

Introduction:

Students in 3rd Grade ELA will complete seven units that focus on these critical areas: reading and comprehending fiction and non-fiction texts, a study of literary genres; phonics skills, word study, vocabulary, grammar. Children ramp up their reading skills by immersing themselves in within-reach fiction books while working on word solving, vocabulary development, envisionment, and prediction. These units address essential skills for reading expository nonfiction, such as ascertaining main ideas, recognizing text infrastructure, comparing texts, and thinking critically, as well as the skills for reading narrative nonfiction, such as determining importance by using knowledge of story structure. During character study, students closely observe characters, make predictions, and sharpen their skills in interpretation. Children work in clubs to gather, synthesize, and organize information about animals, and then use this information to seek solutions to real-world problems. The third-grade units of study take into account that many third-graders are writing on full sheets of notebook paper and in writers notebooks for the first time. Students will write in a variety of genres (narrative, descriptive, informative, explanatory, persuasive, poetry, research/ chapter books and constructed response).

Third-graders to use their newfound abilities to gather and organize information to persuade people about causes the children believe matter and study fairy tales to explore techniques of fiction writing such as writing in scenes, employing an omniscient narrator to orient readers, using story structure to create tension, and crafting figurative language to convey mood. The third-grade units support the crucial transition children make from learning to read to reading to learn.

All ELA units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

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Proposed Revision Date:	

Beach Haven School District

**English Language Arts
Curriculum**

Content Area: English Language Arts

Course Title: English Language Arts

Grade Level: 3

Instructional Materials: "Reading Workshop," "Writing Workshop,"
"Foundations"

<p>UNIT 1: Reading: Building a Reading Life (Book 1), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening Writing: Crafting True Stories (Book 1), Narrative, Shared Writing, Interactive Writing Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p align="center">26-30 Days- ongoing</p>
<p>UNIT 2: Reading: Mystery: Foundational Skills in Disguise, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening Writing: Writing Mysteries, Shared Writing, Interactive Writing Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p align="center">26-30 Days- ongoing</p>
<p>UNIT 3: Reading: Reading to Learn, Grasping Main Ideas and Text Structures (Book 2), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening Writing: The Art of Information Writing (Book 2), Shared Writing, Interactive Writing Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p align="center">26-30 Days- ongoing</p>
<p>UNIT 4: Reading: Changing the World: Social Issues, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening Writing: Changing the World: Persuasive Speeches, Petitions and Editorials, Shared Writing, Interactive Writing</p>	<p align="center">26-30 Days- ongoing</p>

<p>Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	
<p>UNIT 5: Reading: Research Clubs: Elephants, Penguins, and Frogs, Oh My!, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening Writing: Writing About Research, Shared Writing, Interactive Writing Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p>30 Days-ongoing</p>
<p>UNIT 6: Reading: Character Studies, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening Writing: Baby Literary Essay, Shared Writing, Interactive Writing Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p>26-30 Days-ongoing</p>
<p>Unit 7: Reading: Once Upon A Time: Fairy Tales, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening Writing: Once Upon A Time: Fairy Tales, Shared Writing, Interactive Writing Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p>26-30 Days-ongoing</p>

Unit 1 Overview

Content Area: English Language Arts

Unit 1:

Reading: Building a Reading Life (Book 1), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Crafting True Stories (Book 1), Narrative, Shared Writing, Interactive Writing

Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Target Course/Grade Level: 3

Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication

- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
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- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

- Teach reading study skills
- Provide students with necessary academic resources and materials

Reading:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Writing:

- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Interdisciplinary Connections:

Social Studies:

- • 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking and Listening:

- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

<p>Essential Question:</p> <p>Reading:</p> <ul style="list-style-type: none"> ● How do readers create reading lives for themselves? ● How do readers work to understand the story better? ● How do readers tackle more challenging texts? <p>Writing:</p> <ul style="list-style-type: none"> ● How do writers independently write a personal narrative? ● How do writers write with volume, stamina, and speed? ● How do writers become invested in the Writing Workshop? <p>Phonics:</p> <ul style="list-style-type: none"> ● How can I use letter sounds to read and write words? ● How do letter sounds help me read words I do not know? ● How do letter patterns help me learn to read words I do not know? 	<p>Enduring Understanding:</p> <p>Reading:</p> <ul style="list-style-type: none"> ● Readers set clear goals, find just-right books and push themselves to read more. ● Readers hold tight to meaning, check for comprehension, envision their stories and make predictions. ● Readers read more challenging texts by tackling tricky works and noticing texts and author clues. <p>Writing:</p> <ul style="list-style-type: none"> ● Writers draw upon personal experiences to write personal narratives. ● Writers use notebooks to log their ideas. ● Writers have many ways of revising stories they create. <p>Phonics:</p> <ul style="list-style-type: none"> ● -Understanding letter sounds can apply to reading and writing fluently ● -Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know
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Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will be able to:

- Establish routines and expectations of the workshop.
- Develop familiarity with essential reading skills and apply comprehension strategies.
- Home ability to select just-right books that are meaningful to them.

Writing:

In the area of writing, the student will:

- Establishing routines for a well-managed, productive writing workshop.
- Practicing the utility of a writer's notebook.
- Establishing a community of writers in the classroom.

Phonics:

- Identify parts of words (syllables, basewords, suffixes)
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends, trigraphs (tch, dge)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- Identify the “exceptions” to these six syllable types
- Read and spell words with these unexpected vowel sounds (exceptions)
- Segment syllables into sounds (phonemes) and divide multisyllabic words
- Read and spell words with short and long vowel sounds
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, ei, eigh, ie, igh, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Identify schwa
- Read and spell words with the unexpected vowel sound of schwa in unaccented syllables
- Read and spell phonetically regular words
- Read words with sound options for the grapheme representation
- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Read and spell words with additional sounds of a and ch, the suffix -ed, and the soft sounds of c and g
- Read and spell words with ph, nge, nce, tion, sion, ture, tu, ti, ci
- Read and spell words with silent letters (wr, rh, gn, kn, mn, mb, gh)
- Read and spell words with suffixes, including most common Latin suffixes (-s, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, -or)
- Identify and know the meaning of most common Latin suffixes
- Read and spell words with suffixes added to unchanging base words (strongest)
- Form and use regular and irregular plural nouns
- Apply spelling rules for adding suffixes to base words that change (sliding)
- Read and spell contractions, reduce two words into a contraction, and identify the words from which a contraction was made
- Read and spell trick words or targeted high frequency words
- Read and know meaning of sound-alike words (homophones)

Additional Resources

- Ready Workbook
- Foundations student toolkit
- Foundations Teacher Toolkits
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
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- <https://www.state.nj.us/education/cccs/2016/ela/>
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Formative Assessments

- Open Ended Questions
- Weekly Tests
- Writer's Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Constructive Quizzes
- Rubric
- Cooperative Learning Groups
- Teacher Conferences
- Teacher Observation
- Writer's Notebook
- Portfolio
- Anecdotal Notes
- Peer/Self Assessments
- Whiteboard Assessments
- Think-Pair-Share
- Literature Circles

Summative Assessments

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading
- Performance Assessment
- District Benchmark or Interim Assessment

Alternative Assessment

- Showcase portfolio
- Reflective journals

Benchmark Assessments

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

Unit 2 Overview

Content Area: Language Arts Literacy

UNIT 2:

Reading: Mystery: Foundational Skills in Disguise (New Book 2016), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Writing Mysteries, Shared Writing, Interactive Writing

Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Accommodations/Modifications

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- Literacy Projects
- Student choice for publication

- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

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- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

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- Be flexible with assignments
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Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

- Teach reading study skills
- Provide students with necessary academic resources and materials

Learning Targets

Reading:

- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- NJSLSA.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.

