

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 3 English Language Arts Literacy Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2016 New Jersey Student Learning Standards in English Language Arts/Literacy

Curriculum Scope and Sequence

Content Area	ELA	Course Title/Grade Level:	3rd Grade
---------------------	------------	----------------------------------	------------------

Unit	Reading	Writing	Suggested Pacing (Days/Weeks)
Unit 1	Launching + Building a Reading Life	Crafting True Stories: Personal Narrative (narrative)	September/November About 7 weeks
Unit 2	Reading to Learn: Grasping Main Ideas and Text Structures	The Art of Information Writing (informational)	November/December About 4 weeks
Unit 3	Character Studies	Baby Literary Essays (opinion)	About 6 weeks
Unit 4	Research Clubs: Elephants, Penguins and Frogs, Oh My!	Research Writing (informational)	About 6 weeks
Flexible Mini Unit	Building Confident Reading Test-Takers	Building Confident Writing Test Takers	About 3 weeks
Unit 5	Mystery Foundational Skills	Writing to Change the World: Essays and Speeches (opinion)	About 4-5 weeks
Unit 6	BONUS UNIT: Fairy Tales, Fables and Folktales	BONUS UNIT: Once Upon a Time (narrative)	June About 3 weeks

Topic/Unit 1 Title	Unit 1 Reading Building a Reading Life	Approximate Pacing	8 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>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).</p>			

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills:
<p>Social Studies:</p> <p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling)</p> <p><i>(Example: Students will develop a classroom community by working together to create rules in reading workshop).</i></p>	<p>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.</p> <p>9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.</p> <p>9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions</p> <p>9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.</p> <p><i>(Example: Students will learn about digital literacy prior to reading online and participating in online activities. They will discuss the pros and cons to social media and the importance of online safety).</i></p>
Computer Science and Design Thinking:	
<p>8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.</p> <p><i>(Example: Students can collaborate with peers to develop reading procedures and brainstorm solutions to problems that may occur.)</i></p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Enduring Understandings:</p> <p>Students will build habits of strong readers including:</p> <ul style="list-style-type: none">● choosing books wisely● reading a lot● keeping track of how reading is going● addressing problems along the way● talking about books with others● applying comprehension strategies● synthesizing all the parts of the text <p>Essential Questions:</p> <ul style="list-style-type: none">● How do readers create reading lives by building strong reading habits?● How do readers make texts matter to them?	
STUDENT LEARNING OBJECTIVES	

Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
Students will know : <ul style="list-style-type: none">the reading workshop routines and procedures.strategies to build reading stamina and engagement.strategies to choose just-right books to read.how to set reading goals.how to work well with a reading partner.strategies to increase fluencystrategies to monitor for sensestrategies to envision while reading.strategies to make predictions.strategies to retell the most important parts in a story.solve unknown words.strategies to solve figurative language.how to question a textstrategies to determine author's purpose		Students will be able to: <ul style="list-style-type: none">follow the reading workshop routines and procedures.build reading stamina and engagement.choose just-right books to read.set reading goals.work well with a reading partner.increase fluencymonitor for senseenvision while reading.make predictions.retell the most important parts in a story.solve unknown words.solve figurative language.asking questionsdetermining author's purpose	
ASSESSMENT OF LEARNING			
Summative Assessment (Assessment at the end of the learning period)		<u>Performance Assessment</u> <ul style="list-style-type: none">Give post-assessment. <u>Independent Reading Level</u> <ul style="list-style-type: none">Shows the students' level of proficiency with accuracy, fluency, and comprehension in leveled texts.	
Formative Assessments (Ongoing assessments during the learning period to inform instruction)		<u>Pre- Assessment</u> <ul style="list-style-type: none">Give pre-assessment.Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)	

	<ul style="list-style-type: none"> • Teacher observations • Conference notes • Partner conversation • Random collection of notebooks • Post-its • Readers Notebook • Write longs • Goal-specific work • Reading logs
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) • The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. • The Teachers College Reading Assessment (TC) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. • The Complete Comprehension By Jennifer Serravallo can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> • The Developmental Reading Assessment (DRA) will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student. • The NWEA MAP will be given to students 3 X per year (September, January, June) to assess students' application of reading skills.
RESOURCES	
Core instructional materials: <ul style="list-style-type: none"> • THIRD GRADE UNIT 1 READING TEACHING POINTS AND TEACHER NOTES • <i>Building a Reading Life</i> by Lucy Calkins and Kathleen Tolan (from the Units of Study for Teaching Reading) • <i>The Reading Strategies Book</i> by Jennifer Serravallo • <i>A Guide to the Reading Workshop</i>, chapter 6 by Lucy Calkins (found in Reading Units of Study) • Leveled Classroom Library and access to Book Room books 	

- Mentor Texts:
 - *Indian Shoes* by Cynthia Leitich Smith
- Online resources found on www.heinemann.com such as:
 - Performance assessment
 - Narrative Reading Learning Progression
 - Anchor charts

Supplemental Materials:

- *The Reading Minilessons Book* by Irene C. Fountas & Gary Su Pinnell
- *The Complete Comprehension Fiction: Teach* by Jennifer Serravallo
- Commonsense.org - for digital literacy lessons
- [Cyber Safety](#)

Modifications for Learners

See [appendix](#)

Topic/Unit 1 Title	Unit 1 Writing Crafting True Stories: Personal Narrative	Approximate Pacing	7 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L3. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L3.2c Use commas and quotation marks in dialogue.</p> <p>L3.3a Choose words and phrases for effect.</p>			
Interdisciplinary Connections:		Career Readiness, Life Literacies, and Key Skills:	
Social Studies: 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve		9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate	

conflicts, and promote the common good. <i>(Example: Students will relate laws in a community to having rules and expectations in writing workshop).</i>	images, graphics, or symbols. <i>(Example: Students will choose a piece to take through the writing process and publish in a Word Document).</i>
6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling) <i>(Example: Students will develop a classroom community by working together to create rules in writing workshop).</i>	
Computer Science and Design Thinking	
8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. <i>(Example: Students can use a template to assemble their personal narratives in Google Slides.)</i>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
Enduring Understandings <ul style="list-style-type: none">• Students will know routines for a well-managed, productive writing workshop; writing supplies ready, setting goals, and self-assessing.• Students will be able to generate several story ideas, select one to rehearse, draft, revise, and edit.• Students will develop increased independence and dramatic growth in the level of their writing as they become confident, engaged members of a larger, caring community of writers. Essential Questions <ul style="list-style-type: none">• How do writers anticipate the trajectory of their work across the whole unit?• How do writers write with volume, stamina, and speed?• How do writers become invested in the Writing Workshop?	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<i>Students will know:</i> <ul style="list-style-type: none">• the routines and procedures of writing workshop.• strategies to generate true story ideas in a notebook.• strategies to plan and rehearse prior to drafting.	<i>Students will be able to:</i> <ul style="list-style-type: none">• follow writing workshop routines and procedures.• generate true story ideas in a notebook.• plan and rehearse prior to drafting.

