrained spelling word lists -Provide anchor charts with high frequency words and phonemic patterns -Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners -Work toward longer passages as skills in English increase -Use visuals -Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily -Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers	Support/Accommodations for Gifted Students -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

-Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	-Propose interest-based extension activities -Expose students to beyond level texts
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Unit 2: Textual Treasures: Enhancing Comprehension, Crafting Texts, and Communicating Ideas

Unit Goal:

In this unit, third graders will dive into an exploration of literary and informational texts to strengthen their comprehension and analytical skills. Students will learn to identify key details and textual evidence that support main ideas and themes, while distinguishing their own perspectives from those of the author. They will utilize text features to deepen their understanding and describe relationships between events or concepts within texts. In writing, students will focus on crafting clear, engaging, and well-organized informative and explanatory texts, mastering spelling, grammar, punctuation, and sentence structure through various stages of the writing process. Collaborative discussions will enhance their speaking and listening skills as they build on others’ ideas, articulate their own thoughts clearly, and practice active listening. Additionally, students will explore parts of speech, apply spelling patterns, and use reference materials to clarify vocabulary, thereby improving their overall communication and articulation in both writing and speaking.

Duration: 9 weeks

Essential Questions:

- How do key details in a text help support its theme or main idea?
- How do the rules of grammar, punctuation, and spelling help us communicate more effectively?
- What strategies can we use to improve our writing and make it clearer and more engaging?
- How can we effectively share our ideas and listen to others during discussions?

Enduring Understandings:

- Literary and informational texts are structured in a way that key details support the theme or main idea, and understanding these details is essential for comprehension.
- The correct use of grammar, punctuation, and spelling is critical in conveying meaning accurately in writing and speaking.
- Effective writing involves planning, drafting, revising, and editing to communicate ideas clearly and correctly.
- Engaging in discussions and presentations requires clarity of thought, adherence to conventions, and the ability to build on others' ideas.

NJSLS:

Reading

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

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

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

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

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

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.

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

L.RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.

L.RF.3.3.B. Decode words with common Latin suffixes.

L.RF.3.3.C. Decode multisyllable words.

L.RF.3.3.D. Read grade-appropriate irregularly spelled words.

L.RF.3.3.E. 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.

L.RF.3.4.A. Read grade-level text with purpose and understanding.

L.RF.3.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RF.3.4.F. Reread as necessary.

Writing

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

L.WF.3.2.A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).

L.WF.3.2.B. Use a digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.

L.WF.3.2.C. Identify language of word origin, as noted in dictionaries.

L.WF.3.2.D. Spell singular and plural possessives (teacher's; teachers').

L.WF.3.2.E. Change y to i (cried) in words with suffixes, when required.

L.WF.3.2.F. Spell regular two- and three-syllable words that:

i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.

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

L.WF.3.2.G. Spell common words in English, including regular and irregular forms.

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

L.WF.3.3.a. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.

L.WF.3.3.B. Capitalize appropriate words in titles.

L.WF.3.3.C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.

L.WF.3.3.D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.

L.WF.3.3.E. Use appropriate pronouns with clear referents.

L.WF.3.3.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).

L.WF.3.3.G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.

L.WF.3.3.H. Paraphrase a main idea or event in order to vary sentence structure and word use.

L.WF.3.3. I. Organize ideas into paragraphs with main ideas and supporting details.

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

W.IW.3.2.A. Introduce a topic clearly.

W.IW.3.2.B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W.IW.3.2.C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

W.IW.3.2.D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).

W.IW.3.2.E. Provide a conclusion related to the information or explanation presented.

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

W.WP.3.4.A. Identify audience, purpose, and intended length of composition before writing.

W.WP.3.4.B. Consider writing as a process, including self-evaluation, revision and editing.

W.WP.3.4.C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

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

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

Speaking and Listening

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.PE.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.3.1.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).

SL.PE.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.PE.3.1.D. Explain their own ideas and understanding in light of the discussion.

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

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

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

Language

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1.D. Form and use regular and irregular verbs.

L.3.1.E. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2.B. Use commas in addresses.

L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*)

L.3.2.F. Use spelling patterns and generalizations (e.g., *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words

L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

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

L.KL.3.1.A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

L.KL.3.1.B. Choose words and phrases for effect.

L.KL.3.1.C. Recognize and observe differences between the conventions of spoken and written English.

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.VL.3.2..A. Use sentence-level context as a clue to the meaning of a word or phrase.

L.VL.3.2.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).

L.VL.3.2.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Companion Standards

9.2 Career Awareness

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4 Life Literacies and Key Skills

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

9.4 Digital Citizenship

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4 Information/Media Literacy

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4 Technology Literacy

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

Computers and Design Thinking

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

Social Studies/Science/Other 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6,1-LSI-2).

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Reading Skills	Activities
Text Type: (fiction and nonfiction) 1 extended text 3-6 shorter texts depending upon length and complexity	
• Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature	Text Evidence Hunt Materials: 1. Copies of a short story or informational text 2. Highlighters 3. Question handouts Directions: 1. Read the text closely. Highlight specific phrases or sentences that answer given factual or inferential questions. 2. Use the highlighted text to craft and answer questions about the text. 3. Share findings with a partner.

- Answer and ask both factual questions and inferential questions that require reasoning from the reader
- Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details
- Determine central messages or theme
- Identify patterns in details
- Determine central messages or main ideas in a text
- Identify details to support the main idea
- Analyze how the details of the text help to support and reveal the central idea or theme
- Closely read text to determine important events, ideas or concepts
- Identify words that signify time order, sequence, and cause/effect
- Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect
- Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific)

Activity: Personal and Text Connections

Materials:

1. Copies of a short story or informational text
2. Connection chart handouts

Directions:

1. After reading the text, fill out a connection chart by making personal connections, connections to other texts, and global connections.
2. Discuss these connections with a small group.

Central Message Match

Materials:

1. Copies of various short stories or fables
2. Central message worksheets

Directions:

1. Read the story and identify the central message or theme.
2. Fill out the worksheet by providing key details from the text that support the central message. Share and compare with classmates.

Sequence and Cause/Effect Chart

Materials:

1. Informational text excerpts
2. Sequence and cause/effect charts

Directions:

1. Read the informational text.
2. Use the chart to identify and record words that signify time order, sequence, and cause/effect.
3. Describe how the sequence of events or concepts supports the text's main ideas.

Literal vs. Nonliteral Language Sorting

Materials:

1. Sentences with literal and nonliteral language
2. Sorting cards

Directions:

1. Sort the sentences into two categories: literal and nonliteral.
2. Discuss with a partner how understanding the difference between literal and

- Differentiate between literal and nonliteral language
- Identify the unique features and organization of informational text (text features, and search tools)
- Use the unique features to find and manage information specific to the topic
- Demonstrate proficiency in using the tools to locate information
- Establish the point of view of a text
- Determine how the reader's point of view is different from the narrator's or the characters
- Compare the reader's point of view with the author's point of view
- Examine various text features (maps, diagrams, photos, audios) to understand specific information in the text
- Synthesize the various text features and the text itself to understand the ideas in the text
- Explain how the different text features aid understanding
- Make a clear link between sentences and paragraphs when reading informational text
 - Explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc)

nonliteral language affects comprehension.

Text Features Scavenger Hunt

Materials:

1. Informational texts with various features (maps, diagrams, photos)
2. Scavenger hunt checklist

Directions:

1. Explore the informational texts and use the checklist to find and note different text features.
2. Discuss how each feature helps in understanding the text.

Compare and Contrast Texts

Materials:

1. Two texts on the same topic
2. Comparison chart

Directions:

1. Read both texts and use the comparison chart to list similarities and differences in key details.
2. Discuss how these details enhance understanding of the topic.

Vocabulary Detective

Materials:

1. Text with challenging words
2. Dictionary or digital glossary

Directions:

1. Identify challenging words in the text.
2. Use the dictionary or digital glossary to define and understand these words.
3. Discuss how these words impact comprehension.

Multisyllabic Word Decoding

Materials:

1. List of multi-syllable words
2. Decoding practice sheets

Directions:

1. Practice decoding multisyllabic words from the list.
2. Break the words into syllables and use strategies to read them accurately.

- Identify words that signify a relationship between ideas
- Use the relationships between ideas to describe how an author supports specific points
- Closely read the text to identify the important details of a text
- Find similarities and differences about important details when reading about two texts that share the same topic
- Reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)
- Distinguish the base root from the affix
- Identify and define common prefixes and suffixes
- Identify and define common Latin suffixes
- Decode words that have a Latin suffix
- Use strategies to read multisyllabic words
- Read grade-appropriate irregularly spelled words
- Use various strategies to understand text and read with purpose
- Accurately read grade-level poetry and prose aloud
- Use an appropriate rate and expression when reading aloud

3. Share decoding strategies with a partner.

Reading Fluency Practice

Materials:

1. Copies of grade-level poetry and prose
2. Fluency checklists

Directions:

1. Read the provided texts aloud, focusing on accuracy, appropriate rate, and expression.
2. Use the checklist to assess and reflect on fluency.

• Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension	
Writing Skills	Activities
Writing Genre: Research Informative and explanatory writing Routine writing	
• Organize information to support the topic • Introduce a topic • Write a thesis statement to focus writing • Use text features to support the topic, when appropriate • Select details that appropriate support the development of the topic • Link ideas by using transitional words and phrases • Write a conclusion to close the writing • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment)	Topic Organizer Materials: 1. Graphic organizer (topic web) 2. Pencils 3. Example texts Directions: 1. Use the topic web graphic organizer to brainstorm and organize information related to a given topic. 2. Focus on how each piece of information supports the topic. 3. Share your organizer with a partner and discuss how well the information supports the topic. Thesis Statement Workshop Materials: 1. Thesis statement examples 2. Writing paper 3. Pencils Directions: 1. Review examples of thesis statements. 2. Write your own thesis statement for a given topic. 3. Ensure it clearly focuses your writing. 4. Share your thesis with a classmate and provide feedback on clarity and focus.