Writing:

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Interdisciplinary Connections:

Social Studies:

- 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
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21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
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Speaking and Listening:

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- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

<p>Unit Essential Questions</p> <p>Reading:</p> <ul style="list-style-type: none">● How can I read mysteries, collecting and interpreting clues to allow me to solve the mystery before the crime solver does?● What are some techniques that help raise the level of mystery reading?● How does reading mysteries help you read any kind of fiction? <p>Writing:</p> <ul style="list-style-type: none">● How can I write a piece that includes all of the elements of a mystery?● What are all the elements of a mystery? <p>Phonics:</p> <ul style="list-style-type: none">● How can I use letter sounds to read and write words?● How do letter sounds help me read words I do not know?● How do letter patterns help me learn to read words I do not know?	<p>Unit Enduring Understandings</p> <p>Reading:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none">● Readers draw on all they know about solving mysteries to read mysteries.● Readers look for patterns across mysteries, thinking about how the book they are reading is and is not like other mystery books.● Readers will apply all they have learned to do as mystery readers to any fiction book they are reading. <p>Writing:</p> <ul style="list-style-type: none">● Writers will write a piece that includes a great hook, clues, a beginning, middle, end, and cliffhangers.● Writers will learn about red herrings.● Writers draw upon their knowledge of mysteries to write an original mystery. <p>Phonics:</p> <ul style="list-style-type: none">● -Understanding letter sounds can apply to reading and writing fluently● -Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know
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Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

- Pay attention to story details that might be clues to solve the mystery.
- Use common characteristics of mysteries to read differently.
- Apply mystery reading skills to read any fiction book.

In the area of comprehension, the student will learn the following strategies:

Writing:

In the area of writing, the student will:

- Writers develop strategies to write effective mysteries.
- Writers include the elements of the mystery in their writing.

Phonics:

In the area of Phonics Students Will:

- Know and apply grade-level phonics and word-analysis skills in decoding words
- Segment syllables into sounds (phonemes)—up to six sounds
- Identify word structures such as vowels, consonants, blends, digraphs, and digraph blends
- Identify parts of words (syllables, base words, suffixes)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, and consonant-le
- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Read and spell words with short vowels
- Read and spell words with long vowels in vowel-consonant-e and open syllables
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Read and spell words with unexpected vowel sounds (old, ild, ind, ost, olt, ive)
- Read and spell words with suffixes (-s, -es, -ed,-ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty)
- Read and spell words with common prefixes (un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-)
- Read and spell phonetically regular one-, two- and three-syllable words
- Identify words with inconsistent but common spelling-sound correspondences

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- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Formative Assessments

- Open Ended Questions
- Weekly Tests
- Writer's Workshop
- Class Discussion
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- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Constructive Quizzes
- Rubric
- Cooperative Learning Groups
- Teacher Conferences
- Teacher Observation
- Writer's Notebook
- Portfolio
- Anecdotal Notes
- Peer/Self Assessments
- Whiteboard Assessments
- Think-Pair-Share
- Literature Circles

Summative Assessments

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Small Group Observations
- Reading Notebooks
- Fluency Assessments
- Timed Reading
- Performance Assessment
- District Benchmark or Interim Assessment

Alternative Assessment

- Showcase portfolio
- Reflective journals

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- Beginning of the year SGO
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Unit 3 Overview

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Writing: The Art of Information Writing (Book 2), Shared Writing, Interactive Writing

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Accommodations/Modifications

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- write helpful hints in margins of copied materials
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- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication

- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
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Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

- Teach reading study skills
- Provide students with necessary academic resources and materials

Learning Targets

Reading:

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Writing:

- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Interdisciplinary Connections:

Social Studies:

- • 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking and Listening:

- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Essential Questions

Reading:

- How can readers of expository nonfiction texts read in such a way that they can determine what is most important and consolidate information and ideas?
- How can readers of nonfiction lift the level of their thinking about expository text?
- How can readers synthesize and grow ideas in narrative nonfiction texts?

Writing:

- How can I raise the level of my informational writing.
- How can I learn to plan out ways to teach a topic that I know well so the information is chunked into organized categories?
- How can I learn to draft and revise my chapters so that I practice writing with varied kinds of information and structures, elaborating on that information and linking pieces together?
- How can I use writing time to learn / transfer what I have learned so far in this unit into pieces of writing that I am doing in other disciplines?