<ul style="list-style-type: none"> • to write a page-long entry in one sitting • strategies to draft, revise, and edit in booklets • strategies to set goals and self-assess • how to work well with a writing partner • strategies to develop a powerful ending. • strategies to fancy up their writing. • how to use an editing checklist • to use conventional spelling for high-frequency words • to use spelling patterns and generalizations when writing words. • to consult reference materials to check and correct spellings. • how to punctuate dialogue properly with a comma and quotation marks, and we punctuate as needed in revision. 	<ul style="list-style-type: none"> • write a page-long entry in one sitting • draft, revise, and edit in booklets • set goals and self-assess • work with a writing partner • craft a powerful ending. • publish by fancying up their writing. • use an editing checklist • Use conventional spelling for high-frequency words • Use spelling patterns and generalizations when writing words. • Consult reference materials to check and correct spellings. • punctuate dialogue properly with a comma and quotation marks, and we punctuate as needed in revision.
---	---

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Post-assessment writing task <ul style="list-style-type: none"> • Students should have up to 60 minutes for the post assessment <ul style="list-style-type: none"> ◦ Options: 1 period or across 2 periods • Grade 3 Narrative Writing Prompt (to be used for both pre & post) • Prompt: <i>"I'm really eager to understand what you can do as writers of narratives, of stories, so today please write the best personal narrative, the best small moment story, that you can write. Make this be the story of one time in your life. You might just focus on a scene or two. Please keep in mind that you'll have only sixty minutes to complete this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that shows off all that you know about narrative writing. In your writing, make sure you:</i> <ul style="list-style-type: none"> ◦ <i>Write an introduction</i> ◦ <i>make a beginning for your story</i> ◦ <i>Show what happened, in order</i> ◦ <i>Use details to help readers picture your story</i> ◦ <i>make an ending for your story.'</i> Published student writing
---	---

	<ul style="list-style-type: none"> Post assessments and published pieces should be scored using the Revised Narrative Writing rubric
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Pre-assessment writing task <ul style="list-style-type: none"> Approximately 60 minutes Grade 3 Narrative Writing Prompt (to be used for both pre & post) Prompt: <i>"I'm really eager to understand what you can do as writers of narratives, of stories, so today please write the best personal narrative, the best small moment story, that you can write. Make this be the story of one time in your life. You might just focus on a scene or two. Please keep in mind that you'll have only sixty minutes to complete this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that shows off all that you know about narrative writing. In your writing, make sure you:</i> <ul style="list-style-type: none"> <i>Write an introduction</i> <i>make a beginning for your story</i> <i>Show what happened, in order</i> <i>Use details to help readers picture your story</i> <i>make an ending for your story.'</i>
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> Teacher observations Conference notes Partner conversation Collection of notebooks
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	On-Demand Benchmark Assessment <ul style="list-style-type: none"> Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. Prompts and more information can be found in Grade 3 Shared Folder. Assessments should be scored using the corresponding district Grades 3-6 writing rubrics for Narrative, Information, and Opinion Writing.
RESOURCES	
Core instructional materials: <ul style="list-style-type: none"> THIRD GRADE UNIT 1 WRITING TEACHING POINTS AND TEACHER NOTES Mentor Texts: <ul style="list-style-type: none"> <i>Come on Rain</i> by Karen Hess 	

- *Fireflies* by Julie Brinckloe
- *Crafting True Stories* by Lucy Calkins and Kathleen Tolan (from the Writing Units of Study set).
- *The Writing Strategies Book* by Jennifer Serravallo
- *Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson with Whitney LaRocca
- Online resources on www.heinemann.com:
 - Anchor Charts
 - Student Charts
 - Narrative Writing Learning Progression

Supplemental materials:

- *Up the Ladder: Accessing Grades 3-6 Narrative Units of Study* by Lucy Calkins, Mike Ochs, and Alicia Luick (copy in Professional Library)

Modifications for Learners

See [appendix](#)

Topic/Unit 2 Title	Unit 2 Reading Reading to Learn - Grasping Main Ideas and Text Structures	Approximate Pacing	4 Weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p> <p>RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p>RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>			
Interdisciplinary Connections:		Career Readiness, Life Literacies, and Key Skills:	
Social Studies: 6.1.4.A.13 Describe the process by which immigrants become United States citizens. <i>(Example: Students will learn about the process of how immigrants become United States citizens during Interactive Read Aloud).</i>		9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. <i>(Example: Students can use books and digital resources to compare and learn how to support their community)</i>	

<p>6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. <i>(Example: During whole-class discussion, students will share reasons why various groups immigrated to the United and States and the hardships they faced).</i></p> <p>6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. <i>(Example: Students will read biographies about famous historical figures from New Jersey and how they played a role in our heritage).</i></p>	
<p>Computer Science and Design Thinking</p>	
<p>8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.</p> <p>8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use. <i>(Example: Students can evaluate their growth in knowledge from using resources such as Epic and Raz-Kids.)</i></p>	
<p>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Students will read expository texts with eagerness, interest, and fluency, determining the main ideas and recognizing the text structure. • Students will be able to glean what matters most from texts that often contain an overwhelming amount of information. • Readers read differently when they know they are going to participate in conversations, and those conversations help grow ideas. • Students will be able to navigate narrative nonfiction with a lens of story and learning information from the text. <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I read nonfiction texts in a way that I can determine what is most important and combine information and ideas? • How can I organize nonfiction reading for myself so that I read nonfiction often, and work towards goals that I set for myself as a nonfiction reader? • Can I use nonfiction reading strategies to grasp the central ideas and supporting details? Can I use a boxes-and-bullets, nonfiction text structure to help me organize my understanding of the texts I read? 	

STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • strategies to preview the text prior to reading. • strategies to determine the main idea (revising as needed) and key details. • strategies to take brief notes in boxes and bullets format. • strategies to teach others. • strategies to set goals. • strategies to read to learn. • strategies to prepare for a text discussion. • strategies to distinguish their own point of view from that of the author of a text. • strategies to lift the level of conversation. • strategies to draw on all they know about reading narrative text. • strategies to summarize the text. • strategies to solve unknown words. • strategies to read narrative nonfiction through the lens of story AND reading to learn. • strategies to determine the theme through key details in narrative nonfiction. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • preview the text prior to reading. • determine the main idea (revising as needed) and key details. • take brief notes in boxes and bullets format. • teach others. • set goals. • read to learn. • prepare for a text discussion. • distinguish their own point of view from that of the author of a text. • lift the level of conversation. • draw on all they know about reading narrative text. • summarize the text. • solve unknown words. • read narrative nonfiction through the lens of story AND reading to learn. • determine the theme through key details in narrative nonfiction.
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p><u>Performance Assessment</u></p> <ul style="list-style-type: none"> • Post-assessment
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p><u>Pre- Assessment</u></p> <ul style="list-style-type: none"> • Give Pre-assessment • Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)

	<ul style="list-style-type: none"> • Teacher observations • Conference notes • Partner conversation • Random collection of notebooks • Post-its • Readers Notebook • Write longs • Goal-specific work • Reading logs
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) • The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. • The Teachers College Reading Assessment (TC) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. • The Complete Comprehension By Jennifer Serravallo can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> • The Developmental Reading Assessment (DRA) will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student. • The NWEA MAP will be given to students 3 X per year (September, January, June) to assess students' application of reading skills.
RESOURCES	
Core instructional materials: <ul style="list-style-type: none"> • THIRD GRADE UNIT 2 READING TEACHING POINTS AND TEACHER NOTES • Leveled Classroom Library • Mentor Texts: Gorillas (Living in the Wild: Primates) By Lori McManus • <i>Reading to Learn - Grasping Main Ideas and Text Structures</i> - Book 2 in Reading Units of Study • <i>The Reading Strategies Book</i> by Jennifer Serravallo 	

- www.heinemann.com
 - Resources
 - Informational Reading Learning Progression

Supplemental materials:

- *A Guide to the Reading Workshop, Intermediate Grades* - Chapter 13: The Special Importance of Nonfiction Reading (in Units of Study for Teaching Reading set)
- *The Reading Minilessons Book* By Irene C. Fountas & Gary Su Pinnell
- Add articles from the expository text set (see Online Resources) to your library
- Narrative nonfiction texts for Bend 3.
- articles from the expository text set
- <https://newsela.com/>

Modifications for Learners

See [appendix](#)

Unit 2	Unit 2 Writing The Art of Information Writing	Approximate Pacing	4 Weeks
STANDARDS			
NJSLS (ELA/L)			
<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a conclusion. <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p> <p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into categories</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>			

L 3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	
Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills:
Social Studies: 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. <i>(Example: After reading or listening to a biography about an important American figure, students will write an informational piece on how they contributed to the United States heritage).</i>	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. <i>(Example: Students will choose a piece to take through the writing process and publish using Google Slides).</i>
Computer Science and Design Thinking	
8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. <i>(Example: Students can organize and present data about the life cycle of an animal to teach their peers.)</i>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
Enduring Understandings: <ul style="list-style-type: none">• Students will develop strategies to write effectively about an area in which they have an expertise.• Writers will know many things that they can teach others.• Writers know there are many ways (formats) to share ideas and knowledge with others.	
Essential Questions: <ul style="list-style-type: none">• How do information writers try on topics and then revise those topics, with an eye toward greater focus?• How do writers plan and organize chapters prior to drafting?• How do writers draft information books, incorporating all we know about a topic?• How do information writers edit information books and then prepare them for publication?	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: <ul style="list-style-type: none">• how to write a cohesive informational chapter book on a topic in which they are an expert.	Students will be able to: <ul style="list-style-type: none">• write a cohesive informational chapter book on a topic in which they are an expert.