- Unpack writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose
- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
- Develop strategies with peers and adults to use digital tools
- Use technology for producing and publishing writing
- Use technology to collaborate with others
- Locate information from print and digital sources
- Integrate information from personal experiences
- Take notes and organize information into categories provided by the teacher
- Gather information from a variety of resources (words, pictures, digital sources)

Text Features Exploration

Materials:

1. Informational texts with various features (headings, captions, diagrams)
2. Text features checklist

Directions:

1. Read the informational texts and use the checklist to identify and describe the text features.
2. Discuss how these features support the topic.
3. Write a short paragraph explaining how you would use similar features in your own writing.

Linking Ideas

Materials:

1. Paragraph writing examples
2. Transitional words list
3. Writing paper

Directions:

1. Write a paragraph on a given topic, using transitional words and phrases to link ideas.
2. Review and revise your paragraph with a peer, focusing on how well the transitions connect the ideas.

Crafting Conclusions

Materials:

1. Examples of strong conclusions
2. Writing paper

Directions:

1. Read examples of conclusions.
2. Write a conclusion for a given topic that summarizes the main points and provides a clear closing thought.
3. Share your conclusion with a partner and discuss its effectiveness.

Revision Stations

Materials:

1. Draft writing samples

and use their own background knowledge to answer research questions and take notes

- Thoughtfully choose online sources
- Select the information needed from each source
- Connect new information learned online with offline sources
- Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources
- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflection on and revise writing
- Self-correct when writing to produce a clearer message
- Purposefully explain choices made while writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

2. Revision checklists
3. Pencils

Directions:

1. Rotate through revision stations where you review and revise different drafts.
2. Use the checklist to focus on specific aspects such as clarity, word choice, and sentence structure.
3. Discuss your revisions with a partner.

Digital Writing Tools

Materials:

1. Computers or tablets
2. Word processing software
3. Writing prompts

Directions:

1. Use digital writing tools to draft, revise, and publish a short piece of writing.
2. Focus on using features such as spell check, formatting options, and collaborative tools to enhance your writing.
3. Share your final piece with a classmate for feedback.

Research and Note-Taking

Materials:

1. Print and digital sources
2. Note-taking sheets
3. Pencils

Directions:

1. Research a given topic using both print and digital sources.
2. Take notes and organize information into categories provided by the teacher.
3. Use the notes to write a brief report on the topic.

Peer Editing

Materials:

1. Writing drafts
2. Peer editing checklists

Directions:

1. Exchange writing drafts with a peer and use the checklist to provide constructive feedback on spelling, grammar, punctuation, and clarity.

	2. Revise your draft based on the feedback received. Reflective Writing Materials: 1. Writing drafts 2. Reflection prompts Directions: 1. After completing a writing assignment, use the reflection prompts to evaluate your writing process and the final piece. 2. Consider what worked well and what could be improved. 3. Write a short reflection on your writing process and make any necessary revisions
Speaking and Listening Skills	Activities
Task Type: Project-based presentations focusing on use of multimedia and visual displays	
• Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations • Develop skills in active listening and group discussion • Determine the main idea of a text read aloud	Text-Based Discussions Materials: 1. Selected grade-appropriate texts (literary and informational) 2. Discussion prompts Directions: 1. Read a chosen text aloud as a class. 2. In pairs or small groups, discuss the main idea and supporting details of the text. 3. Each group shares their findings with the whole class, referring back to the text for evidence. 4. Rotate roles so each student can practice being a participant, leader, and observer. Role-Play Conversations Materials: 1. Scenario cards with different conversational roles (e.g., leader, participant,

- Determine the supporting details for a text read aloud
- Determine the main ideas and supporting details of information presented in multiple formats
- Listen carefully to what a speaker says
- Ask questions to clarify what was heard
- Elaborate and provide details to build upon the speaker's response
- Speak in complete sentences
- Adapt speech to task and situation
- Use 3rd grade appropriate grammatically correct speech
- Elaborate on a detail when necessary
- Clarify ideas when necessary

observer)

2. Timer

Directions:

1. Divide students into small groups and assign each a role from the scenario cards.
2. Each group engages in a structured conversation based on the provided scenario.
3. Rotate roles and scenarios to allow students to practice different conversational roles.
4. Discuss as a class how each role contributed to the conversation.

Main Idea Relay

Materials:

1. Short read-aloud texts or passages
2. Main idea and details chart

Directions:

1. Read a short text aloud to the class.
2. Students work in pairs to determine the main idea and supporting details.
3. Each pair shares their findings with the class, explaining how they identified the main idea and details.
4. Discuss the various ways students supported their answers with text evidence.

Listening for Details

Materials:

1. Audio recordings of short stories or informational texts
2. Detail recording sheet

Directions:

1. Play an audio recording of a text.
2. Students listen carefully and take notes on the main ideas and supporting details.
3. After listening, discuss the text as a class, asking questions to clarify any confusing parts.
4. Students elaborate on details from the recording and share their notes.

Question and Answer Game

Materials:

1. Question cards (factual and inferential)
2. Answer cards

Directions:

1. Create a set of question cards that include both factual and inferential questions about a text.
2. Students take turns drawing a question card and asking their partner or group.
3. The partner or group provides an answer and supports it with evidence from the text.
4. Discuss as a class how different types of questions require different responses.

Collaborative Story Building

Materials:

1. Story prompt cards
2. Graphic organizers

Directions:

1. Provide students with story prompts and graphic organizers to plan their stories.
2. In small groups, students collaboratively build a story, each contributing different elements based on the prompt.
3. Share stories with the class, focusing on how each contribution fits into the overall narrative.
4. Discuss how working together enhanced the storytelling process.

Main Idea and Details Chart

Materials:

1. Read-aloud text
2. Main idea and details chart
3. Markers

Directions:

1. Read a text aloud to the class.
2. Create a chart with sections for the main idea and supporting details.
3. As a class, fill in the chart with the main idea and details from the text.
4. Discuss how the details support the main idea and the importance of each detail.

Clarification and Elaboration Practice

Materials:

1. Text excerpts with unclear passages
2. Clarification and elaboration prompts

Directions:

1. Provide students with text excerpts that have ambiguous or unclear passages.
2. In pairs, students practice asking clarifying questions and elaborating on the details of the text.
3. Share responses with the class and discuss how clarification and elaboration improved understanding.

Complete Sentence Challenge

Materials:

1. Sentence starters
2. Sentence completion cards

Directions:

1. Provide students with sentence starters related to a text or topic.
2. Students complete the sentences, ensuring they are clear and grammatically correct.
3. Share sentences with a partner or small group and discuss any necessary revisions or improvements.

Adapted Speech Practice

Materials:

1. Speech scenarios with varying contexts
2. Adaptation guidelines

Directions:

1. Provide students with different speech scenarios (e.g., formal presentation, informal discussion).
2. Students practice adapting their speech to fit each context, focusing on appropriate tone, vocabulary, and structure.
3. Present speeches to the class and discuss how the adaptations enhanced the communication.

Language Skills	Activities
• Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose • Differentiate between regular and irregular plural nouns • Identify regular and irregular plural nouns in reading and use them when writing or speaking • Identify simple verb tenses and use them when writing or speaking • Apply comma rules to addresses in writing • Spell high frequency or studied words correctly • Spell conventional words correctly when adding a suffix to base words • Identify spelling patterns and generalizations • Apply spelling patterns when writing words • Determine the purpose and use of reference materials • Utilize reference materials to check and correct spelling, when needed • Purposefully select words or phrases to create effect when writing or speaking	Parts of Speech Scavenger Hunt Materials: 1. Sentences printed on cards 2. Highlighters or colored pencils Directions: 1. Distribute sentence cards to each student or group. 2. Students identify and highlight or underline nouns, pronouns, verbs, adjectives, and adverbs in the sentences. 3. Discuss the role and purpose of each part of speech within the sentences. Share findings with the class and explain the function of each part of speech. Plural Noun Sorting Materials: 1. Regular and irregular plural noun cards 2. Sorting mats Directions: 1. Provide students with a set of noun cards, including both regular and irregular plural forms. 2. Students sort the cards into "Regular Plural Nouns" and "Irregular Plural Nouns" categories. 3. Discuss the rules for forming regular plurals and the irregularities of other plurals. Write sentences using both types of plural nouns. Verb Tense Practice Materials: 1. Verb tense chart 2. Sentences with missing verbs Directions: 1. Review a chart of simple verb tenses (present, past, future) with the class. 2. Provide sentences with missing verbs for students to complete using the correct tense. 3. Share and discuss completed sentences as a class.

- Identify similarities and differences between spoken and written English
- Acknowledge those differences when writing and speaking
- Decipher the meanings of words and phrases by using sentence context
- Determine the meaning of commonly used prefixes and suffixes • Separate a base word from the prefix or suffix
- Use the definition of known prefixes and suffixes to define new words
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words

4. Practice creating new sentences in different tenses.

Comma in Address Writing

Materials:

1. Address templates
2. Writing paper

Directions:

1. Review the rules for using commas in addresses with the class.
2. Provide students with address templates to fill out correctly, using commas in the appropriate places.
3. Practice writing their own addresses or creating fictional addresses with proper comma usage.
4. Exchange addresses with a partner to check for correct comma placement.

Spelling Bee with High-Frequency Words

Materials:

1. List of high-frequency words
2. Spelling bee cards

Directions:

1. Conduct a spelling bee using a list of high-frequency or studied words.
2. Students take turns spelling words aloud.
3. After each round, review the spelling of the words and discuss any spelling rules that apply.
4. Use the words in sentences to reinforce understanding.

Suffix Addition Practice

Materials:

1. Base word cards
2. Suffixes cards
3. Writing paper

Directions:

1. Provide students with base word cards and suffixes cards.
2. Students create new words by adding suffixes to base words.
3. Write sentences using the new words.
4. Discuss how the suffix changes the meaning of the base word.

Spelling Patterns Game

Materials:

1. Word list with spelling patterns
2. Word sorting mats

Directions:

1. Provide students with a list of words that follow specific spelling patterns.
2. Students sort the words according to their spelling patterns.
3. Discuss the spelling patterns and generalizations with the class.
4. Write new sentences using words that follow the patterns.