Phonics:

Unit Enduring Understandings

Reading:

Students will understand that...

- Readers determine the main idea and key ideas.
- Readers of nonfiction become experts by setting clear goals.
- Readers distinguish their own opinion from that of the author.
- Readers of narrative nonfiction summarize the text.
- Readers tackle hard words that complicate meaning.
- Readers synthesize and grow ideas when reading narrative nonfiction.

Writing:

- Writing informational text is a way to teach others about a topic.
- Writers structure, elaborate, and craft their information in a way that helps the readers understand.
- Writers elaborate on their topics by using facts, details, and observations.
- Writers choose expert words to teach readers a lot about the subject and use text features as a way to support the reader's understanding.

Phonics:

- -Understanding letter sounds can apply to reading and writing fluently
- -Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know

<ul style="list-style-type: none"> • How can I use letter sounds to read and write words? • How do letter sounds help me read words I do not know? • How do letter patterns help me learn to read words I do not know? 	

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

- Explore both expository and narrative non-fiction texts.
- Identify main ideas and details.
- Read deeply about one topic/ subject to become an expert.

In the area of comprehension, the student will learn the following strategies:

Writing:

In the area of writing, the student will:

-

Phonics:

- Identify parts of words (syllables, base words, suffixes)
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends, trigraphs (tch, dge)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- Identify the “exceptions” to these six syllable types
- Read and spell words with these unexpected vowel sounds (exceptions)
- Segment syllables into sounds (phonemes) and divide multisyllabic words
- Read and spell words with short and long vowel sounds
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, ei, eigh, ie, igh, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Identify schwa
- Read and spell words with the unexpected vowel sound of schwa in unaccented syllables
- Read and spell phonetically regular words
- Read words with sound options for the grapheme representation
- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Read and spell words with additional sounds of a and ch, the suffix -ed, and the soft sounds of c and g

- Read and spell words with ph, nge, nce, tion, sion, ture, tu, ti, ci
- Read and spell words with silent letters (wr, rh, gn, kn, mn, mb, gh)
- Read and spell words with suffixes, including most common Latin suffixes (-s, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, -or)
- Identify and know the meaning of most common Latin suffixes
- Read and spell words with suffixes added to unchanging base words (strongest)
- Form and use regular and irregular plural nouns
- Apply spelling rules for adding suffixes to base words that change (sliding)
- Read and spell contractions, reduce two words into a contraction, and identify the words from which a contraction was made
- Read and spell trick words or targeted high frequency words
- Read and know meaning of sound-alike words (homophones)

Additional Resources

- **Ready Workbook**
- **Foundations student toolkit**
- **Foundations Teacher Toolkits**
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- <http://www.abcya.com>
- <http://www.readinga-z.com>
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- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Formative Assessments

- | | |
|------------------------|-------------------------------|
| ● Open Ended Questions | · Rubric |
| ● Weekly Tests | · Cooperative Learning Groups |
| ● Writer's Workshop | · Teacher Conferences |
| ● Class Discussion | · Teacher Observation |
| ● Graphic Organizers | · Writer's Notebook |

- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Constructive Quizzes

- Portfolio
- Anecdotal Notes
- Peer/Self Assessments
- Whiteboard Assessments
- Think-Pair-Share
- Literature Circles

Summative Assessments

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading
- Performance Assessment
- District Benchmark or Interim Assessment

Alternative Assessment

- Showcase portfolio
- Reflective journals

Benchmark Assessments

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

Unit 4 Overview

Content Area: English Language Arts

Unit 4:

Reading: Changing the World: Social Issues

Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Changing the World: Persuasive Speeches, Petitions and Editorials
Shared Writing, Interactive Writing

Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Target Course/Grade Level: 3

Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
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- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting

- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

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- Pre-teach concepts
- Small group for reading and writing assessments
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- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
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Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language

- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Learning Targets

Reading:

- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing:

- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Interdisciplinary Connections:

Social Studies:

- • 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
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- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

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- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Essential Questions

Reading:

- How can I read texts, thinking about what lessons they can teach me?
- How can my reading help me to look at issues that exist in the world and in our lives through a variety of perspectives.
- How can I read with a lens, looking at texts to locate the issues that are faced by several different characters.
- How can I use what I learn to make the world around me better?