<ul style="list-style-type: none"> • strategies to plan chapters. • strategies to research to find more information. • strategies to write powerful introductions and conclusions. • strategies to logically organize information • how to include text features that help the reader • strategies to revise by elaborating. • how to connect paragraphs and chapters across their books, using transition words (<i>another, for example, also, because, but, and</i>) • strategies to balance facts and ideas. • strategies to edit and fancy up their work. • to transfer skills by drawing on everything they learned to plan to write a new informational piece. • strategies to vary sentence structure by producing simple, compound, and complex sentences. • how to use coordinating and subordinating conjunctions. 	<ul style="list-style-type: none"> • plan chapters. • research to find more information. • write powerful introductions and conclusions. • logically organize information • include text features that help the reader • revise by elaborating on their topic by including facts, definitions, and concrete details • connect paragraphs and chapters across their books, using transition words (<i>another, for example, also, because, but, and</i>) • balance facts and ideas. • edit and fancy up their work. • transfer skills by drawing on everything they learned to plan to write a new informational piece. • vary sentence structure by producing simple, compound, and complex sentences. • use coordinating and subordinating conjunctions.
---	---

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Post-assessment writing task <ul style="list-style-type: none"> • Students should have up to 60 minutes for the post assessment <ul style="list-style-type: none"> ◦ Options: 1 period or across 2 periods • Grade 3 Informational Writing Prompt (to be used for both pre & post) • Prompt: <i>“Think of a topic that you know a lot about. You will write an informational text that teaches others interesting and important information and ideas about that topic. You’ll need to rehearse, write, revise, and edit. Write in a way that shows all that you know about information writing.</i> • <i>Write an introduction</i> <ul style="list-style-type: none"> ◦ <i>Elaborate with a variety of information</i> ◦ <i>Organize your writing</i> ◦ <i>Use transition words</i> ◦ <i>Write a conclusion.”</i> Published student writing <ul style="list-style-type: none"> • Post assessments and published pieces should be scored using the Revised Informational Writing rubric
---	---

<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Pre-assessment writing task</p> <ul style="list-style-type: none"> • Approximately 60 minutes • Grade 3 Informational Writing Prompt (to be used for both pre & post) • Prompt: <i>“Think of a topic that you’ve studied or that you know a lot about (ex. Soccer, recess, an animal). [Tomorrow], you will have sixty minutes to write an informational (or all-about) text that teaches others interesting and important information and ideas about that topic. [IF] you want to find and use information from a book or another outside source to help you with this writing, you may bring that with you tomorrow]. Please keep in mind that you’ll have only sixty minutes to complete this. You will have only this one period, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that shows all that you know about information writing. In your writing, make sure you:</i> <ul style="list-style-type: none"> ○ <i>Write an introduction</i> ○ <i>Elaborate with a variety of information</i> ○ <i>Organize your writing</i> ○ <i>Use transition words</i> ○ <i>Write a conclusion.”</i>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> • Teacher observations • Conference notes • Partner conversation • Random collection of notebooks • Rough drafts
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>On-Demand Benchmark Assessment</p> <ul style="list-style-type: none"> • Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. • Prompts and more information can be found at www.heinemann.com/myonlineresources • Assessments should be scored using the corresponding district Grades 3-6 writing rubrics for Narrative, Information, and Opinion Writing.
<p style="text-align: center;">RESOURCES</p>	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> • THIRD GRADE UNIT 3 WRITING TEACHING POINTS AND TEACHER NOTES • Mentor texts – informational texts with clear examples of structure, ones that resemble what you hope your students will write, such as: <i>National Geographic for Kids</i>, <i>Sports Illustrated for Kids</i>, and <i>DK Readers</i> (early chapter books) <ul style="list-style-type: none"> ○ <i>Deadliest Animals</i> (Nat Geo) Melissa Stewart 	

- *The Art of Information Writing* by Lucy Calkins and Colleen Cruz in Writing Units of Study set
- *The Writing Strategies Book* by Jennifer Serravallo
- Informational Writing Rubric and Information Writing Checklist Grades 3 and 4 – throughout the unit have students pause and self-assess their work, setting and revising goals
- *Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson with Whitney LaRocca
- Online resources on www.heinemann.com:
 - Anchor Charts
 - Student Charts
 - Informational Writing Learning Progression

Supplemental materials:

- Newsela: <https://newsela.com/>
- Encyclopedia Britannica: www.school.eb.com
- Discovery Education: www.discovery.com

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Unit 3 Reading Character Studies	Approximate Pacing	6 Weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>			

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills:
<p>Social Studies:</p> <p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. <i>(Example: Students will learn that just as we need rules and laws in our community, they also help book clubs to run smoothly).</i></p> <p>6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling) <i>(Example: Book clubs will create their own rules and expectations).</i></p>	<p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). <i>(Example: Students can utilize an interactive read aloud such as <u>The Water Princess</u> to understand the perspective of others.)</i></p>
Computer Science and Design Thinking	
<p>8.2.5.ED.1: Explain the functions of a system and its subsystems. <i>(Example: Students can create a Google Slide to show how the characters change throughout a text.)</i></p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Enduring Understanding;</p> <ul style="list-style-type: none">• Readers get to know characters by studying them deeply, first observing, then coming up with ideas, and then searching for patterns that reveal deeper character traits and evidence-based theories.• Readers understand how stories tend to go and the characters follow a predictable path.• Readers compare and contrast characters across books, studying their traits, motivations, reactions to problems, and life lessons they teach and learn. <p>Essential Questions:</p> <ul style="list-style-type: none">• How do I study characters deeply in order to reveal deeper character traits and evidence-based theories?• How do I understand the kind of story arc characters tend to follow?• How do I compare characters across books?	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge

<p>Students will know:</p> <ul style="list-style-type: none"> • strategies to notice how the character talks and acts. • strategies to observe the character to grow an idea. • strategies to notice patterns and behaviors in a character. • strategies to develop a deeper character theory. • strategies to make predictions. • strategies to set reading goals. • how the character's actions contribute to the plot. • how the illustrations play an important role in a story. • strategies to determine the theme. • how all the parts in a book fit together. • strategies to grow ideas through conversations. • strategies to compare and contrast books, such as characters, how characters respond to trouble, and lessons the author is trying to teach you. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • notice how the character talks and acts. • observe the character to grow an idea. • notice patterns and behaviors in a character. • develop a deeper character theory. • make predictions. • set reading goals. • understand how the character's actions contribute to the plot. • notice the roles illustrations play in a story. • determine the theme. • think about how all the parts in a book fit together. • grow ideas through conversations. • compare and contrast books, such as characters, how characters respond to trouble, and lessons the author is trying to teach you.
<p align="center">ASSESSMENT OF LEARNING</p>	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Performance Assessment Give post-assessment.</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> • Review Unit 1 Post-Assessment, prior to beginning the unit to help instruction. • Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) • Teacher observations • Conference notes • Partner conversation • Random collection of notebooks • Post-its • Readers Notebook • Write longs • Goal-specific work • Reading logs

Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) • The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. • The Teachers College Reading Assessment (TC) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. • The Complete Comprehension By Jennifer Serravallo can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> • The Developmental Reading Assessment (DRA) will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student. • The NWEA MAP will be given to students 3 X per year (September, January, June) to assess students' application of reading skills.
RESOURCES	
Core instructional materials: <ul style="list-style-type: none"> • THIRD GRADE UNIT 4 READING TEACHING POINTS AND TEACHER NOTES • <i>Character Studies</i> By Julia Mooney and Kristin Smith (Reading Units of Study) • <i>The Reading Strategies Book</i> by Jennifer Serravallo • Leveled Classroom Library • Mentor Texts: <ul style="list-style-type: none"> ◦ <i>Because of Winn-Dixie</i> by Kate DiCamillo ◦ <i>Peter's Chair</i> by Ezra Jack Keats ◦ <i>Make Way for Dyamonde Daniel</i> by Nikki Grimes • www.heinemann.com <ul style="list-style-type: none"> ◦ Performance assessment ◦ Narrative Reading Learning Progression 	
Supplemental materials: <ul style="list-style-type: none"> • <i>The Reading Minilessons Book</i> By Irene C. Fountas & Gary Su Pinnell 	
Modifications for Learners	

See [appendix](#)

Topic Unit 3 Title	Unit 3 Writing Baby Literary Essay	Approximate Pacing	6 Weeks
STANDARDS			
NJSLs (ELA/L)			
<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a conclusion. <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p> <p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>			

SL3.2 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.