Using Reference Materials

Materials:

1. Glossaries
2. Dictionaries (print and digital)
3. Reference materials checklist

Directions:

1. Introduce glossaries and dictionaries, explaining their purpose and structure.
2. Provide students with a list of words to look up in the reference materials.
3. Students use glossaries and dictionaries to find definitions and correct spellings.
4. Discuss how the reference materials helped in understanding and correcting words.

Creating Effect with Words

Materials:

1. Sample sentences with impactful words
2. Writing prompts

Directions:

1. Review examples of how specific words or phrases create effects in writing or speaking.
2. Provide writing prompts for students to create sentences or short paragraphs using impactful words.
3. Share writings with the class and discuss the effects created by the word choices.

Spoken vs. Written English

Materials:

1. Examples of spoken and written English
2. Comparison chart

Directions:

1. Review examples that show differences between spoken and written English.
2. Discuss these differences with the class, focusing on vocabulary, sentence structure, and tone.
3. Practice adapting spoken language into written language and vice versa.
4. Reflect on how understanding these differences can improve both speaking and writing skills.

Context Clues and Word Meanings

Materials:

1. Sentences with unfamiliar words
2. Context clues worksheet

Directions:

1. Provide sentences with unfamiliar words and context clues.
2. Students use context clues to determine the meaning of the unfamiliar words.
3. Discuss the meanings and how context helped in understanding the words.
4. Practice using context clues with new sentences.

Prefix and Suffix Matching

Materials:

1. Prefix and suffix cards
2. Base word cards

Directions:

1. Provide students with cards for prefixes, suffixes, and base words.
2. Students match prefixes and suffixes to base words to form new words.
3. Write sentences using the new words and discuss their meanings.
4. Practice separating base words from prefixes and suffixes.

Glossary and Dictionary Scavenger Hunt

Materials:

1. Glossaries
2. Dictionaries (print and digital)
3. Scavenger hunt checklist

Directions:

1. Create a scavenger hunt checklist with specific words or definitions to find in glossaries and dictionaries.
2. Students use both print and digital reference materials to complete the checklist.
3. Discuss the process and how different materials help in finding information.

Assessments

Formative Assessments

- **Text Evidence Quest:** Students locate and cite evidence from a text to support their answers to specific questions.
- **Theme and Main Idea Match-Up:** Students match texts or excerpts with their themes or main ideas and explain key details supporting their choices.
- **Phonics and Word Analysis Mini-Test:** A short assessment on decoding multisyllable words, identifying prefixes and suffixes, and spelling high-frequency words.
- **Grammar Correction Challenge:** Students correct sentences with various grammar, punctuation, and spelling errors.
- **Opinion Piece Peer Review:** Students draft an opinion piece and provide feedback to a peer on structure, clarity, and support for their opinion.
- **Discussion Reflection:** Students write a brief reflection on a group discussion, focusing on how they built on others' ideas and communicated their own.
- **Vocabulary Context Clues Activity:** Students use context clues to determine the meanings of unfamiliar words in a given text.

Summative Assessments

- **Literary and Informational Text Analysis Project:** Students analyze a selected text, identifying key details that support the theme or main idea and distinguish their own point of view from that of the author.
- **Phonics and Word Analysis Assessment:** A comprehensive test on phonics, including decoding multisyllable words, prefixes, suffixes, and irregular words.
- **Final Opinion Essay:** Students write a well-organized opinion essay, including an introduction, supporting details, and a conclusion, with proper conventions.
- **Reading Fluency Assessment:** Students read a passage aloud, assessed on accuracy, expression, and comprehension.
- **Writing Process Portfolio:** A collection of students' writing drafts and revisions, showcasing their ability to plan, draft, revise, and edit.
- **Grammar and Usage Test:** A test on grammar conventions, including parts of speech, verb tenses, and sentence structure.

Resources

Mentor Texts

- *The Tortoise and the Hare* – Aesop: Classic fable for exploring themes and details.
- *Why Do Elephants Have Big Ears?* – Mick Manning and Brita Granström: Informational text to practice identifying key details and text features.
- *The True Story of the Three Little Pigs* – Jon Scieszka: Offers opportunities to explore perspective and connections.
- *The Magic School Bus: Inside the Earth* – Joanna Cole: Provides an example of informational text with detailed text features.
- *Charlotte's Web* – E.B. White: For identifying central messages, analyzing key details, and understanding characters' perspectives.
- *The Day the Crayons Quit* – Drew Daywalt: Great for studying how a topic is introduced and organized.
- *The Magic School Bus: Inside the Human Body* – Joanna Cole: Excellent for exploring text features and organization in informational writing.
- *A Chair for My Mother* – Vera B. Williams: Provides examples of how details support a main idea and how to develop a topic.
- *National Geographic Kids: Weird But True!* – National Geographic Kids: Offers clear examples of how to integrate text features and use digital sources for writing.
- *National Geographic Kids: Rainforests* – Laura Marsh: For analyzing informational text features and main ideas.
- *Aesop's Fables* – Aesop: For discussing themes, morals, and details in fables.
- *The Great Kapok Tree* – Lynne Cherry: For connecting environmental themes and text features.

Reading

- [North Carolina-3rd Gr. ELA Unpacking the Standards](#)
- [PARCC Evidence Tables](#)
- [Character Traits](#)
- [Fact and Opinion](#)
- [Point of View](#)
- [3rd Grade ELA-Common Core Resources](#)
- [Teaching Text Features](#)
- [Reading Comprehension](#)

Writing/Language

- [Brainstorm before Writing](#) ● [Mini Writing Lessons](#)
- [Keys to Content Writing and Keys to Argumentative Writing](#) ● [Writing Genres](#)
- [Writing Process](#)

Speaking & Listening

- [Partner talk](#)
- [Accountable talk](#)
- [Literacy TA-Speaking and Listening Activities](#)
- [Learn Zillion-Crafting a Persuasive Speech](#)
- [Literacy Design Collaborative Modules](#)
- [Literacy in Science-Animal Adaptations](#)
- [Collaboration Kit](#)
- [I Can Statements](#)

Support/Accommodations for Students with IEPs

-Follow all IEP modifications

Support/Accommodations for Students with 504 Plans

-Follow all the 504 plan modifications

-Work in a small group -Solidify and refine concepts through repetition -Allow answers to be given orally or dictated -Use multi-sensory teaching approaches -Utilize assistive technology and materials -Use large print books, Braille, or books on CD (digital text) -Guided notes and/or scaffold outline for written assignments -Introduce key vocabulary before lesson -Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated -Use visuals / Anchor Charts -Leveled texts according to ability	-Text to speech/audio recorded selections -Amplification system as needed -Leveled texts according to ability -Fine motor skill stations embedded in rotation as needed -Modified or constrained spelling word lists -Provide anchor charts with high frequency words and phonemic patterns -Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners -Work toward longer passages as skills in English increase -Use visuals -Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily -Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students -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 -Expose students to beyond level texts

Unit 3: Text Analysis and Communication: Building Skills in Reading, Writing, and Speaking

Unit Goal: In this unit, students will develop a comprehensive understanding of literary and informational texts through critical reading, thoughtful writing, and effective communication. They will explore various genres and text types, learning to identify key details, themes, and main ideas while supporting their understanding with explicit textual evidence. Through engaging activities, students will practice organizing and revising their writing, mastering conventions of grammar, spelling, and punctuation, and enhancing their speaking and listening skills for clear and effective communication.

Duration: 9 weeks

Essential Questions:

- How can asking and answering questions about a text deepen our understanding and connect textual evidence to our responses?
- In what ways do key details within a text contribute to the development of its themes or main ideas?
- How do characters' traits and actions influence the plot and overall narrative of a story?
- What role do text features play in enhancing our comprehension and discussion of literary and informational texts?
- How can we use proper grammar, spelling, and punctuation to produce clear and understandable writing?
- What strategies can we employ to effectively communicate our ideas in discussions and presentations?
- How can we effectively use technology and reference materials to support our writing and research?

Enduring Understandings:

- Asking and answering questions using textual evidence deepens text comprehension and supports meaningful connections.
- Key details in texts are essential for understanding and explaining how themes or main ideas are developed.
- Characters' traits, motivations, and actions drive the plot and shape the story's progression.
- Utilizing text features like chapters, scenes, and stanzas enhances understanding and discussion of texts.
- Mastering grammar, spelling, and punctuation ensures writing is clear and effectively communicates ideas.
- Successful discussions and presentations require clear expression of ideas, active listening, and appropriate language use.
- Technology and reference materials are crucial for effective writing, research, and error correction, aiding in organization and presentation.

NJSLS:

Reading

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

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

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

- RI.CI.3.2. Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).
- RL.IT.3.3. Describe the development of individual characters' 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 (themes, settings, and plots) of literary texts written by the same author about similar characters.
- 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.
- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- L.RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - L.RF.3.3.B. Decode words with common Latin suffixes.
 - L.RF.3.3.C. Decode multisyllable words.
 - L.RF.3.3.D. Read grade-appropriate irregularly spelled words.
 - L.RF.3.3.E. 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.
- L.RF.3.4.A. Read grade-level text with purpose and understanding.
 - L.RF.3.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - L.RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
- L.WF.3.2.A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
 - L.WF.3.2.B. Use a digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
 - L.WF.3.2.C. Identify language of word origin, as noted in dictionaries.
 - L.WF.3.2.D. Spell singular and plural possessives (teacher's; teachers').
 - L.WF.3.2.E. Change y to i (cried) in words with suffixes, when required.
 - L.WF.3.2.F. Spell regular two- and three-syllable words that:
 - i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, Consonant-le.
 - ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
 - L.WF.3.2.G. Spell common words in English, including regular and irregular forms.
- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- L.WF.3.3.a. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.

L.WF.3.3.B. Capitalize appropriate words in titles.

L.WF.3.3.C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.

L.WF.3.3.D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.

L.WF.3.3.E. Use appropriate pronouns with clear referents.

L.WF.3.3.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).