Writing:

- How do writers independently write a persuasive speech?
- How do writers persuade their target audience?
- How do writers revise and edit for precision and clarity?

Phonics:

- How can I use letter sounds to read and write words?
- How do letter sounds help me read words I do not know?
- How do letter patterns help me learn to read words I do not know?

Unit Enduring Understandings

Reading:

Students will understand that...

- Reading books can teach them how to live their lives.
- Books can teach you lessons.
- Reading books can help you learn about issues in the world.
- Readers read texts through various lenses.
- Readers use what they learn from texts about issues in the world to make the world around them better.
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- Readers read texts through various lenses.
- Readers use what they learn from texts about issues in the world to make the world around them better.

Writing:

- Writers draw upon things that they want to see changed in the world to write persuasive speeches.
- Writers have many ways to organize facts, details, and examples to support their claim.
- Writers consistently use checklists to edit and revise their work throughout the writing process.

Phonics:

- -Understanding letter sounds can apply to reading and writing fluently.
- -Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know.

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

- Examine texts to locate issues of different characters
- Compare and contrast similar issues in different texts and different lives.
- Understand that a character can represent a larger group of people facing an issue.
- See multiple perspectives to an issue; understanding the complexity of it.
- Learn to interpret and determine themes.
- Read with a new lens.

In the area of comprehension, the student will learn the following strategies:

Writing:

In the area of writing, the student will:

- Craft a claim.
- Collect specific evidence to support and elaborate on a claim.
- Shape a claim and related evidence into a persuasive speech.

Phonics:

- Identify parts of words (syllables, basewords, suffixes)
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends, trigraphs (tch, dge)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- Identify the “exceptions” to these six syllable types
- Read and spell words with these unexpected vowel sounds (exceptions)
- Segment syllables into sounds (phonemes) and divide multisyllabic words
- Read and spell words with short and long vowel sounds
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, ei, eigh, ie, igh, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
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- Read and spell words with silent letters (wr, rh, gn, kn, mn, mb, gh)
- Read and spell words with suffixes, including most common Latin suffixes (-s, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, -or)
- Identify and know the meaning of most common Latin suffixes

- Read and spell words with suffixes added to unchanging base words (strongest)
- Form and use regular and irregular plural nouns
- Apply spelling rules for adding suffixes to base words that change (sliding)
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- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Formative Assessments

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- Timed Writing Piece
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- District Benchmark or Interim Assessment

Alternative Assessment

- Showcase portfolio
- Reflective journals

Benchmark Assessments

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

Unit 5 Overview

Content Area: English Language Arts

Unit 5:

Reading: Research Clubs: Elephants, Penguins and Frogs, Oh My!, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Writing About Research, Shared Writing, Interactive Writing

Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Target Course/Grade Level: 3

Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
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- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

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Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

- Teach reading study skills
- Provide students with necessary academic resources and materials

Learning Targets

Standards: Use New Jersey State Learning Standards for English Language Arts to review for state assessment

Reading:

- NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Writing:

- NJSLA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
- NJSLA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
-
- NJSLA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Interdisciplinary Connections:**Social Studies:**

- 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking and Listening:

- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Essential Questions	Unit Enduring Understandings
<p>Reading:</p> <ul style="list-style-type: none"> • How can nonfiction readers research a topic? • What strategies do nonfiction readers use when planning a second cycle of research? • How do readers synthesize, compare and contrast to develop their research? <p>Writing:</p> <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 	<p>Reading:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Researchers orient themselves to a text. • Nonfiction readers will synthesize information across texts. • Nonfiction readers will compare and contrast texts to grow their research. • Researchers ask questions to grow ideas. <p>Writing:</p> <ul style="list-style-type: none"> • Research topics are developed through observation. • Researchers organize information with a table of contents. • Research is developed through collaboration with others. • Using a mentor text helps to elaborate information.