SL3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills:
<p>Social Studies: 6.1.P.D.4 Learn about and respect other cultures within the classroom and community. <i>(Example: Students can read picture books about other cultures and write a literary essay about that story).</i></p>	<p>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. <i>(Example: Students will choose a character to highlight on a Padlet. Students can choose their strongest paragraph for peers to comment on.)</i></p>
<p>Computer Science and Design Thinking</p>	
<p>8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. <i>(Example: Students can use step by step directions to create their Baby Literary Essays in a Google Document.)</i></p>	

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Enduring Understandings

- Writers plan for literary essays by closely reading a text, developing a strong opinion, supporting their opinion with text evidence.
- Writers write literary essays by including a strong thesis, introduction, evidence to support the thesis, and a conclusion.

Essential Questions

- How can I learn to structure an essay by organizing my thinking, and by using evidence from the story to support my opinion or thesis?
- How can I raise the level of my essay writing by being even more organized and specific, and how can I begin to develop my own opinion or thesis by thinking, talking, and writing about a story?

- How can I use everything I've learned about supporting an opinion with details from a story, to supporting an opinion or idea with evidence from any text, such as a nonfiction text?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • the structure and organization of a literary essay • strategies to generate ideas for a literary essay. • strategies to support their opinion with reasons from a text • strategies to gather and sort evidence. • strategies to rehearse prior to drafting an essay • strategies to draft an opinion piece on a text • which transitional phrases to use to link their ideas • strategies to develop a conclusion • strategies to revise. • how to capitalize appropriate words in titles when revising. • subjects and verbs agree and pronoun-antecedents agree, and we learn singular and plural forms of nouns, pronouns, and verbs to do this. • strategies to edit an essay. • how to transfer skills to write an essay about a nonfiction text 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • understand the structure and organization of a literary essay • generate ideas for a literary essay. • support their opinion with reasons from a text • gather and sort evidence. • rehearse prior to drafting an essay • draft an opinion piece on a text • use transitional phrases to link their ideas • write a conclusion • revise by elaborating with evidence, introduction, and conclusion. • capitalize appropriate words in titles when revising. • revise their writing so that subject and verb agree and pronoun-antecedent agree, and we learn singular and plural forms of nouns, pronouns, and verbs to do this. • edit their essay. • transfer skills to write an essay about a nonfiction text

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Post-assessment writing task</p> <ul style="list-style-type: none"> • Students should have familiar paper to write on and a supply of additional pages. • Up to 60 minutes • Can use 2 days. Possible schedule: <ul style="list-style-type: none"> ○ Day 1 - 40 minutes to plan and draft ○ Day 2 - 20 minutes to revise and edit • Give the following instructions: <p>Distribute copies of Jump and read it aloud to students.</p>
---	---

	<p><i>After reading, “Jump” by Sarah Matson, think about the ideas you have about the character(s) or theme in this story. You will have sixty minutes to write an opinion text (literary essay) in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about literary essays. In your writing, make sure you:</i></p> <p><i>In your writing, make sure you:</i></p> <ul style="list-style-type: none"> • <i>Write an introduction</i> • <i>State your opinion or claim</i> • <i>Give reasons and evidence</i> • <i>Organize your writing</i> • <i>Acknowledge counterclaims</i> • <i>Use transition words</i> • <i>Write a conclusion.”</i> <p>Published student writing</p> <ul style="list-style-type: none"> • Post assessments and published pieces should be scored using the Revised Opinion Writing rubric
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<p>Pre-assessment writing task</p> <ul style="list-style-type: none"> • Unit data from Unit 2 post-assessment to plan teaching points.
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Teacher observations • Conference notes • Partner conversation • Random collection of notebooks • Rough drafts
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p>On-Demand Benchmark Assessment</p> <ul style="list-style-type: none"> • Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. • Prompts and more information can be found at www.heinemann.com/myonlineresources • Assessments should be scored using the corresponding district Grades 3-6 writing rubrics for Narrative, Information, and Opinion Writing.
RESOURCES	

Core instructional materials:

- [THIRD GRADE UNIT 3 WRITING TEACHING POINTS AND TEACHER NOTES](#)
- TCRWP, Writing Curricular Calendar, Third Grade, 2017-2018 Unit 4 - Baby Literary Essay
- Mentor Text
 - *Those Shoes* by Maribeth Boelts
 - *Each Kindness* by Jacqueline Woodson
- *The Writing Strategies Book* by Jennifer Serravallo
- *If... Then... Curriculum* in Writing Units of Study set, see page 43
- Opinion Writing Rubric and Information Writing Checklist Grades 3 and 4 – throughout the unit have students pause and self-assess their work, setting and revising goals
- www.heinemann.com
 - Resources
 - Opinion Writing Learning Progression

Supplemental materials:

- *Falling in Love with Close Reading* by Christopher Lehman and Kate Roberts (copy in Professional Library - Coach Office)
- *Peter's Chair* by Ezra Jack Keats
- *Brave Irene* by William Steig
- *Chrysanthemum* by Kevin Henkes

Modifications for Learners

See [appendix](#)

Topic/Unit 4 Title	Unit 4 Reading Research Clubs: Elephants, Penguins, and Frogs, Oh My!	Approximate Pacing	6 Weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p> <p>RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p>RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>W3.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>SL3.1 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</p> <p>SL3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.</p> <p>SL3.3 Ask and answer, questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL3.4 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.</p>			

<p>SL 3.5 Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>SL3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	
Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills:
<p>Science</p> <p>3-LS2-D: Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size <i>(Example: Research teams will collect notes on the benefits of animals living in groups).</i></p> <p>3-LS1-B: Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. <i>(Example: Students will work in research teams to study and gather notes on an animal's life cycle).</i></p> <p>LS2.C: When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. <i>(Example: Research teams will study how the environment affects the animal group they are studying).</i></p>	<p>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</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals to improve upon current actions designed to address the issue.</p> <p>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. <i>(Example: Club members will collaborate to discuss the climate change that is affecting their animal's habitat while sharing their perspective.)</i></p> <p>9.4.5.DC.1: Explain the need for and use of copyrights.</p> <p>9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</p> <p>9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions. <i>(Example: Students will learn the importance of giving credit to the original source when researching).</i></p> <p>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective,</p>
Computer Science and Design Thinking	
<p>8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.</p>	

<p>8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use. <i>(Example: Students can evaluate how easily they were able to research and gather information after using sites such as Wonderopolis in their research clubs.)</i></p>	<p>credibility and relevance <i>(Example: Students will learn how to evaluate the accuracy of the source they are using to research.)</i></p> <p>9.4.5.IML.2: Create a visual representation to organize information about a problem or issue 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data. <i>(Example: Students will create an end of unit presentation to showcase the research-based problem in a visual format.)</i></p> <p>9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively 9.4.5.TL.5: Collaborate digitally to produce an artifact <i>(Example: Prior to beginning to work as a group on an end of unit project, students will understand the value of what they can achieve by working collaboratively. Groups will create a digital presentation on the animal they studied).</i></p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Students will be engaged in research, collecting facts and growing ideas. Students will learn that passionate, nonfiction reading can inspire world-changing ideas and actions. <p>Essential Questions:</p> <ul style="list-style-type: none"> How do I keep my energy high so I stay engaged while researching and working with my club? How do I collect facts, grow ideas, and organize my notes to best fit the text structure? 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> strategies to prepare to learn about a topic. strategies to synthesize the same topic across texts. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> get ready to learn about a topic by previewing a set of texts, choosing a subtopic, and reading across books (easiest to