L.WF.3.3.G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.

L.WF.3.3.H. Paraphrase a main idea or event in order to vary sentence structure and word use.

L.WF.3.3.I. Organize ideas into paragraphs with main ideas and supporting details.

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

W.NW.3.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; clearly organize an event sequence.

W.NW.3.3.B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.NW.3.3.C. Use transitional words and phrases to manage the sequence of events.

W.NW.3.3.D. Use concrete words and phrases and sensory details to convey experiences and events.

W.NW.3.3.E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

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

W.WP.3.4.A. Identify audience, purpose, and intended length of composition before writing.

W.WP.3.4.B. Consider writing as a process, including self-evaluation, revision and editing.

W.WP.3.4.C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

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

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

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

Speaking and Listening

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.PE.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.3.1.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).

SL.PE.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of

others.

SL.PE.3.1.D. Explain their own ideas and understanding in light of the discussion.

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

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

Language

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1.G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.1.H. Use coordinating and subordinating conjunctions.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2.C. Use commas and quotation marks in dialogue

L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*)

L.3.2.F. Use spelling patterns and generalizations (e.g., *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words

L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.VL.3.2.A. Use sentence-level context as a clue to the meaning of a word or phrase.

L.VL.3.2.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).

L.VL.3.2.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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

L.VI.3.3.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

L.VI.3.3.B. Identify real-life connections between words and their use (e.g., *describe people who are friendly or helpful*).

L.VI.3.3.C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

Companion Standards

9.2 Career Awareness

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4 Life Literacies and Key Skills

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

9.4 Digital Citizenship

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4 Information/Media Literacy

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4 Technology Literacy

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

Computers and Design Thinking

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

Social Studies/Science/Other 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Reading Skills	Activities
Text Type: (fiction and nonfiction) 1 extended text 4-8 shorter texts depending upon length and complexity	
• Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details • Determine central messages or theme • Identify patterns in details • Determine central messages or main ideas in a text • Identify details to support the main idea • Analyze how the details of the text help to support and reveal	Text Connection Collage Materials: 1. Large paper 2. Markers 3. Glue 4. Magazines, or printouts of text excerpts Directions: 1. After reading a story or informational text, create a collage that shows personal connections, connections to other texts, and global connections. 2. Label each part of the collage to explain how each connection is related to the text. Text Evidence Scavenger Hunt Materials: 1. Copies of a text 2. Highlighters 3. Sticky notes Directions: 1. Read the provided text closely. 2. Highlight specific pieces of evidence that support answers to factual and inferential questions. 3. Use sticky notes to write questions related to the text and place

the central idea or theme

- Closely read text to determine the important events, ideas, or concepts
- Identify the main characters in a story
- Describe the characters using literal and inferential story details
- Analyze how the actions of characters influence the story events
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific)
- Differentiate between literal and nonliteral language
- Describe how various parts build on one another not only in stories, but in dramas and poems
- Identify the parts of this story (chapters, stanzas, scenes)
- Determine how the parts of a story are connected or organized (time order, topic)
- Establish the point of view of a text
- Determine how the reader's point of view is different from the narrator's or the characters
- Compare the reader's point of view with the author's point of view
- Synthesize pictures and written text to better understand a text
- Examine the relation to the illustrations and the text
- Discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the

them next to the evidence.

Character Action Mapping

Materials:

1. Large chart paper
2. Markers

Directions:

1. Create a character map for a story.
2. Identify the main characters and their actions.
3. Draw arrows to show how these actions influence the story events.
4. Discuss how the character traits affect their actions and the story.

Main Idea and Details Sort

Materials:

1. Index cards
2. Markers

Directions:

1. Write key details from a text on index cards.
2. Write the central message or main idea on a separate card.
3. Have students sort the details under the main idea card to show how each detail supports the central message.

Literal vs. Nonliteral Language Practice

Materials:

1. Sentences with literal and nonliteral phrases
2. Paper
3. Pencils

Directions:

1. Provide sentences containing both literal and nonliteral language.
2. Have students underline the literal phrases in one color and nonliteral phrases in another.
3. Discuss the meaning of each type of language.

Story Parts Puzzle

Materials:

characters

- Identify the mood of a text
- Interpret what the illustrations tell a reader about the mood
- Determine how the pictures help clarify the description of the mood
- Use a variety of sources to access previous information to compare, contrast, and reflect on texts
- Identify similarities and differences in books with the same author and characters
- Determine the central message, theme, lesson, and/or moral of the stories
- Identify similarities and differences in the central message of the texts
- Reflect on how the text details, characters, and central messages are alike and different
- Distinguish the base root from the affix
- Identify and define common prefixes and suffixes
- Identify and define common Latin suffixes
- Decode words that have a Latin suffix
- Use strategies to read multisyllabic words
- Read grade-appropriate irregularly spelled words
- Use various strategies to understand text and read with purpose
- Accurately read grade-level poetry and prose aloud

1. Text excerpts
2. Scissors
3. Glue
4. Paper

Directions:

1. Cut a story into sections (e.g., chapters, scenes, stanzas).
2. Students work to piece the sections together in the correct order and explain how each part builds on the previous one.

Point of View Comparison Chart

Materials:

1. Texts from different points of view
2. Chart paper

Directions:

1. Read texts from different points of view.
2. Create a comparison chart to show how the reader's point of view differs from the narrator's or characters' perspectives.

Mood and Illustration Match-Up

Materials:

1. Text excerpts
2. Illustrations from the text
3. Paper
4. Pencils

Directions:

1. Match illustrations with parts of the text that help convey the mood.
2. Discuss how the pictures and text work together to create a specific mood or setting.

Compare and Contrast Author's Works

Materials:

1. Books by the same author
2. Venn diagrams
3. Paper

Directions:

- Use an appropriate rate and expression when reading aloud
- Use various strategies to support word recognition and understanding
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension

1. Read books by the same author or featuring the same characters.
2. Use a Venn diagram to compare and contrast the central messages, themes, and characters in the texts.

Suffix Decoding Challenge

Materials:

1. Word list with base words and suffixes
2. Paper
3. Pencils

Directions:

1. Decode words that include common suffixes by separating the base word from the suffix.
2. Define the new words created and use them in sentences.

Multisyllabic Word Decoding Race

Materials:

1. List of multi-syllable word
2. Paper
3. Pencils

Directions:

1. Practice decoding multisyllabic words by breaking them into syllables.
2. Race to see who can correctly decode and read the words aloud the fastest.

Reading Fluency Practice

Materials:

1. Grade-level poetry and prose texts
2. Recording device (optional)

Directions:

1. Read poetry and prose aloud
2. Focusing on accuracy, appropriate rate, and expression.
3. Optionally, record the reading and listen to it to evaluate fluency.

Writing Skills	Activities
Writing Genre: Narrative writing Literary analysis Routine writing	
• Organize ideas for a narrative • Engage the reader with a story hook • Establish a situation or story background • Establish a narrator and/or characters for the story • Present an organized sequence of events • Use various narrative techniques to develop the characters and the plot • Incorporate vivid details to tell the story • Establish chronology by using appropriate transitional words and phrases • Bring the story to a close • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose	Narrative Story Map Materials: 1. Story map templates 2. Pencils 3. Colored markers Directions: 1. Use a story map template to organize ideas for a narrative. 2. Fill in sections for characters, setting, beginning, middle, end, and key events. 3. Share your story map with a partner and discuss any additions or changes. Story Hook Workshop Materials: 1. Paper 2. Pencils Directions: 1. Write several story hooks (opening sentences) to grab the reader's attention. 2. Share hooks with classmates and vote on the most engaging ones. 3. Discuss what makes a hook effective. Background Builders Materials: 1. Paper 2. Pencils Directions: 1. Write a paragraph establishing the situation or background for a story.

- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
- Develop strategies with peers and adults to use digital tools
- Use technology for producing and publishing writing
- Use technology to collaborate with others
- Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic
- Gather information to support a topic
- Select relevant information from texts to support main ideas or claims
- Group like ideas to organize writing
- Locate information from print and digital sources
- Integrate information from personal experiences
- Take notes and organize information into categories provided by the teacher

2. Include details about the setting and characters.
3. Exchange paragraphs with a classmate and provide feedback on how well the background is set up.

Narrator and Character Creation

Materials:

1. Character creation worksheet
2. Paper
3. Pencils

Directions:

1. Create a narrator and main characters for your story using a character worksheet.
2. Describe their traits, motivations, and roles in the story.
3. Present your characters to the class.

Sequence of Events Organizer

Materials:

1. Sequence of events chart
2. Paper
3. Pencils

Directions:

1. Outline your story's events in chronological order using a sequence of events chart.
2. Use arrows or bullet points to show how events connect.
3. Discuss how this organization helps make the story clear.

Narrative Techniques Exploration

Materials:

1. Short story excerpts
2. Paper
3. Pencils

Directions:

1. Read excerpts from different narratives and identify techniques used to develop characters and plot (e.g., dialogue, action).
2. Discuss how these techniques enhance the story.

- Gather information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes
- Thoughtfully choose online sources
- Select the information needed from each source
- Connect new information learned online with offline sources
- Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources
- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflection on and revise writing
- Self-correct when writing to produce a clearer message
- Purposefully explain choices made while writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

Vivid Details Writing Exercise

Materials:

1. Paper
2. Pencils

Directions:

1. Write a descriptive paragraph about a scene in your story, using vivid details to paint a picture for the reader.
2. Share your paragraph with a partner and discuss the effectiveness of the details used.

Transition Words Practice

Materials:

1. Transition words list
2. Paper
3. Pencils

Directions:

1. Write a short story or a sequence of events using appropriate transitional words and phrases to show chronology.
2. Highlight the transitions and discuss their impact on the flow of the story.

Story Conclusion Wrap-Up

Materials:

1. Paper
2. Pencils

Directions:

1. Write a conclusion for your story that ties up loose ends and provides closure.
2. Read your conclusion aloud and discuss how it effectively wraps up the story.

Writing Clarity Checklist

Materials:

1. Writing clarity checklist
2. Paper
3. Pencils

Directions:

1. Use a checklist to review your writing for clarity and understanding.
2. Focus on sentence structure, word choice, and organization.
3. Revise your writing based on the checklist.

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Writing Task Unpacking

Materials:

1. Writing task prompt
2. Paper
3. Pencils

Directions:

1. Read and discuss a writing prompt to identify the type of writing assignment and its purpose.
2. Create an outline that reflects the task and purpose.

Revision and Editing Workshop

Materials:

1. Drafts of writing
2. Revision checklist
3. Pencils

Directions:

1. Swap drafts with a peer and use a revision checklist to provide feedback.
2. Focus on word choice, sentence structure, and grammar.
3. Revise your own draft based on feedback received.

Graphic Organizer Use

Materials:

1. Various graphic organizers (story frames, story mountains, story maps)
2. Paper
3. Pencils

Directions:

1. Choose a graphic organizer to plan your writing.
2. Fill in each section to organize your ideas.

3. Share your organizer with a peer and discuss how it helps with planning your writing.

Spelling and Grammar Check

Materials:

1. Writing samples
2. Spelling and grammar checklist

Directions:

1. Review your writing for spelling, grammar, and punctuation errors using a checklist.
2. Correct any errors and discuss strategies for avoiding them in future writing.

Digital Writing Tools Exploration

Materials:

1. Computers or tablets
2. Writing software or apps

Directions:

1. Explore various digital tools for writing and publishing.
2. Practice using these tools to create a short piece of writing and discuss how technology can enhance your writing process.

Research Question Development

Materials:

1. Research topic sheets
2. Paper
3. Pencils

Directions:

1. Develop a research question related to a topic of interest.
2. Use this question to guide your research and gather information.
3. Discuss how the question focuses your research efforts.

Information Gathering and Note-Taking

Materials:

1. Research sources (books, articles, websites)
2. Paper

3. Pencils

Directions:

1. Gather information from various sources to support your research topic.
2. Take notes and organize information into categories.
3. Share your notes and discuss how they support your topic.

Online and Offline Source Integration

Materials:

1. Internet access
2. Print sources
3. Note-taking sheets

Directions:

1. Use both online and offline sources to gather information on a topic.
2. Integrate the information from these sources into a cohesive piece of writing.
3. Discuss how each source contributed to your understanding.

Resource Evaluation

Materials:

1. Graphic organizers
2. Check sheets
3. Lists of websites
4. Rubrics

Directions:

1. Use evaluation tools to assess the reliability and relevance of various resources for your research.
2. Choose the best sources and explain why they were selected.

Reflective Writing and Revision

Materials:

1. Previous writing drafts
2. Reflection prompts
3. Paper

Directions:

	1. Reflect on previous pieces of writing and identify areas for improvement. 2. Revise your writing based on reflections and feedback. 3. Discuss the changes made and their impact.
Speaking and Listening Skills	Activities
Task Type: Present in small groups and to whole class	
• Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations • Develop skills in active listening and group discussion • Determine the main idea of a text read aloud • Determine the supporting details for a text read aloud • Determine the main ideas and supporting details of information presented in multiple formats • Report on a topic or text, telling a story, or recounting an event in an organized, logical manner • Use relevant facts and descriptive details that add to the reporting of a topic or event	Text Discussion Circles Materials: 1. Grade-appropriate texts (e.g., short stories, articles) 2. Discussion question prompts Directions: 1. In small groups, read a text and engage in a structured conversation about the main ideas and details. 2. Take turns being the participant, leader, and observer. 3. Use discussion prompts to guide the conversation and ensure everyone has a chance to speak. Storytelling Round-Robin Materials: 1. Story prompts or picture cards Directions: 1. Form small groups and use story prompts or picture cards to start a story. 2. Each student adds a sentence to build the narrative, taking turns and listening carefully to others. 3. Afterward, discuss the story's main ideas and details as a group. Collaborative Research Presentation Materials: 1. Research topics

- Present information orally and in coherent, spoken sentences
- Use an appropriate pace when presenting
- Present and logically support personal opinions
- Speak in complete sentences
- Adapt speech to task and situation
- Use 3rd grade appropriate grammatically correct speech
- Elaborate on a detail when necessary
- Clarify ideas when necessary

2. Paper, pencils
3. Poster board or digital presentation tools

Directions:

1. In pairs or small groups, research a topic and prepare a short presentation.
2. Each student will take on a role (researcher, presenter, organizer) and contribute to the presentation.
3. Practice presenting the information in an organized manner, using relevant facts and details.

Active Listening Practice

Materials:

1. Short audio clips or read-aloud texts

Directions:

1. Listen to an audio clip or teacher read a text aloud.
2. After listening, answer questions about the main idea and supporting details.
3. Discuss as a class how active listening helped in understanding the text.

Opinion Sharing Session

Materials:

1. Opinion prompts (e.g., favorite book, best game)

Directions:

1. Use opinion prompts to share personal opinions with the class.
2. Present your opinion clearly, using relevant facts and descriptive details to support your views.
3. Practice speaking in complete sentences and adapting your speech to the task.

Main Idea and Detail Hunt

Materials:

1. Short passages or read-aloud texts

Directions:

1. Read or listen to a passage and identify the main idea and supporting details.

2. Share your findings with a partner or in small groups, and discuss how the details support the main idea.

Story Retelling

Materials:

1. Short stories or read-aloud texts

Directions:

1. After listening to or reading a story, retell it to a partner or small group in an organized, logical manner.
2. Include relevant facts and descriptive details to enhance your retelling.
3. Practice using an appropriate pace and speaking in coherent sentences.

Detailed Description Drill

Materials:

1. Objects or pictures

Directions:

1. Describe an object or picture in detail to a partner or small group.
2. Focus on using vivid and relevant details to make your description clear.
3. Provide additional details when asked and clarify any ideas as needed.

Clarification Exercise

Materials:

1. Discussion questions or prompts

Directions:

1. Engage in a discussion on a given topic, focusing on clarifying ideas when needed.
2. Practice elaborating on details and answering questions to ensure your ideas are understood.
3. Take turns asking and answering questions.

Speech Adaptation Practice

Materials:

	1. Speech scenarios or prompts Directions: 1. Practice speaking on different topics or in various scenarios, adapting your speech to fit the situation. 2. Focus on using appropriate language and grammar for each situation. 3. Share your speech with a partner or small group for feedback.
Language Skills	Activities
• Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences • Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences • Define and identify comparative and superlative adjectives • Use comparative and superlative adjectives when writing or speaking • Select the appropriate form of adjective when writing and speaking • Define and identify coordinating and subordinating conjunctions • Use coordinating and subordinating conjunctions when writing or speaking • Apply comma and quotation mark rules and format when writing dialogue • Spell high frequency or studied words correctly	Sentence Detective Materials: 1. Sentence strips or worksheets with sentences Directions: 1. Read each sentence and underline or highlight nouns, pronouns, verbs, adjectives, and adverbs. 2. Discuss the purpose of each word in the sentence with a partner or small group. Comparative and Superlative Adjective Sorting Materials: 1. Word cards with adjectives, comparative, and superlative forms Directions: 1. Sort the word cards into three categories: adjectives, comparative adjectives (e.g., "bigger"), and superlative adjectives (e.g., "biggest"). 2. Use the words in sentences and discuss their use. Conjunction Conundrum Materials: 1. Sentences with missing conjunctions, conjunction word cards Directions: 1. Complete sentences by selecting appropriate coordinating (e.g., "and," "but") and subordinating (e.g., "because," "although")

- Spell conventional words correctly when adding a suffix to base words
- Identify spelling patterns and generalizations
- Apply spelling patterns when writing words
- Determine the purpose and use of reference materials
- Utilize reference materials to check and correct spelling, when needed
- Decipher the meanings of words and phrases by using sentence context
- Identify root words in unknown words
- Use known root words to aid in defining unknown words
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
 - Use both print and digital glossaries and dictionaries to define and clarify words
- Define the terms ‘literal’ and ‘nonliteral’
- Identify literal and nonliteral words and phrases in texts
- Differentiate the literal phrases from nonliteral phrases
- Connect words to their purpose or use
- Determine the slight difference in meaning in synonymous words

conjunctions. Discuss how each conjunction affects the sentence.

Dialogue Writing Practice

Materials:

1. Dialogue prompts
2. Paper
3. Pencils

Directions:

1. Write a short dialogue between two characters using correct comma and quotation mark rules.
2. Share and discuss the dialogue with a partner, focusing on formatting.

Spelling Patterns Hunt

Materials:

1. Spelling lists
2. Word cards
3. Paper
4. Pencils

Directions:

1. Identify and list spelling patterns (e.g., "sh," "ch," "ed") in provided words.
2. Write sentences using words that follow these patterns.

Reference Materials Exploration

Materials:

1. Glossaries or dictionaries (print and digital)
2. Reference guides

Directions:

1. Use glossaries and dictionaries to look up and define selected words.
2. Discuss how to use these reference materials effectively and how they are structured.

Literal vs. Nonliteral Language Sorting

Materials:

1. Sentences or phrases with literal and nonliteral language
- Directions:
1. Sort the sentences or phrases into two categories: literal and nonliteral.
 2. Discuss the differences and how context helps in understanding the meaning.

Root Word Investigation

Materials:

1. Word lists with prefixes, suffixes, and root words

Directions:

1. Identify and underline the root words in a given list of words.
2. Use the root words to help define the meaning of each word and discuss their uses in different contexts.

Synonym Exploration

Materials:

1. Lists of synonyms
2. Sentences

Directions:

1. Identify synonyms in the provided lists and sentences.
2. Discuss how slight differences in meaning affect the use of each synonym in context.

Word Purpose Connection

Materials:

1. Sentence strips or worksheets with context

Directions:

1. Read sentences and determine the purpose or use of specific words.
2. Connect words to their roles in the sentence, discussing why certain words were chosen.

Assessments

Formative Assessments

- **Textual Evidence Questioning:** Students ask and answer questions about a text using specific textual evidence to support their responses.
- **Character Trait Analysis:** Students describe characters' traits, motivations, and actions and explain how these elements contribute to the plot.
- **Text Feature Identification:** Students identify and discuss text features (e.g., chapters, scenes) and how they aid in understanding a text.
- **Grammar and Punctuation Mini-Lessons:** Quick assessments or exercises focused on grammar, punctuation, and spelling to check for understanding and correct use.
- **Peer Review of Informative Texts:** Students give and receive feedback on drafts of their informative/explanatory texts, focusing on clarity and organization.
- **Collaborative Discussion Participation:** Observing and evaluating students' contributions to group discussions, including how they build on others' ideas and express their own thoughts.
- **Vocabulary in Context:** Exercises where students use context clues to determine the meaning of unfamiliar words in a text.
- **Sentence Structure Practice:** Activities where students practice combining simple sentences into compound sentences and use various sentence structures.

Summative Assessments

- **Literary Text Analysis Essay:** A written response where students analyze a literary text, identifying key details and explaining how they support the theme.
- **Informative Text Project:** A final informative or explanatory text project where students research a topic, organize information, and present their findings with appropriate text features.
- **Character and Plot Test:** A test on a literary text where students describe characters' traits, motivations, and how these elements influence the plot.
- **Text Feature Application:** A project where students create or analyze a text, demonstrating their understanding of text features and their role in comprehension.
- **Grammar and Writing Conventions Assessment:** A test assessing students' mastery of grammar, spelling, punctuation, and sentence structure in written responses.
- **Group Presentation:** A collaborative presentation on a researched topic where students demonstrate their ability to effectively communicate ideas and use discussion norms.
- **Vocabulary Usage Test:** A test on students' ability to use and understand grade-level vocabulary, including context clues and word parts.
- **Editing and Revision Portfolio:** A portfolio showcasing students' ability to revise and edit their writing, demonstrating improvements in clarity and correctness.

Resources

Mentor Texts

- *Charlotte's Web* by E.B. White (character development, central message, and text features)
- *The Tale of Peter Rabbit* by Beatrix Potter (character actions and influence on story)
- *The Magic Tree House* series by Mary Pope Osborne (text features and central ideas)
- *Fables* by Aesop (key details, themes, and character traits)
- *The Lorax* by Dr. Seuss (mood and illustrations)
- *The Berenstain Bears* series by Stan and Jan Berenstain (point of view and theme comparisons)
- *The Tale of Despereaux* by Kate DiCamillo (character development, main ideas, and details)
- *Charlotte's Web* by E.B. White (storytelling, character actions, and main ideas)
- *The Magic Tree House* series by Mary Pope Osborne (reporting on topics, organizing information)
- *Aesop's Fables* (moral lessons, story structure, supporting details)
- *The Magic Tree House* series by Mary Pope Osborne (variety of sentences and descriptive language)
- *Charlotte's Web* by E.B. White (examples of adjectives, adverbs, and dialogue)
- *Amari and the Night Brothers* by B.B. Alston (use of descriptive

Reading

- [North Carolina-3rd Gr. ELA Unpacking the Standards](#)
- [PARCC Evidence Tables](#)
- [Character Traits](#)
- [Fact and Opinion](#)
- [Point of View](#)
- [3rd Grade ELA-Common Core Resources](#)
- [Teaching Text Features](#)
- [Reading Comprehension](#)

Writing/Language

- [Brainstorm before Writing](#)
- [Mini Writing Lessons](#)
- [Keys to Content Writing and Keys to Argumentative Writing](#)
- [Writing Genres](#)
- [Writing Process](#)

Speaking & Listening

- [Partner talk](#)
- [Accountable talk](#)
- [Literacy TA-Speaking and Listening Activities](#)
- [Learn Zillion-Crafting a Persuasive Speech](#)
- [Literacy Design Collaborative Modules](#)
- [Literacy in Science-Animal Adaptations](#)
- [Collaboration Kit](#)
- [I Can Statements](#)

language and comparative/superlative adjectives) • <i>The Tale of Despereaux</i> by Kate DiCamillo (examples of literal and nonliteral language, character development)	
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Support/Accommodations for Students with IEPs -Follow all IEP modifications -Work in a small group -Solidify and refine concepts through repetition -Allow answers to be given orally or dictated -Use multi-sensory teaching approaches -Utilize assistive technology and materials -Use large print books, Braille, or books on CD (digital text) -Guided notes and/or scaffold outline for written assignments -Introduce key vocabulary before lesson -Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated -Use visuals / Anchor Charts -Leveled texts according to ability	Support/Accommodations for Students with 504 Plans -Follow all the 504 plan modifications -Text to speech/audio recorded selections -Amplification system as needed -Leveled texts according to ability -Fine motor skill stations embedded in rotation as needed -Modified or constrained spelling word lists -Provide anchor charts with high frequency words and phonemic patterns -Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners -Work toward longer passages as skills in English increase -Use visuals -Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily -Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers	Support/Accommodations for Gifted Students -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 -Expose students to beyond level texts

- Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and
- Descriptor Name Charts
- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

Unit 4: A Literary Journey: Analyzing Texts, Writing Effectively, and Speaking with Confidence

Unit Goal:

In this unit, students embark on a journey through both captivating literary and informative texts. They will hone their abilities to ask insightful questions, make meaningful connections, and use explicit textual evidence to deepen their understanding. By delving into key details, they will uncover how these elements support themes and main ideas, while also learning to leverage text features and multimedia to enrich their interpretations. The unit emphasizes mastering spelling, grammar, and punctuation to enhance their writing precision and effectiveness. Through discussions, multimedia presentations, and hands-on writing activities, students will refine their communication skills and become adept at presenting information clearly and compellingly. This unit not only builds foundational skills but also fosters a love for reading and writing through interactive and immersive experiences.

Duration: 9 weeks

Essential Questions:

- How can we use textual evidence to support our understanding of a text?
- What strategies can we use to identify and explain key details in both literary and informational texts?
- How do text features and multimedia enhance our understanding of a text?
- What are the conventions of spelling, grammar, and punctuation, and how do they improve our writing?
- How can we effectively participate in discussions and present information clearly to others?
- In what ways do nouns, pronouns, verbs, adjectives, and adverbs function in sentences, and how do they contribute to clear communication?

Enduring Understandings:

- Readers can demonstrate their understanding of texts by referring explicitly to textual evidence and making relevant connections, both personal and textual.
- Both literary and informational texts contain key details that support the central theme or main idea, and recounting these details helps deepen comprehension.

- Utilizing and referencing text features and multimedia can significantly enhance the interpretation and presentation of information.
- Mastery of spelling, grammar, and punctuation conventions is essential for clear and effective writing. Understanding and applying these conventions improve the clarity and coherence of written work.
- Engaging in structured conversations, presenting information clearly, and using multimedia can enhance communication and understanding in both collaborative and individual contexts.
- Recognizing and using different parts of speech (nouns, pronouns, verbs, adjectives, adverbs) correctly supports effective and accurate communication in writing and speaking.

NJSLS:

Reading

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

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

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

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

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

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

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

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

L.RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.

L.RF.3.3.B. Decode words with common Latin suffixes.

L.RF.3.3.C. Decode multisyllable words.

L.RF.3.3.D. Read grade-appropriate irregularly spelled words.

L.RF.3.3.E. 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.

L.RF.3.4.A. Read grade-level text with purpose and understanding.

L.RF.3.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

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

L.WF.3.2.A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).

L.WF.3.2.B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.

L.WF.3.2.C. Identify language of word origin, as noted in dictionaries.

L.WF.3.2.D. Spell singular and plural possessives (teacher's; teachers').

L.WF.3.2.E. Change y to i (cried) in words with suffixes, when required.

L.WF.3.2.F. Spell regular two- and three-syllable words that:

i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.

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

L.WF.3.2.G. Spell common words in English, including regular and irregular forms.

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

L.WF.3.3.a. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.

L.WF.3.3.B. Capitalize appropriate words in titles.

L.WF.3.3.C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.

L.WF.3.3.D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.

L.WF.3.3.E. Use appropriate pronouns with clear referents.

L.WF.3.3.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).

L.WF.3.3.G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.

L.WF.3.3.H. Paraphrase a main idea or event in order to vary sentence structure and word use.

L.WF.3.3. I. Organize ideas into paragraphs with main ideas and supporting details.

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

W.IW.3.2.A. Introduce a topic clearly.

W.IW.3.2.B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W.IW.3.2.C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

W.IW.3.2.D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).

W.IW.3.2.E. Provide a conclusion related to the information or explanation presented.

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

W.WP.3.4.A. Identify audience, purpose, and intended length of composition before writing.

W.WP.3.4.B. Consider writing as a process, including self-evaluation, revision and editing.

W.WP.3.4.C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

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

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

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

Speaking and Listening

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.PE.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.3.1.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).

SL.PE.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.PE.3.1.D. Explain their own ideas and understanding in light of the discussion.

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.

Language

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1.F. Ensure subject-verb and pronoun-antecedent agreement.*

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2.D. Form and use possessives.

L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*)

L.3.2.F. Use spelling patterns and generalizations (e.g., *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words

L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.VL.3.2.A. Use sentence-level context as a clue to the meaning of a word or phrase.

L.VL.3.2.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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*).

Companion Standards

9.2 Career Awareness

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4 Life Literacies and Key Skills

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

9.4 Digital Citizenship

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4 Information/Media Literacy

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4 Technology Literacy

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. k;[pc

9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

Computers and Design Thinking

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

Social Studies/Science/Other 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6,1-LSI-2).

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Reading Skills	Activities
Text Type: (fiction and nonfiction) 1 extended text 3-6 shorter texts depending upon length and complexity	
• Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader • Closely read stories, including fables, folktales, and	Text Analysis and Understanding Materials: 1. Short story or excerpt, highlighters, comprehension questions Directions: 1. Read the provided text closely. 2. Highlight key details and answer comprehension questions that test understanding of main ideas, themes, and text features. 3. Discuss answers with a partner or group. Making Connections Materials: 1. Texts (literary and informational) 2. Connection charts Directions: 1. Read a text and use a connection chart to make personal, textual, and global connections.

myths from diverse cultures, noting key details

- Determine central messages or theme
- Identify patterns in details
- Determine central messages or main ideas in a text
- Identify details to support the main idea
- Analyze how the details of the text help to support and reveal the central idea or theme
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific)
- Differentiate between literal and nonliteral language
- Describe how various parts build on one another not only in stories, but in dramas and poems
- Identify the parts of this story (chapters, stanzas, scenes)
 - Determine how the parts of a story are connected or organized (time order, topic)
- Identify the unique features and organization of informational text (text features, and search tools)
- Use the unique features to find and manage information specific to the topic
- Demonstrate proficiency in using the tools to locate information

2. Fill in how the text relates to personal experiences, other texts, and global or cultural contexts.

Evidence-Based Questioning

Materials:

1. Text with highlighted evidence
2. Question templates

Directions:

1. After reading a text, use question templates to craft both factual and inferential questions.
2. Refer explicitly to text evidence to support your answers. Share questions and answers with a peer.

Identifying Themes and Key Details

Materials:

1. Literary texts (e.g., fables, folktales)
2. Theme analysis worksheet

Directions:

1. Read a story and fill out a theme analysis worksheet.
2. Identify the central message or theme and list key details that support this theme.
3. Discuss how the details contribute to the theme.

Analyzing Text Structure

Materials:

1. Texts with chapters, stanzas, or scenes
2. Text structure diagram

Directions:

1. Read a text and use a text structure diagram to identify and describe the parts (chapters, stanzas, scenes).
2. Discuss how these parts build on one another to create the overall narrative.

Understanding Text Features

Materials:

1. Informational texts with headings, captions, and images
2. Feature identification sheet

- Establish the point of view of a text
- Determine how the reader's point of view is different from the narrator's or the characters
- Compare the reader's point of view with the author's point of view
- Efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year
- Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts
- Read texts with scaffolding, as needed minimal clarifications
- Distinguish the base root from the affix
- Identify and define common prefixes and suffixes
- Identify and define common Latin suffixes
- Decode words that have a Latin suffix
- Use strategies to read multisyllabic words
- Read grade-appropriate irregularly spelled words
- Use various strategies to understand text and read with purpose
- Accurately read grade-level poetry and prose aloud
- Use an appropriate rate and expression when reading

Directions:

1. Explore informational texts and use the feature identification sheet to locate and describe various text features (e.g., headings, captions).
2. Explain how these features help in finding and understanding information.

Point of View Exploration

Materials:

1. Texts with clear narrator and character perspectives
2. Point of view chart

Directions:

1. Read the text and complete a point of view chart. Identify the narrator's and characters' perspectives and compare them to the reader's point of view.
2. Discuss how understanding these perspectives enhances comprehension.

Prefixes and Suffixes Practice

Materials:

1. Word lists
2. Prefix and suffix charts
3. Decoding worksheets

Directions:

1. Use the provided word lists to identify common prefixes and suffixes.
2. Complete the decoding worksheets by breaking down multi-syllable words and defining their components.

Reading Fluency and Expression

Materials:

1. Grade-level poetry or prose
2. Fluency checklist

Directions:

1. Practice reading a poem or prose aloud with a focus on accuracy, expression, and appropriate rate.
2. Use the fluency checklist to self-assess and adjust as needed.
3. Perform for a partner or small group.

Literal vs. Nonliteral Language

Materials:

aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension	1. Texts with examples of literal and nonliteral language 2. Comparison chart Directions: 1. Read the text and use a comparison chart to identify and differentiate between literal and nonliteral language. 2. Discuss the impact of nonliteral phrases on the meaning of the text.
Writing Skills	Activities
Writing Genre: Research Informative and explanatory Routine writing	
• Organize information to support the topic • Introduce a topic • Write a thesis statement to focus writing • Use text features to support the topic, when appropriate • Select details that appropriate support the development of the topic • Link ideas by using transitional words and phrases • Write a conclusion to close the writing • Produce writing that is clear and understandable to the reader	Organize Information to Support the Topic - Research and Sort Materials: 1. Index cards 2. Markers 3. Large sheet of paper Directions: 1. Students research a topic (e.g., animals) and write down key facts on index cards. 2. Then, sort the cards into categories on a large sheet of paper to organize the information under different headings. Introduce a Topic - Topic Sentence Creation Materials: 1. Paper 2. Pencils Directions: 1. Students choose a topic (e.g., summer vacation) and write a clear topic sentence that introduces what they will write about. 2. Share and discuss topic sentences with a partner.

- Unpack writing tasks (type of writing assignment)
- Unpack writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose
- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
- Develop strategies with peers and adults to use digital tools
- Use technology for producing and publishing writing
- Use technology to collaborate with others
- Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic
- Gather information to support a topic
- Select relevant information from texts to

Write a Thesis Statement to Focus Writing - Thesis Statement Workshop

Materials:

1. Paper
2. Pencils

Directions:

1. Provide students with a topic (e.g., "Why pets are important") and ask them to write a thesis statement that clearly expresses their main point.
2. Practice refining thesis statements in pairs.

Use Text Features to Support the Topic - Feature Scavenger Hunt

Materials:

1. Magazines or informational texts
2. Highlighters

Directions:

1. Students find and highlight text features (headings, captions, bold text) in the magazines or texts that help to support or explain the topic.

Select Details That Appropriately Support the Development of the Topic - Detail Detective

Materials:

1. Short articles or passages
2. Highlighters

Directions:

1. Students read passages and highlight details that support the main idea.
2. Discuss why these details are relevant.

Link Ideas by Using Transitional Words and Phrases - Transition Word Practice

Materials:

1. Writing prompts
2. Transitional words list (e.g., first, next, finally)

Directions:

1. Write a short paragraph using a provided prompt and include transitional words to link ideas.
2. Share paragraphs with classmates.

support main ideas or claims

- Group like ideas to organize writing
- Locate information from print and digital sources
- Integrate information from personal experiences
- Take notes and organize information into categories provided by the teacher
- Gather information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes
- Thoughtfully choose online sources
- Select the information needed from each source
- Connect new information learned online with offline sources
- Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources
- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflection on and revise writing
- Self-correct when writing to produce a clearer message
- Purposefully explain choices made while writing
- Develop a topic related to the content area they are

Write a Conclusion to Close the Writing - Conclusion Craft

Materials:

1. Paper
2. Pencils

Directions:

1. Students write a conclusion for a given topic that summarizes their main points and provides a closing thought.
2. Review and discuss conclusions in small groups.

Produce Writing That Is Clear and Understandable to the Reader - Peer Review

Materials:

1. Drafts of writing
2. Peer review checklist

Directions:

1. Students exchange drafts with a peer and use a checklist to provide feedback on clarity and understanding.
2. Revise drafts based on feedback.

Unpack Writing Tasks and Purposes - Task Analysis

Materials:

1. Various writing prompts

Directions:

1. Discuss different types of writing tasks (e.g., narrative, informative) and their purposes.
2. Practice identifying the task and purpose for given prompts.

Practice Revising and Editing Skills - Revision Stations

Materials:

1. Writing drafts
2. Revision checklists

Directions:

1. Rotate through stations focusing on different revision skills (e.g., grammar, word choice) and apply these skills to personal drafts.

Use a Variety of Graphic Organizers - Graphic Organizer Creation

writing about to reflect task, audience, and purpose

Materials:

1. Graphic organizer templates (story maps, story mountains)
2. Paper
3. Pencils

Directions:

1. Students use graphic organizers to plan their writing.
2. Fill out the organizers with details before drafting their work.

Recognize and Correct Spelling, Grammar, and Punctuation Errors - Error Hunt

Materials:

1. Sample texts with intentional errors
2. Editing pencils

Directions:

1. Students find and correct spelling, grammar, and punctuation errors in provided texts.

Develop Strategies with Peers and Adults to Use Digital Tools - Digital Writing Tools Exploration

Materials:

1. Computers/tablets
2. Access to digital writing tools (e.g., word processors)

Directions:

1. Explore various digital writing tools, such as spell check and formatting options.
2. Practice using these tools with a writing assignment.

Explore a Topic in Greater Detail by Developing a Research Question - Research Question Creation

Materials:

1. Paper
2. Pencils

Directions:

1. Students develop a research question about a topic (e.g., space exploration).
2. Use the question to guide further research and writing.

	Gather and Organize Information - Information Organizer Materials: 1. Research materials 2. Note-taking sheets Directions: 1. Gather information from various sources on a chosen topic. 2. Organize notes into categories to prepare for writing. Use Technology for Producing and Publishing Writing - Digital Publication Materials: 1. Computers/tablets 2. Publishing software or apps Directions: 1. Use digital tools to create and publish a piece of writing. 2. Add images or formatting to enhance the presentation. Self-Correct Writing to Produce a Clearer Message - Self-Correction Reflection Materials: 1. Drafts 2. Self-editing checklist Directions: 1. Review drafts using a self-editing checklist to identify and correct errors. 2. Reflect on the changes made and how they improve clarity.
Speaking and Listening Skills	Activities
Task type: Debates Present in small groups and to whole class	
• Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion	Discussion Drawing Activity Materials: 1. Whiteboard

- 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)
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
- Explain their own ideas and understanding in light of the discussion
- Use multimedia to create engaging audio recordings of stories or poems
- Focus on inflection and volume instead of just reading out loud
- Demonstrate fluid and well-paced reading
- Add visual displays to illuminate chosen facts or details
- Speak in complete sentences
- Adapt speech to task and situation
- Use 3rd grade appropriate grammatically correct speech
- Elaborate on a detail when necessary
- Clarify ideas when necessary

2. Markers
3. Sticky notes

Directions:

1. Have students select a previously read text or topic and create a mind map on the whiteboard.
2. Each student adds sticky notes with ideas related to the text or topic.
3. During the discussion, students refer to the mind map to support their comments and ask questions about the ideas presented.

Norms in Action

Materials:

1. Discussion norms chart
2. Small group discussion prompts

Directions:

1. Review discussion norms with the class (e.g., taking turns, active listening).
2. Divide students into small groups and provide discussion prompts.
3. Students practice following the norms while discussing and present their group's main points to the class.

Question and Answer Relay

Materials:

1. List of discussion questions
2. Timer

Directions:

1. Conduct a group discussion where students take turns asking and answering questions about a text or topic.
2. Use a timer to ensure each student has a chance to ask or answer a question.
3. Encourage students to link their comments to others' remarks and ask follow-up questions.

Explanation Station

Materials:

1. Text excerpts or story summaries
2. Paper
3. Pencils

Directions:

1. Have students pick a text or story summary and explain their understanding to a partner.
2. The partner asks questions to clarify the explanation.
3. Afterward, students switch roles and repeat the process.

Multimedia Storytelling

Materials:

1. Tablets or computers with recording software
2. Story or poem scripts

Directions:

1. Students select a story or poem and record an audio version using multimedia tools.
2. They should focus on inflection and volume to make their reading engaging.
3. After recording, students share their recordings with the class.

Visual Aid Creation

Materials:

1. Poster board
2. Markers
3. Images
4. Glue

Directions:

1. After reading a story or text, students create a visual display (poster or collage) that highlights important facts or details.
2. They present their visual aids to the class, explaining how the visuals support their understanding of the text.

Complete Sentence Challenge

Materials:

1. Sentence starters
2. Prompt cards

Directions:

1. Provide students with sentence starters related to a recent lesson.
2. Students must complete the sentences and then share their responses with the class.

	3. Encourage students to elaborate on their details and use complete sentences. Adaptation Presentation Materials: 1. Various presentation topics 2. Index cards Directions: 1. Assign students different presentation topics and ask them to prepare a short speech. 2. Students present their speeches to the class, adapting their speech to fit the task and audience. 3. Peers provide feedback on clarity and effectiveness. Grammatical Speech Practice Materials: 1. Speech scripts 2. Recording devices Directions: 1. Have students write short speeches and practice delivering them using grammatically correct speech. 2. Students record their speeches and listen to the playback, focusing on using appropriate grammar and sentence structure. Detail Elaboration Exercise Materials: 1. Writing prompts with detailed questions Directions: 1. Students select a writing prompt and write a brief response. 2. They then elaborate on a detail from their response during a class discussion, clarifying their ideas when necessary.
Language Skills	Activities

- Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences
- Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences
- Identify subjects, verbs, pronouns, and antecedents in sentences
- Consistently use the appropriate form of subjects, verbs, pronouns, and antecedents in sentences
- Reread writing to ensure agreement
- Identify possessive nouns
- Use apostrophe appropriately to show possession
- Spell high frequency or studied words correctly
- Spell conventional words correctly when adding a suffix to base words
- Identify spelling patterns and generalizations
- Apply spelling patterns when writing words
- Determine the purpose and use of reference materials
- Utilize reference materials to check and correct spelling, when needed
- Decipher the meanings of words and phrases by using sentence context
- Determine the meaning of commonly used

Grammar Sort

Materials:

1. Sentence strips
2. Sorting mats (nouns, pronouns, verbs, adjectives, adverbs)

Directions:

1. Students receive sentence strips and sort the words into categories (nouns, pronouns, verbs, adjectives, adverbs) on sorting mats.
2. Discuss each word's role in the sentence and its purpose.

Sentence Analysis

Materials:

1. Sample sentences on paper or a digital platform

Directions:

1. Provide students with sentences to analyze. Have them underline or highlight nouns, pronouns, verbs, adjectives, and adverbs.
2. Discuss how each part of speech contributes to the meaning of the sentence.

Subject-Verb-Object Match

Materials:

1. Index cards with subjects, verbs, and objects.

Directions:

1. Students match subject, verb, and object cards to form complete sentences.
2. Check for agreement and discuss how each part fits together in the sentence.

Pronoun Practice

Materials:

1. Sentences with blanks for pronouns
2. A list of pronouns
3. Antecedents.

Directions:

1. Students fill in the blanks with the appropriate pronouns.
2. Then, identify the antecedents of the pronouns used in each sentence.

Possessive Nouns Practice

Materials:

prefixes and suffixes

- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words
- Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use spatial and temporal relationship words and phrases

1. Worksheet with sentences that include possessive nouns.

Directions:

1. Students rewrite sentences by correctly using apostrophes to show possession.
2. Review answers as a class and discuss why apostrophes are used in each case.

Spelling Patterns Game

Materials:

1. Word cards with base words and suffixes

Directions:

1. Students create new words by adding suffixes to base words.
2. Then, they practice spelling these new words and identify spelling patterns (e.g., -ing, -ed).

Reference Materials Scavenger Hunt

Materials:

1. Glossaries
2. Dictionaries
3. Thesauruses

Directions:

1. Provide students with a list of words.
2. They use glossaries or dictionaries to find definitions and spellings.
3. Discuss the structure and purpose of each reference material.

Context Clues Activity

Materials:

1. Sentences with highlighted unknown words
2. Context clues provided

Directions:

1. Students use context clues within sentences to determine the meaning of the highlighted words.
2. They discuss their findings with a partner.

Prefix and Suffix Sorting

Materials:

	1. Prefix and suffix cards 2. Base word cards Directions: 1. Students match prefixes and suffixes with base words to create new words. 2. They then explain how each affix changes the meaning of the base word. Vocabulary in Context Materials: 1. Passages or short stories with highlighted vocabulary words Directions: 1. Students read passages and use context clues to determine the meanings of highlighted vocabulary words. 2. They then use the words in their own sentences. Spatial and Temporal Phrases Materials: 1. Sentence starters with missing spatial and temporal phrases Directions: 1. Students complete sentences by adding appropriate spatial (e.g., under, between) and temporal (e.g., before, after) phrases. 2. Discuss how these phrases add detail to the sentences.
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Assessments

Formative Assessments

- **Textual Evidence Quiz:** Students answer questions based on specific passages from a text, demonstrating their ability to cite textual evidence.
- **Text Feature Scavenger Hunt:** Students locate and describe various text features in informational texts to practice identifying and using them effectively.
- **Spelling and Grammar Check:** A worksheet where students correct errors in spelling, grammar, and punctuation to improve their writing accuracy.
- **Part of Speech Identification:** Students label parts of speech in sentences to reinforce their understanding of nouns, verbs, adjectives, and adverbs.
- **Discussion Reflection:** Students write a brief reflection on a recent group discussion, focusing on how they contributed and how they

connected ideas.

Summative Assessments

- **Literary Analysis Essay:** Students write an essay analyzing a literary text, using textual evidence to support their analysis of themes and key details.
- **Informational Text Report:** A written report where students summarize key details and main ideas from an informational text, incorporating text features.
- **Spelling and Grammar Test:** A comprehensive test assessing students' command of spelling, grammar, and punctuation conventions.
- **Multimedia Presentation:** Students create a multimedia presentation on a given topic, demonstrating their ability to use visual and textual elements effectively.
- **Writing Portfolio:** A collection of students' written work, including drafts and final copies, showing their ability to revise, edit, and produce coherent text.

Resources

- *Charlotte's Web* by E.B. White – for analyzing themes and key details
- *The Magic Tree House Series* by Mary Pope Osborne – for identifying text features and structure
- *National Geographic Kids* series – for exploring informational text features
- *Aesop's Fables* – for understanding themes in fables and folktales
- *The Berenstain Bears* series by Stan and Jan Berenstain – for practice with point of view and narrative structure
- *The Paperbag Princess* by Robert Munsch – for understanding story structure and details
- *Charlotte's Web* by E.B. White – for identifying main ideas and details
- *The Magic Tree House* series by Mary Pope Osborne – for analyzing text features and details
- *National Geographic Kids* series – for informational text features and research
- *The Paperbag Princess* by Robert Munsch – good for discussing character perspectives and themes

Reading

- [North Carolina-3rd Gr. ELA Unpacking the Standards](#)
- [PARCC Evidence Tables](#)
- [Character Traits](#)
- [Fact and Opinion](#)
- [Point of View](#)
- [3rd Grade ELA-Common Core Resources](#)
- [Teaching Text Features](#)
- [Reading Comprehension](#)

Writing/Language

- [Brainstorm before Writing](#)
- [Mini Writing Lessons](#)
- [Keys to Content Writing and Keys to Argumentative Writing](#)
- [Writing Genres](#)
- [Writing Process](#)

Speaking & Listening

- [Partner talk](#)
- [Accountable talk](#)

- *The True Story of the Three Little Pigs* by Jon Scieszka – offers multiple points of view for analysis
- *The Lorax* by Dr. Seuss – great for discussing central messages and environmental themes
- *Stone Soup* by Marcia Brown – useful for identifying themes and discussing story elements
- *If You Give a Mouse a Cookie* by Laura Numeroff – excellent for understanding cause and effect and detailed storytelling
- *Charlotte's Web* by E.B. White – useful for identifying parts of speech and analyzing their roles in sentences
- *Frog and Toad Are Friends* by Arnold Lobel – offers clear examples of various parts of speech in context
- *The Magic Tree House Series* by Mary Pope Osborne – helpful for understanding context clues and spatial/temporal phrases
- *The Cat in the Hat* by Dr. Seuss – good for exploring rhyming patterns and spelling
- *How to Make an Apple Pie and See the World* by Marjorie Priceman – includes rich vocabulary and demonstrates the use of spatial relationships.

- [Literacy TA-Speaking and Listening Activities](#)
- [Learn Zillion-Crafting a Persuasive Speech](#)
- [Literacy Design Collaborative Modules](#)
- [Literacy in Science-Animal Adaptations](#)
- [Collaboration Kit](#)
- [I Can Statements](#)

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

-Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated -Use visuals / Anchor Charts -Leveled texts according to ability	-Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners -Work toward longer passages as skills in English increase -Use visuals -Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily -Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students -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 -Expose students to beyond level texts

Prepared by Julie Lang, MA

References

New Jersey Department of Education. (2024a). *New Jersey Department of Education*. English Language Arts.
<https://www.nj.gov/education/standards/ela/Index.shtml>