<p>information writing to this new book?</p> <p>Phonics:</p> <ul style="list-style-type: none"> • How can I use letter sounds to read and write words? • How do letter sounds help me read words I do not know? • How do letter patterns help me learn to read words I do not know? 	<p>Phonics:</p> <ul style="list-style-type: none"> • -Understanding letter sounds can apply to reading and writing fluently • -Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know
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Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

- Reviewing nonfiction reading strategies.
- Learning ways to research a topic.

In the area of comprehension, the student will learn the following strategies:

Writing:

In the area of writing, the student will:

- Raise the level of research-based information writing.
- Emphasize the use of structure in writing about research.
- Use collaboration, on goal setting, and feedback to develop writing.
- Advance ideas through the process of revision

Phonics:

- Identify parts of words (syllables, base words, suffixes)
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends, trigraphs (tch, dge)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- Identify the “exceptions” to these six syllable types
- Read and spell words with these unexpected vowel sounds (exceptions)
- Segment syllables into sounds (phonemes) and divide multisyllabic words
- Read and spell words with short and long vowel sounds
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, ei, eigh, ie, igh, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Identify schwa
- Read and spell words with the unexpected vowel sound of schwa in unaccented syllables
- Read and spell phonetically regular words
- Read words with sound options for the grapheme representation
- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary

- Read and spell words with additional sounds of a and ch, the suffix -ed, and the soft sounds of c and g
- Read and spell words with ph, nge, nce, tion, sion, ture, tu, ti, ci
- Read and spell words with silent letters (wr, rh, gn, kn, mn, mb, gh)
- Read and spell words with suffixes, including most common Latin suffixes (-s, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, -or)
- Identify and know the meaning of most common Latin suffixes
- Read and spell words with suffixes added to unchanging base words (strongest)
- Form and use regular and irregular plural nouns
- Apply spelling rules for adding suffixes to base words that change (sliding)
- Read and spell contractions, reduce two words into a contraction, and identify the words from which a contraction was made
- Read and spell trick words or targeted high frequency words
- Read and know meaning of sound-alike words (homophones)

Additional Resources

- **Ready Workbook**
- **Foundations student toolkit**
- **Foundations Teacher Toolkits**
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- <https://www.state.nj.us/education/cccs/2016/ela/>
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Formative Assessments

- Open Ended Questions

· Rubric

- Weekly Tests
- Writer's Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Constructive Quizzes

- Cooperative Learning Groups
- Teacher Conferences
- Teacher Observation
- Writer's Notebook
- Portfolio
- Anecdotal Notes
- Peer/Self Assessments
- Whiteboard Assessments
- Think-Pair-Share
- Literature Circles

Summative Assessments

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading
- Performance Assessment
- District Benchmark or Interim Assessment

Alternative Assessment

- Showcase portfolio
- Reflective journals

Benchmark Assessments

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

Unit 6 Overview

Content Area: English Language Arts

Unit 6:

Reading: Character Studies,, Reading A-Z (Guided Reading),
Comprehension, Speaking & Listening

Writing: Baby Literary Essay, Shared Writing, Interactive Writing

Phonics: Level 3 Foundations (Word Study/Vocabulary,
Phonics, Phonemic Awareness)

Target Course/Grade Level: 3

Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects

- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
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- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers

- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Learning Targets

Writing:

- NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading:

- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Interdisciplinary Connections:

Social Studies:

- • 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
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21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking and Listening:

- NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and

enhance understanding of presentations.