<ul style="list-style-type: none"> • strategies to determine the main idea with supporting key details. • some common ways that parts tend to connect (cause/effect, first/second/next, compare/contrast). • strategies to infer what words mean in texts and to build their vocabulary. • strategies to compare and contrast important ideas and information across different texts. • to use domain- specific vocabulary when writing and speaking. • strategies to grow ideas. • strategies to build on others' ideas in research clubs. • strategies to gather information and thoughts. • strategies to read with fluency. • use the text's structure to help organize their notes and find the main idea and key details. • strategies to notice the author's craft. • strategies to research a solution to a real-world problem. 	<p>more challenging) on just that subtopic.</p> <ul style="list-style-type: none"> • synthesize information across texts, organizing what they are learning about that one subtopic. • determine a main idea of a text with supporting key details from across the text. • compare and contrast important ideas and information across different texts. • use domain- specific vocabulary when writing and speaking. • grow ideas. • build on others' ideas in research clubs. • gather information and thoughts. • read with fluency. • use the text's structure to help organize their notes and find the main idea and key details. • notice the author's craft. • research a solution to a real-world problem.
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Give post-assessment . <ol style="list-style-type: none"> 1. Students read both articles about ice cream. 2. Answer the following questions.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Use post-assessment data from Unit 2 prior to beginning the unit and at the end of the unit. <ul style="list-style-type: none"> • Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) • Teacher observations • Conference notes • Partner conversation • Random collection of notebooks • Post-its • Readers Notebook

	<ul style="list-style-type: none"> • Write longs • Goal-specific work • Reading logs
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) • The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. • The Teachers College Reading Assessment (TC) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. • The Complete Comprehension By Jennifer Serravallo can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> • The Developmental Reading Assessment (DRA) will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student. • The NWEA MAP will be given to students 3 X per year (September, January, June) to assess students' application of reading skills.

RESOURCES

Core instructional materials:

- [THIRD GRADE UNIT 4 READING TEACHING POINTS AND TEACHER NOTES](#)
- Leveled Classroom Library
- Mentor Texts:
 - Text set for your class topic. If using penguins for Bend 1, suggested mentor texts include:
 - *The Life Cycle of an Emperor Penguin* by Bobbie Kalman and Robin Johnson
 - *Penguins* by Bobbie Kalman
 - *The Penguin* by Beatrice Fontanel
 - Text for Bend 2, if using frogs suggested mentor texts include:
 - *The Lifecycle of a Frog* by Bobbie Kalman and Kathryn Smithyman
 - *Frogs and Toads* by Bobbie Kalman and Tammy Everts
 - *Frogs!* by Elizabeth Carney
- *Research Clubs: Elephants, Penguins, and Frogs, Oh My!* By Lucy Calkins and Kathleen Tolan (Reading Units of Study)

- *The Reading Strategies Book* by Jennifer Serravallo
- www.heinemann.com
 - Informational Reading Learning Progression

Supplemental materials:

- *The Reading Minilessons Book* by Irene C. Fountas & Gary Su Pinnell

Modifications for Learners

See [appendix](#)

Topic Unit 4 Title	Unit 4 Writing Writing About Research	Approximate Pacing	6 Weeks
STANDARDS			
NJSLS (ELA/L)			
<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a conclusion. <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4 Report on a topic or text with appropriate facts and details, speaking clearly at an understandable pace.</p> <p>SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2 Demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3 Use knowledge of language and its conventions when writing and speaking.</p> <p>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).</p>			

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills:
<p>Science</p> <p>3-LS2-1: Construct an argument that some animals form groups that help members survive.</p> <p>3-LS2-D: Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size</p> <p>3-LS1-B: Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.</p> <p>3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p> <p>3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p> <p>3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</p> <p>LS2.C: When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. <i>(Example: Research teams will use all of their research notes to put together a presentation on the animals they have studied).</i></p> <p>Social Studies</p> <p>6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue. <i>(Example: Groups will make an action plan related to an issue (such as extinction) with the animal they studied.</i></p>	<p>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</p> <p>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</p> <p>9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action <i>(Example: Students will write a research-based argument essay. The paper will identify an environmental problem affecting an animal and ways to solve the problem.)</i></p>

Computer Science and Design Thinking	
8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. <i>(Example: Students can collect and present data on animal speeds within their final presentation to emphasize thinking.)</i>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
Enduring Understandings: <ul style="list-style-type: none"> Writers draw on previous information writing strategies by looking at past writing from Unit 3, anchor charts, checklists, and mentor texts. Writers elaborate their chapters by balancing their facts with ideas and noticing writing techniques mentor texts include and applying those strategies to their own writing. Writers lift the level of their writing by using peer conferencing and goal-setting. Essential Questions: <ul style="list-style-type: none"> How can I raise the level of my research-based information writing, in particular, by working on structure and development? How can I transfer over everything I've learned so far about information writing to this new book? How can I lift the level of my information writing, so that my writing includes strong elaboration and a variety of text structures? How can I use everything I know to help me write informational texts that advance big ideas? 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<i>Students will know:</i> <ul style="list-style-type: none"> strategies to structure their writing in an organized, cohesive way. strategies to grow ideas. strategies to make a plan for a research book. strategies to collect research notes. strategies to rehearse prior to drafting. strategies to draft and revise by elaborating strategies to synthesize across texts and club collaboration. strategies to write within a text structure. 	<i>Students will be able to:</i> <ul style="list-style-type: none"> build on their knowledge of information writing by launching into research-based informational writing. grow ideas. collaboratively make a plan for a research book. collect research notes. rehearse prior to drafting. draft and revise by elaborating (adding facts, definitions, details, and text features). synthesize across texts and club collaboration.

<ul style="list-style-type: none"> • strategies to collaborate to improve their writing. • strategies to write introductions and conclusions. • strategies to edit writing. 	<ul style="list-style-type: none"> • write within a text structure. • collaborate to improve their writing. • write introductions and conclusions. • edit writing by using peer conferring, checklists, and self-assessment.
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p><u>Post-assessment writing task</u></p> <ul style="list-style-type: none"> • Students should have up to 60 minutes for the post assessment <ul style="list-style-type: none"> ○ Options: 1 period or across 2 periods • Prompt: <i>“Think of a topic you know a lot about. You will have sixty minutes to write an informational (or all-about) text that teaches others interesting and important information and ideas about that topic. Write in a way that shows all that you know about information writing. In your writing, make sure you:</i> <ul style="list-style-type: none"> ○ <i>Write an introduction</i> ○ <i>Elaborate with a variety of information</i> ○ <i>Organize your writing</i> ○ <i>Use transition words</i> ○ <i>Write a conclusion.”</i> <p>Published student writing</p> <ul style="list-style-type: none"> • Post assessments and published pieces should be scored using the Revised Informational Writing rubric
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p><u>Pre-assessment writing task</u></p> <ul style="list-style-type: none"> • Approximately 60 minutes • Prompt: <i>“Think of a topic you know a lot about. You will have sixty minutes to write an informational (or all-about) text that teaches others interesting and important information and ideas about that topic. Write in a way that shows all that you know about information writing. In your writing, make sure you:</i> <ul style="list-style-type: none"> ○ <i>Write an introduction</i> ○ <i>Elaborate with a variety of information</i> ○ <i>Organize your writing</i> ○ <i>Use transition words</i> ○ <i>Write a conclusion.”</i>

Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Teacher observations • Conference notes • Partner conversation • Random collection of notebooks • Rough drafts
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	On-Demand Benchmark Assessment <ul style="list-style-type: none"> • Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. • Assessments should be scored using the corresponding district Grades 3-6 writing rubrics for Narrative, Information, and Opinion Writing.
RESOURCES	
Core instructional materials: <ul style="list-style-type: none"> • THIRD GRADE UNIT 4 WRITING TEACHING POINTS AND TEACHER NOTES • <i>If... Then...Curriculum</i> by Lucy Calkins, pages 16-26 • TCRWP Writing Curricular Calendar, Third Grade, 2017-2018 Unit 6 - Writing About Research <ul style="list-style-type: none"> ◦ See link or file in Google Drive curriculum folder • <i>The Writing Strategies Book</i> by Jennifer Serravallo • <i>Patterns of Power: Inviting Young Writers into the Conventions of Language</i> by Jeff Anderson with Whitney LaRocca • Online resources on www.heinemann.com: <ul style="list-style-type: none"> ◦ Anchor Charts ◦ Student Charts ◦ Informational Writing Learning Progression • Mentor Texts: <ul style="list-style-type: none"> ◦ <i>Deadliest Animals</i> (Nat Geo) Melissa Stewart 	
Supplemental materials: <ul style="list-style-type: none"> • <i>The Art of Information Writing</i> by Lucy Calkins and Colleen Cruz in Writing Units of Study set • <i>Up the Ladder: Accessing Grades 3-6 Information Units of Study</i> by Lucy Calkins, Hareem Atif Khan, and Shana Frazin (copy in Professional Library) • Other suggested mentor texts: <ul style="list-style-type: none"> ◦ <i>Plants Bite Back!</i> by Richard Platt 	
Modifications for Learners	
See appendix	

Flexible Unit	Mini Reading & Writing Unit Building Confident Test Takers	Approximate Pacing	3 Weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RL.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p>			

RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

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

RF3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF3.4 Read with sufficient accuracy and fluency to support comprehension.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a conclusion.

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

- a. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a conclusion.

W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

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

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

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 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

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills:
<p>Social Studies: 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). <i>(Example: Preparing for state testing provides a great opportunity to read a variety of nonfiction pieces. There are many articles paired with high quality questions about civil rights leaders that could be used for teacher modeling or student practice.)</i></p>	<p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. <i>(Example: Partners think-pair-share strategies that will help others do their best on the assessment.)</i></p> <p>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). <i>(Example: Small groups work together to tackle an open-ended response. They carefully read the question, then search and sort text evidence that should be included in the response.)</i></p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3) <i>(Example: Model the ways critical thinking is essential to test taking through teaching how to interpret the question being asked, how to evaluate answer choices, and how to make a selection between options.)</i></p>
<p>Computer Science and Design Thinking</p> <p>8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. <i>(Example: Students can collaborate with peers on social-emotional strategies that can be utilized during testing.)</i></p>	

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Enduring Understandings:

- Students will analyze the format and components of the NJSLA assessment.
- Students will practice, select, and utilize impactful strategies for reading in a standardized test.
- Students will practice, select, and utilize impactful strategies for answering selected response questions.
- Students will practice, select, and utilize impactful strategies for responding to writing prompts.
- Students will implement self-regulating emotional techniques to stay calm and focused during testing.

Essential Questions:

- What components will I see on the NJSLA?
- What strategies will help me read passages closely on the NJSLA?
- What strategies will help me respond to selected response questions?
- What strategies will help me interpret, organize, and draft a response to writing prompts?
- How can I regulate my emotions to stay calm and focused during testing?

STUDENT LEARNING OBJECTIVES**Key Knowledge*****Students will know:***

- Standardized tests require heightened attention and a toolkit of metacognitive and test-taking strategies.
- Standardized tests are designed to be tricky.
- Stress and anxious feelings can cloud our minds, so staying calm makes us better able to access our brains.

Process/Skills/Procedures/Application of Key Knowledge***Students will be able to:***

- Build and utilize a toolkit of metacognitive and test-taking strategies.
- Read closely and utilize strategies to avoid misunderstandings and distractors.
- Build and utilize a toolkit of calming strategies to employ before and during testing.

ASSESSMENT OF LEARNING**Summative Assessment**

(Assessment at the end of the learning period)

New Jersey Student Learning Assessment (NJSLA)**Formative Assessments**

(Ongoing assessments during the learning period to inform instruction)

Responding to selected response/multiple choice questions:

A pre-assessment is not necessary and the tight test prep schedule probably will not allow for one. If there is time, however, it would be very beneficial to see what strategies students already know and gauge the kinds of distractors that attract them. You could use a passage and question set from [3rd Grade Test Prep Shared Folder](#)

Responding to writing prompts:

Look back at students' literary essays, informational writing, and narrative work. Come prepared with strengths and gaps that you plan to target with students who need support in the test prep unit.

Ongoing:

- Teacher observations
- Partner conversation

	<ul style="list-style-type: none"> • Anecdotal notes on independent work • Collect student work systematically to analyze both strategy use and accuracy • Reading logs
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) • The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. • The Teachers College Reading Assessment (TC) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. • The Complete Comprehension by Jennifer Serravallo can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> • The Developmental Reading Assessment (DRA) will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student. • The NWEA MAP will be given to students 3 X per year (September, January, June) to assess students' application of reading skills.
RESOURCES	
Core instructional materials: <ul style="list-style-type: none"> • 3rd Grade Test Prep Shared Folder 	
Supplemental materials: <ul style="list-style-type: none"> • Leveled Classroom Library • <i>The Reading Strategies Book</i> by Jennifer Serravallo • <i>The Writing Strategies Book</i> by Jennifer Serravallo 	
Modifications for Learners	
See appendix	

Topic/Unit 5 Title	Unit 5 Reading Mystery: Foundational Skills in Disguise	Approximate Pacing	4-5 Weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator of those of the characters.</p> <p>RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL3.1 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.</p> <p>SL3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and details.</p> <p>SL3.4 Report on a text with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>L3.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.</p>			

<p>L3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content.</p> <p>L3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meaning.</p> <p>L3.6 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).</p>	
Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills:
<p>6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government. <i>(Example: Students will reflect on the rules they’ve set for reading workshop. As a class they will evaluate these rules and decide if they need to be revised).</i></p>	<p>9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). <i>(Example: Utilization of unit mentor texts to discuss the importance of media and its use.)</i></p>
Computer Science and Design Thinking	
<p>8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. <i>(Example: Students can use a web to show the thinking of the crime solvers when working to solve the mystery.)</i></p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers actively monitor for sense, orient themselves to a new book, envision, predict, decode, read fluently, and retell in order to understand a story. • Readers know that mystery books have a problem, detectives, clues, a victim, suspects, suspect’s motive, witness, and solution. • Readers understand characters by thinking about who they are and why they might act as they do. <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I actively monitor my own progress and work toward these goals? • How do mysteries tend to go? • How do I solve the mystery of the character? 	
STUDENT LEARNING OBJECTIVES	

Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
Students will know: <ul style="list-style-type: none">• strategies to read collaboratively with partners.• strategies to preview a book before reading.• how to monitor for sense and reach for fix-up strategies.• strategies to work towards an individual goal.• strategies to read closely and attentively.• strategies to make inferences to formulate theories.• strategies to make predictions based on what has already happened.• strategies to synthesize in order to solve the mystery.• strategies to increase reading volume, stamina, and engagement.• strategies to analyze characters' personalities, motivations, choices, and reactions.• strategies to synthesize or notice common patterns between mystery books.• strategies to tackle tricky parts.• strategies to retell the story.• how to write about reading.• how to read differently knowing how mysteries tend to go.• strategies to solve predictable problems collaboratively.• strategies to apply mystery-reading skills to read any fiction book well.• how to explain how characters contribute to the plot.		Students will be able to: <ul style="list-style-type: none">• read mystery books collaboratively with partners.• preview the book before reading.• monitor for sense and reach for fix-up strategies.• work towards individual goal.• read closely and attentively.• make inferences to formulate theories.• make predictions based on what has already happened.• synthesize in order to solve the mystery.• increase reading volume, stamina, and engagement.• analyze characters' personalities, motivations, choices, and reactions.• synthesize or notice common patterns between mystery books.• tackle tricky parts.• retell the story.• write about reading.• read differently knowing how mysteries tend to go.• solve predictable problems collaboratively.• apply mystery-reading skills to read any fiction book well.• explain how characters contribute to the plot.	
ASSESSMENT OF LEARNING			
Summative Assessment (Assessment at the end of the learning period)	<u>Performance Assessment</u> <ul style="list-style-type: none">• Post-assessment		
Formative Assessments (Ongoing assessments during	<u>Pre- Assessment</u> <ul style="list-style-type: none">• Give Pre-assessment• Anecdotal notes from reading conferences and small group instruction (Students should each have		

the learning period to inform instruction)	<p>a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)</p> <ul style="list-style-type: none"> • Teacher observations • Conference notes • Partner conversation • Random collection of notebooks • Post-its • Readers Notebook • Write longs • Goal-specific work • Reading logs
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) • The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. • The Teachers College Reading Assessment (TC) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. • The Complete Comprehension By Jennifer Serravallo can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> • The Developmental Reading Assessment (DRA) will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student. • The NWEA MAP will be given to students 3 X per year (September, January, June) to assess students' application of reading skills.
RESOURCES	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> • THIRD GRADE UNIT 5 READING TEACHING POINTS AND TEACHER NOTES • <i>Mystery: Foundational Skills in Disguise</i> by Brooke Geller and Alissa Reicherter, the Reading Units of Study set 	

- *The Reading Strategies Book* by Jennifer Serravallo
- Leveled Classroom Library and access to book room books
- Mentor Texts:
 - *The Absent Author* by Ron Roy
 - *The Diamond Mystery* by Martin Widmark
- www.heinemann.com
 - Performance assessment
 - Narrative Reading Learning Progression

Supplemental materials:

- *The Reading Minilessons Book* By Irene C. Fountas & Gary Su Pinnell

Modifications for Learners

See [appendix](#)

Topic Unit 5 Title	Unit 5 Writing Writing to Change the World, Essays and Speeches	Approximate Pacing	4-5 Weeks
STANDARDS			
NJSLS (ELA/L)			
<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a conclusion. <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p> <p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others</p> <p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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).</p>			
Interdisciplinary Connections:		Career Readiness, Life Literacies, and Key Skills:	
Social Studies: 6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.		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.	

<p><i>(Example: Students will write a persuasive piece about a local issue. To gather more information they will seek outside perspectives).</i></p> <p>6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue. <i>(Example: Students will work in small groups to develop an action plan related to a school issue and write up an opinion piece).</i></p> <p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. <i>(Example: Students will write a speech about an unfair issue and develop solutions to help solve the problem).</i></p> <p>6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. <i>(Example: Students will learn how prominent figures made positive changes in the United States and how they can too).</i></p> <p>6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. <i>(Example: Students will understand the importance of being an active citizen and how they can make a difference).</i></p> <p>6.1.4.A.12 Explain the process of creating change at the local, state, or national level. <i>(Example: Students will learn that one way you can start to make a difference is by writing and sharing a persuasive speech).</i></p>	<p><i>(Example: Students will choose a speech to take through the writing process and publish in a Flip Grid using tone to convince the reader).</i></p>
<p>Computer Science and Design Thinking</p>	
<p>8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.</p>	

<p><i>(Example: Students could generate a writing piece to describe the impact iphones have had on people.)</i></p> <p>8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.</p> <p><i>(Example: Students can discuss how technology has been developed and used in their community. They can highlight the impact that technology has had both positive or negatively.)</i></p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Well-supported opinions can and do change the world and make a difference. Writers live more wide-awake lives, taking in all that is happening around them and writing in ways that move others to action and new thinking. This unit supports writers in developing skills that will eventually be called upon when they write literary and persuasive essays. <p>Essential Questions:</p> <ul style="list-style-type: none"> What is a persuasive review? How do we make reviews more persuasive? How do writers revise and edit for precision and clarity? 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> strategies to generate ideas for persuasive speeches. strategies to plan their speech before drafting. how to give an opinion, or thesis statement, and then give reasons, details and examples that support that opinion. strategies to choose and develop reasons that will convince his/her audience to think the same way. a list of transition words to connect the various parts of their pieces. strategies to revise and edit speeches. how to spell high-frequency words correctly. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> generate ideas for persuasive speeches by seeing problems in their everyday life, and then imagining solutions for those problems. plan their speech before drafting. give an opinion, or thesis statement, and then give reasons, details and examples that support that opinion. choose reasons that will convince his/her audience to think the same way. use transition words to connect the various parts of their pieces.

<ul style="list-style-type: none"> the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. how to use commas in addresses. 	<ul style="list-style-type: none"> revise and edit speeches. spell high-frequency words correctly. explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. use commas in addresses.
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Post-assessment writing task</p> <ul style="list-style-type: none"> Students should have up to 60 minutes for the post assessment <ul style="list-style-type: none"> Options: 1 period or across 2 periods Grade 3 Opinion Writing Prompt (to be used for both pre & post) Prompt: <i>“Think of a topic or issue that you know and care about, an issue around which you have strong feelings. You will have sixty minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. Draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you’ll have sixty minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting. In your writing, make sure you:</i> <ul style="list-style-type: none"> <i>“Write an introduction</i> <i>State your opinion or claim</i> <i>Give reasons and evidence</i> <i>Organize your writing</i> <i>Acknowledge counterclaims</i> <i>Use transition words</i> <i>Write a conclusion.”</i> <p>Published student writing</p> <ul style="list-style-type: none"> Post assessments and published pieces should be scored using the Revised Opinion Writing rubric
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Pre-assessment writing task</p> <ul style="list-style-type: none"> Approximately 60 minutes Grade 3 Opinion Writing Prompt (to be used for both pre & post)

	<ul style="list-style-type: none"> ● Prompt: <i>“Think of a topic or issue that you know and care about, an issue around which you have strong feelings. You will have sixty minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. Draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you’ll have sixty minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting. In your writing, make sure you:</i> <ul style="list-style-type: none"> ○ <i>“Write an introduction</i> ○ <i>State your opinion or claim</i> ○ <i>Give reasons and evidence</i> ○ <i>Organize your writing</i> ○ <i>Acknowledge counterclaims</i> ○ <i>Use transition words</i> ○ <i>Write a conclusion.”</i>
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Teacher observations ● Conference notes ● Partner conversation ● Random collection of notebooks ● Drafts
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p>On-Demand Benchmark Assessment</p> <ul style="list-style-type: none"> ● Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. ● Prompts and more information can be found at www.heinemann.com/myonlineresources ● Assessments should be scored using the corresponding district Grades 3-6 writing rubrics for Narrative, Information, and Opinion Writing.
RESOURCES	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> ● THIRD GRADE UNIT 2 WRITING TEACHING POINTS AND TEACHER NOTES ● <i>Changing the World Persuasive Speeches, Petitions, and Editorials</i> By Lucy Calkins and Kelly Boland(from the Writing Units of Study set). ● <i>The Writing Strategies Book</i> by Jennifer Serravallo ● <i>Patterns of Power: Inviting Young Writers into the Conventions of Language</i> by Jeff Anderson with Whitney LaRocca ● Online resources on www.heinemann.com: <ul style="list-style-type: none"> ○ Anchor Charts ○ Student Charts 	

- Informational Writing Learning Progression
- www.heinemann.com
 - Resources
 - Opinion Writing Learning Progression

Supplemental materials:

- *Up the Ladder: Accessing Grades 3-6 Opinion Units of Study* by Lucy Calkins, Kelly Boland Hohne, and Celena Dangler Larkey

Modifications for Learners

See [appendix](#)

Topic/Unit 6 Title	Unit 6 Reading A Study of Fairy Tales, Folktales, and Myths	Approximate Pacing	3 Weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RL.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL3.1 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.</p> <p>SL3.2 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.</p> <p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>			

L3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings	
Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills:
<p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. <i>(Example: Students will learn that just as we need rules and laws in our community, they also help book clubs to run smoothly).</i></p> <p>6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling) <i>(Example: Book clubs will create their own rules and expectations).</i></p>	<p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). <i>(Example: Interactive read alouds can be utilized to understand communities of various cultures.)</i></p>
Computer Science and Design Thinking	
<p>8.2.5.ED.1: Explain the functions of a system and its subsystems. <i>(Example: Students can create a pamphlet to explain the structure of a fairytale, folktale, and myth to help beginning readers.)</i></p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Recount stories, including fables, folktales, and myths from diverse cultures, determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. Readers who know about fairy tales, folktales, fables, and myths know how stories go, and about literary traditions. <ul style="list-style-type: none"> Myths - it will turn out to be a cautionary tale, or it will explain how something came to be Fable - will learn a significant lesson Fairytale - will not be surprised at dramatic acts of vengeance, reprisal, and jealousy Readers will have a rich, deep, historical understanding of story itself. <p>Essential Questions:</p> <ul style="list-style-type: none"> How will knowing this genre help me to expect how stories will go? How can I think across the books I've been reading to grow my thinking about the predictable roles characters play, in both fairy tales/folktales and fiction? How can I consider the lessons characters learn and to compare how different authors explore similar morals in sometimes very different ways? 	

- How do readers recognize patterns in fairy and folk tales?
- How do readers recognize the lessons that fairy and folk tales convey?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • strategies to recognize patterns in folktales and fairy tales. • strategies to recognize lessons that fairy tales teach. • strategies to develop a deeper familiarity with a few common fairy tales, reading multiple versions of them. • strategies to retell fables, folktales, and myths from diverse cultures • strategies to determine the theme or moral and explain how it is revealed through key details in the text. • strategies to compare and contrast fairy tales from diverse cultures. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • recognize patterns in folktales and fairy tales. • recognize lessons that fairy tales teach. • develop a deeper familiarity with a few common fairy tales, reading multiple versions of them. • retell fables, folktales, and myths from diverse cultures • determine the theme or moral and explain how it is revealed through key details in the text. • compare and contrast fairy tales from diverse cultures.

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> • Give post-assessment: <ul style="list-style-type: none"> ◦ Give students copies of <i>King Lion and the Beetle</i> from Fables by Arnold Lobel. Read aloud the fable as students follow along. Then ask students to: <ul style="list-style-type: none"> • Write the central message, lesson, or moral. • Explain how it is conveyed through key details in the text.
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Give a pre-assessment prior to beginning the unit.</p> <p>Give students copies of <i>The Poor Old Dog</i> from Fables by Arnold Lobel. Read aloud the fable as students follow along. Then ask students to:</p> <ol style="list-style-type: none"> 1. Write the central message, lesson, or moral. 2. Explain how it is conveyed through key details in the text. <ul style="list-style-type: none"> • Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)

	<ul style="list-style-type: none"> • Teacher observations • Conference notes • Partner conversation • Random collection of notebooks • Post-its • Readers Notebook • Write longs • Goal-specific work • Reading logs • Give a pre-assessment prior to beginning the unit: <ul style="list-style-type: none"> ◦ Give students copies of <i>The Poor Old Dog</i> from Fables by Arnold Lobel. Read aloud the fable as students follow along. Then ask students to: <ol style="list-style-type: none"> 1. Write the central message, lesson, or moral. 2. Explain how it is conveyed through key details in the text.
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) • The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. • The Teachers College Reading Assessment (TC) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. • The Complete Comprehension By Jennifer Serravallo can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> • The Developmental Reading Assessment (DRA) will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student. • The NWEA MAP will be given to students 3 X per year (September, January, June) to assess students' application of reading skills.
RESOURCES	

Core instructional materials:

- [THIRD GRADE UNIT 6 READING TEACHING POINTS AND TEACHER NOTES](#)
- Leveled Classroom Library
- Mentor Text:
 - *Prince Cinders* by Babette Cole
- *Constructing Curriculum: Alternate Units of Study* By Mary Ehrenworth, Hareem Atif Khan, and Julia Mooney (this book comes from the older version of the Reading Units of Study for Grades 3-5)
- *The Reading Strategies Book* by Jennifer Serravallo
- www.heinemann.com
 - Resources

Supplemental materials:

- *The Reading Minilessons Book* by Irene C. Fountas & Gary Su Pinnell
- Suggested mentor texts:
 - Mentor Texts:
 - *The True Story of the Three Little Pigs* by Jon Scieszka
 - *Icarus at the Edge of Time* by Brian Greene
 - *Tikki Tikki Tembo* by Arlene Mosel

Modifications for Learners

See [appendix](#)

Topic Unit 6 Title	Unit 6 Writing Once Upon a Time: Adapting and Writing Fairy Tales	Approximate Pacing	3 Weeks
STANDARDS			
NJSLS (ELA/L)			
<p>W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL3.4 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.</p> <p>L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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).</p>			
Interdisciplinary Connections:		Career Readiness, Life Literacies, and Key Skills:	

<p>Social Studies:</p> <p>6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture. <i>(Example: Students will read and listen to the same fairy tale from various cultures noting the cultural differences).</i></p> <p>6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. <i>(Example: Students will read and listen to the same fairy tale from various cultures noting the cultural differences).</i></p>	<p>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. <i>(Example: Students will work through the writing process to publish a fairy tale piece using Storybird.)</i></p>
<p>Computer Science and Design Thinking</p> <p>8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. <i>(Example: Students can use a Storybird template to turn their drafting into a published piece.)</i></p>	
<p>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Through fairy tale writing students will write with a story arc, bring the resonance of a storyteller's voice onto the page, create the world of a story, and bring characters to life. <p>Essential Questions:</p> <ul style="list-style-type: none"> How do I write a fairy tale that is well-crafted with drama, precise action, and language that captures the hearts and minds of the listener? 	
<p>STUDENT LEARNING OBJECTIVES</p>	
<p>Key Knowledge</p>	<p>Process/Skills/Procedures/Application of Key Knowledge</p>
<p>Students will know:</p> <ul style="list-style-type: none"> strategies to generate ideas for a fairy tale adaptation. strategies to plan to write a fairy tale. strategies to rehearse prior to drafting. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> study fairy tale adaptations to generate ideas. make a plan. rehearse prior to drafting. make significant, meaningful revisions as they draft.

<ul style="list-style-type: none"> • strategies to make significant, meaningful revisions as they draft. • to apply what they learned to plan a new fairy tale. • strategies to write an original fairy tale. • strategies to edit their story to prepare for publication. 	<ul style="list-style-type: none"> • apply what they learned to plan a new fairy tale. • make a plan to write an original fairy tale. • edit their story to prepare for publication. • celebrate growth.
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> • The 3rd Grade On-Demand Benchmark Assessment will be given at this time. It will serve as a summative assessment for this unit. • Published piece for student writing portfolio • Writing should be scored using the corresponding genre rubric
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> • Anecdotal notes from writing conference & small group instruction
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Teacher observations • Conference notes • Partner conversation • Random collection of notebooks • Rough drafts
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	On-Demand Benchmark Assessment <ul style="list-style-type: none"> • Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. • Prompts and more information can be found at www.heinemann.com/myonlineresources • Assessments should be scored using the corresponding district Grades 3-6 writing rubrics for Narrative, Information, and Opinion Writing.
RESOURCES	
Core instructional materials: <ul style="list-style-type: none"> • THIRD GRADE UNIT 6 WRITING TEACHING POINTS AND TEACHER NOTES • <i>Once Upon a Time: Adapting and Writing Fairy Tales</i> By Lucy Calkins, Shana Frazin, and Maggie Beattie Roberts • <i>The Writing Strategies Book</i> by Jennifer Serravallo • <i>Patterns of Power: Inviting Young Writers into the Conventions of Language</i> by Jeff Anderson with Whitney LaRocca • Online resources on www.heinemann.com: <ul style="list-style-type: none"> ○ Anchor Charts 	

- Student Charts
- Narrative Writing Learning Progression
- Mentor Texts:
 - *Prince Cinders* by Babette Cole
- Narrative Writing Rubric and Information Writing Checklist Grades 3 and 4 – throughout the unit have students pause and self-assess their work, setting and revising goals

Supplemental materials:

- *Up the Ladder: Accessing Grades 3-6 Narrative Units of Study* by Lucy Calkins, Mike Ochs, and Alicia Luick

Modifications for Learners

See [appendix](#)