<p>Unit Essential Questions</p> <p>Reading:</p> <ul style="list-style-type: none">● Why do readers need to pay attention to a writer’s choice of words?● How does my speed, accuracy, and expression help me understand what I have read?● How does understanding a text’s structure help me better understand its meaning?● Why does a writer choose a particular form of writing?● How does following the rules of language help the author communicate clearly? <p>Writing:</p> <ul style="list-style-type: none">● How do writers write an essay that states a strong opinion about a text and supports it with reasons and evidence from the text?● How do writers structure an essay organizing their thinking and using text evidence to support their claim?● How do writers explore ideas about texts and develop a claim about their characters and the theme of the text?● How do writers draft, revise and edit an essay that clearly supports their idea about a text? <p>Phonics:</p> <ul style="list-style-type: none">● How can I use letter sounds to read and write words?● How do letter sounds help me read words I do not know?● How do letter patterns help me learn to read words I do not know?	<p>Unit Enduring Understandings</p> <p>Reading:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none">● Words powerfully affect meaning.● Fluent readers group words quickly to help them gain meaning from what they read.● Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.● A writer selects a form based on audience and purpose.● Rules, conventions of language, help the reader understand what is being communicated. <p>Writing:</p> <ul style="list-style-type: none">● Writers play close attention to the characters and life lessons in their stories.● Writers gather evidence to support their claims, elaborating on and crafting their arguments. <p>Phonics:</p> <ul style="list-style-type: none">● -Understanding letter sounds can apply to reading and writing fluently● -Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know
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Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

- Envision the characters in a story by noticing how characters act and talk.
- Grow theories about characters by reading closely and making inferences while citing text evidence.
- Learn lessons by stepping into the shoes of different characters.
-

In the area of comprehension, the student will learn the following strategies:

Writing:

In the area of writing, the student will:

- Literary Essays are the way readers write about the books they read.
- Read and respond to texts through writing.

Phonics:

- Identify parts of words (syllables, base words, suffixes)
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends, trigraphs (tch, dge)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- Identify the “exceptions” to these six syllable types
- Read and spell words with these unexpected vowel sounds (exceptions)
- Segment syllables into sounds (phonemes) and divide multisyllabic words
- Read and spell words with short and long vowel sounds
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, ei, eigh, ie, igh, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Identify schwa
- Read and spell words with the unexpected vowel sound of schwa in unaccented syllables
- Read and spell phonetically regular words
- Read words with sound options for the grapheme representation
- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Read and spell words with additional sounds of a and ch, the suffix -ed, and the soft sounds of c and g
- Read and spell words with ph, nge, nce, tion, sion, ture, tu, ti, ci
- Read and spell words with silent letters (wr, rh, gn, kn, mn, mb, gh)
- Read and spell words with suffixes, including most common Latin suffixes (-s, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, -or)
- Identify and know the meaning of most common Latin suffixes
- Read and spell words with suffixes added to unchanging base words (strongest)
- Form and use regular and irregular plural nouns
- Apply spelling rules for adding suffixes to base words that change (sliding)
- Read and spell contractions, reduce two words into a contraction, and identify the words from which a contraction was made
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- <http://www.readinga-z.com>
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- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Formative Assessments

- | | |
|---------------------------|-------------------------------|
| ● Open Ended Questions | · Rubric |
| ● Weekly Tests | · Cooperative Learning Groups |
| ● Writer's Workshop | · Teacher Conferences |
| ● Class Discussion | · Teacher Observation |
| ● Graphic Organizers | · Writer's Notebook |
| ● Reading Responses | · Portfolio |
| ● Reading Log | · Anecdotal Notes |
| ● Exit Slips | · Peer/Self Assessments |
| ● Kinesthetic Assessments | · Whiteboard Assessments |
| ● Running Records | · Think-Pair-Share |
| ● Constructive Quizzes | · Literature Circles |

Summative Assessments

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading
- Performance Assessment

- District Benchmark or Interim Assessment

Alternative Assessment

- Showcase portfolio
- Reflective journals

Benchmark Assessments

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

Unit 7 Overview

Content Area: English Language Arts

Unit 7:

Reading: Once Upon A Fairy Tales, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Once Upon A Time: Adapting and Writing Fairy Tales, Shared Writing, Interactive Writing

Phonics: Level 3 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
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- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons

- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
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Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills

- Provide students with necessary academic resources and materials

Learning Targets

Writing:

- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Reading:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

Interdisciplinary Connections:

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- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking and Listening:

- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including

visually, quantitatively, and orally.

- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Essential Questions

Reading:

- How do readers work to understand fairy tales?
- How do readers grasp the elements of a fairy tale?
- How do authors change fairy tales to various versions?

Writing:

- Why do writers adapt classic fairy tales?
- How do writers adapt classic fairy tales?
- How do writers create well-developed original fairy tales?

Phonics:

- How can I use letter sounds to read and write words?
- How do letter sounds help me read words I do not know?
- How do letter patterns help me learn to read words I do not know?

Unit Enduring Understandings

Students will understand that...

Reading:

- Fairy tales are usually a story from long ago, with a big problem, good and evil characters.
- Fairy tales usually have a happy ending.
- Fairy tales sometimes have magic in them.
- Authors create different versions of fairy tales that can be compared.

Writing:

- Fairy tales are short stories, written as several small scenes that follow a predictable pattern.
- Writers adapt classic fairy tales for many reasons. Some may adapt fairy tales to teach modern-day lessons, showcase a difference in character or setting, or to make their audience laugh.
- Writers begin adapting classic fairy tales by knowing the original well and deciding on a meaningful change that will lead to other changes throughout the story.
- Writers study the work of others as a way to improve their own craft.

Phonics:

- -Understanding letter sounds can apply to reading and writing fluently
- -Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

- Explore traditional /familiar fairy tales as well as different versions.
- Learn the traditional elements of a fairy tale.

In the area of comprehension, the student will learn the following strategies:

Writing:

In the area of writing, the student will:

- Students will use familiar fairy tales to explore techniques of fiction writing in scenes, with a narrator to orient readers, using story structure to create tension, and drafting figurative language to convey mood.

Phonics:

- Identify parts of words (syllables, base words, suffixes)
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends, trigraphs (tch, dge)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- Identify the “exceptions” to these six syllable types
- Read and spell words with these unexpected vowel sounds (exceptions)
- Segment syllables into sounds (phonemes) and divide multisyllabic words
- Read and spell words with short and long vowel sounds
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, ei, eigh, ie, igh, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Identify schwa
- Read and spell words with the unexpected vowel sound of schwa in unaccented syllables
- Read and spell phonetically regular words
- Read words with sound options for the grapheme representation
- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Read and spell words with additional sounds of a and ch, the suffix -ed, and the soft sounds of c and g
- Read and spell words with ph, nge, nce, tion, sion, ture, tu, ti, ci
- Read and spell words with silent letters (wr, rh, gn, kn, mn, mb, gh)
- Read and spell words with suffixes, including most common Latin suffixes (-s, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, -or)
- Identify and know the meaning of most common Latin suffixes
- Read and spell words with suffixes added to unchanging base words (strongest)
- Form and use regular and irregular plural nouns
- Apply spelling rules for adding suffixes to base words that change (sliding)
- Read and spell contractions, reduce two words into a contraction, and identify the words from which a contraction was made
- Read and spell trick words or targeted high frequency words

- Read and know meaning of sound-alike words (homophones)

Additional Resources

- Ready Workbook
- Foundations student toolkit
- Foundations Teacher Toolkits
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.state.nj.us/education/cccs/2016/ela/>
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Formative Assessments

- | | |
|---------------------------|-------------------------------|
| ● Open Ended Questions | · Rubric |
| ● Weekly Tests | · Cooperative Learning Groups |
| ● Writer's Workshop | · Teacher Conferences |
| ● Class Discussion | · Teacher Observation |
| ● Graphic Organizers | · Writer's Notebook |
| ● Reading Responses | · Portfolio |
| ● Reading Log | · Anecdotal Notes |
| ● Exit Slips | · Peer/Self Assessments |
| ● Kinesthetic Assessments | · Whiteboard Assessments |
| ● Running Records | · Think-Pair-Share |
| ● Constructive Quizzes | · Literature Circles |

Summative Assessments

- Portfolio Assessment piece
- Unit Test

- Timed Writing Piece
- Timed Reading
- Performance Assessment
- District Benchmark or Interim Assessment

Alternative Assessment

- Showcase portfolio
- Reflective journals

Benchmark Assessments

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO