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Beach Haven 3rd Grade English Language Arts (ELA) Curriculum	
Content Area: English Language	
Course Title: ELA	**Grade Level: 3**
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 Fundations(Word Study/Vocabulary, Phonics, Phonemic Awareness)	**25 Days- ongoing**
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 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	**25 Days- ongoing**
Unit3: **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 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	**25 Days- ongoing**
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 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	**25 Days- ongoing**

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 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	**30 Days-ongoing**
Unit 6: **Reading:** Character Studies, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing:** Baby Literary Essay, Shared Writing, Interactive Writing **Phonics:** Level 3 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	**25 Days-ongoing**
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 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	**25 Days-ongoing**

Alignment with State Mandates
The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements: ● Holocaust and genocides (N.J.S.A. 18A:35-28) ● History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43) ● Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a) ● History of disabled and LGBT persons included in middle and high school curriculum (Section 18A:35-4.35) ● Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please click here for specific examples (by subject). ● History and contributions of Asian Americans and Pacific Islanders (N.J.S.A. 18A:35-4.44)

Introduction

During the school year, the teacher will establish a literature-rich climate by utilizing the provided reading/writing series, trade books, and novels located in the classroom and school library aligned to the NJ state standards. Benchmarks will allow the teacher to determine what needs to be modeled during future mini-lessons and guided reading groups. Reading and writing should be integrated to include elements of grammar and reading, spelling, mechanics, traits of writing,and the writing process. Instruction should take place in the form of whole group mini-lessons, small group mini-lessons, and guided reading/writing groups in order to meet the needs of all learners.

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 and meet grade 3 expectations.. Student progress will be measured in a variety of methods.

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 Fundations(Word Study/Vocabulary, Phonics, Phonemic Awareness)	Duration : 25 Days
Standards/Learning Targets **Focus Standards (Major Standards)**	
Foundational Skills: Reading Language **Phonics and Word Recognition** L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes.	

B. Decode words with common Latin suffixes.
C. Decode multisyllable words.
D. Read grade-appropriate irregularly spelled words.
E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.
B. Read grade-level text orally with accuracy, appropriate rate, and expression.
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

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

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

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
B. Capitalize appropriate words in titles.
C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
E. Use appropriate pronouns with clear referents.
F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
H. Paraphrase a main idea or event in order to vary sentence structure and word use.
I. Organize ideas into paragraphs with main ideas and supporting details.

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

A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
B. Choose words and phrases for effect.
C. Recognize and observe differences between the conventions of spoken and written English.

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

A. Use sentence-level context as a clue to the meaning of a word or phrase.
B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and

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

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

B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

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

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

RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

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

A. Introduce a topic clearly.
B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
E. Provide a conclusion related to the information or explanation presented.

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

A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
C. Use transitional words and phrases to manage the sequence of events.
D. Use concrete words and phrases and sensory details to convey experiences and events.
E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

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

A. Identify audience, purpose, and intended length of composition before writing.
B. Consider writing as a process, including self-evaluation, revision and editing.
C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

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

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

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

Speaking and Listening

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners

on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
D. Explain their own ideas and understanding in light of the discussion.

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

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

SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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

Supporting and Additional Standards

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

A. Introduce an opinion clearly.
B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.

D. Provide a conclusion related to the opinion presented.

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

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

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

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

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

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

RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

Primary Interdisciplinary Connections

6.1.5.CivicsPI.1: Describe the ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
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.

Career Readiness, Life Literacies, and Key Skills

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

9.4.5.CI.2: 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.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

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).
9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
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)

ML WIDA Can Do Descriptors: Grade Level Cluster 3-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/ phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually-supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Fundations Unit Assessments
- Concepts of print assessment

- Kahoot
- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Reflective/response journals
- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment

Benchmark Assessments

- DRA
- Spelling Inventory
- DIBELS (Early Literacy Screening)
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt
- Lumos Learning

● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Fundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge andSkills	
Content	**Skills**
Unit Essential Questions Reading: ● How do readers create reading lives for themselves? ● How do readers work to understand the story better? ● How do readers tackle more challenging texts? ● How do readers make decisions based on habits, volume, and stamina? How do readers think about before, during, and after reading? ● What can partners talk about to grow ideas about their reading? How do readers become independent problem solvers? ● How can I get ready to share books I'm reading with my partner, retelling the important parts or parts that stood out to me and talking about what I've learned? How do readers become invested in the Reading Workshop?,	**<u>Reading:</u>** *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. **<u>Writing:</u>** *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.

Writing:

- 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?

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?

Enduring Understandings

Reading:

- 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.
- Readers build partnerships with other readers.
- Readers build relationships with books.
- Readers can monitor their growth as Readers
- Readers choose just-right books and push themselves to read more.

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)

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<td>● Readers have skills and strategies to help them tackle complex texts and hard words.
● Readers hold tight to meaning while they Read.

Writing:
● 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.

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.</td>
<td>● 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)</td>
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<tr>
<td colspan="2">Instructional Plan</td>
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<td>Suggested Activities</td>
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Lesson Example: Setting Reading Goals to Build a Reading Life

I Do:

I explain that today we are going to think about how readers grow by setting **personal reading goals**. I model my own thinking aloud: "I want to become better at reading chapter books without getting lost. My goal is to read at least 20 minutes each day and keep track of my thinking in my notebook." I show students how I write my goal down, and then I demonstrate how I plan to track progress by jotting notes about what I notice while reading, questions I have, and parts I find exciting. I emphasize that setting goals helps readers stay focused and motivated.

We Do:

Together, we create a class reading goal for a shared text. I ask students to help me notice patterns in our reading habits, such as taking too long to finish a chapter or skipping parts of the book. As a group, we decide on a goal, for example: "We will each stop at the end of every chapter and jot one question or prediction." I model how to track this on a chart, and students help me fill in sample entries. We discuss how this goal will help everyone pay attention, stay engaged, and grow as readers, and students practice writing a few sample entries together on a shared notebook or whiteboard.

They Do:

Resources for on-grade students:

- *Supporting All Reader's Book*
- Partners (turn-and-talk, heterogenous, homogenous)
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)
- Anchor Charts
- Graphic organizer with sentence stems

Resources for students approaching grade level expectations:

- *Supporting All Reader's Book*
- Document Camera for magnified visual
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards
- Beginning, middle and end graphic organizer
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)

Resources for students exceeding grade level expectations:

- Independent or partner read and retell at own level.
- Self-assess using retell checklist
- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map including more details

Useful Websites such as:

- Heinemann Flights
- Reading A-Z
- Scholastic news

Students independently choose their own reading books and set a personal goal, such as reading a certain number of pages each day, noticing character traits, or writing questions about the story. They track their reading in their notebooks, jotting thoughts, questions, and predictions just like we modeled. Students meet briefly with a partner to share their goals and examples of tracking, giving feedback on clarity and focus. I circulate to confer, prompting students to adjust goals that are too easy or too hard, and helping them reflect on how their goal supports becoming stronger, more engaged readers. **Lesson Example: Choosing a Small Moment to Write About** **I Do:** I explain that today writers of true stories focus on a **small moment**—one brief event that we can show in detail, rather than trying to tell everything that happened. I model by thinking aloud about my own small moment: "I want to write about the time I slipped on ice outside my house. That's just one moment, not the whole winter." I show how I jot a short snapshot in my notebook: *"I slipped on the ice and fell into the snowbank."* I explain that focusing on a small moment lets me include the sights, sounds, and feelings that make the story come alive for readers. **We Do:** As a class, we brainstorm several small moments from our own lives—such as "losing a tooth," "finding a frog," or "riding a rollercoaster." I guide students in choosing one moment that is	• Raz Plus • Epic • Fun Hub • You Tube • Ocean County Library

easy to picture and rich in detail. Together, we practice jotting the moment in a short snapshot sentence and adding one or two quick details about what we saw, heard, or felt. I model thinking aloud: “If I want readers to feel what I felt, I need to notice details and pick one clear moment.” Students offer ideas and revisions to make the moments more vivid. **They Do:** Students independently select a small moment from their own lives and write a snapshot sentence in their notebooks. They add sensory details—what they saw, heard, felt, or thought during that moment—to help readers experience it. Once they finish, students share their small-moment drafts with a partner, reading aloud and giving feedback on whether the moment is clear and detailed. I confer with individuals or small groups, prompting students to refine their snapshots, notice important details, and stretch their stories so readers can picture the event vividly. **Fundations- Phonemic awareness, phonics, letter-sound correspondence, spelling, and handwriting** **Lesson Example: Reading and Spelling Closed-Syllable Words (CVC / CCVC / CVCC)** **I Do:** I explain that today readers and writers become stronger by recognizing **closed syllables**, because knowing that a vowel is “closed in” by a consonant helps us read and spell words accurately. I write the word **split** on the board and say, “Watch	

how I figure this out." I underline the vowel *i*, tap the sounds /s/ /p/ /l/ /ĭ/ /t/, and blend them to read: **split**. I think aloud: "The vowel is short because the consonant after it closes the syllable." I then model one more example, such as **stamp**, demonstrating how I look for the vowel, check that it is closed, and use tapping to decode the word smoothly. **We Do:** As a class, we work together to read and spell closed-syllable words by following the routine: find the vowel, check that it is closed, tap the sounds, and blend. I write **crust** and guide students in underlining the vowel and tapping /k/ /r/ /ŭ/ /s/ /t/ before blending it. Then students help me spell a word like **trim**, identifying the short vowel and explaining why it must stay short. We choose another example as a class, building confidence and accuracy by tapping, spelling, and checking work together on chart paper. I prompt students with questions such as, "What closes the vowel?" and "What sound do we hear next?" **They Do:** Students work independently on reading and spelling closed-syllable words on their dry-erase boards. Using a teacher-provided list—such as **smash, blend, crop, grasp, chill, match**—they follow the full routine: underline the vowel, mark the breve over the short vowel, tap the sounds, and then write or read the word. Students then share with a partner to check accuracy and practice tapping any tricky words together. As they work, I confer with individuals and small groups, supporting students in confirming short-vowel sounds, correcting errors,	

and strengthening their understanding of how closed syllables help them become more fluent readers and accurate spellers. ***Mandate: Climate Change: Read: *Whooping Cranes in Danger by: Susan E. Goodman*** **I Do:** Introduce/review concept of "theme/central lesson". Using an anchor chart. Set the intention before reading that S should look for reasons why the whooping cranes are endangered. **We Do:** Read the story with the students and stop for class discussion using ideas from the text to add to the chart. **They Do:** Students discuss in partners/small groups- "why are the whooping cranes endangered? What did the text tell us? What can we do to help solve future problems of climate change? T cycles through the room and conferences with groups as needed.	

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud

- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests

- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- 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
- 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 to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools

- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- 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 to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations

- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- 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

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

Core Instructional and Supplemental Materials

Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds

Graphic Organizers

- Fundations student toolkit
- Fundations 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, 2023
- 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/
- Jump rope readers

Various Levels of Text:
Dragon Tales series by Dav Pilkey (Level J),
Commander Toad series by Jane Yolen (Level K)
The Infamous Ratsos series by Kara LaReau (Level L)
The King & Kayla series by Dori Hillestad Butler (Level L),
The Little Shaq series by Shaquille O'Neal (Level M)

The Alien Next Door series by A. I. Newton (Level N/O/P/Q)
Jasmine Toguchi series by Debbi Michiko Florence Hilo series by Judd Winick
(Levels O-Q)
Whooping Cranes in Danger by: Susan E. Goodman

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as ReadWorks leveled passages with questions.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus
- District approved Novels

Teacher Notes/Reflection:	

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 Fundations (Word Study/Vocabulary,	**Duration: 25 days**

Phonics, Phonemic Awareness)	

Standards/Learning Targets

Focus Standards (Major Standards)

Foundational Skills: Reading Language

Phonics and Word Recognition

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

A. Identify and know the meaning of the most common prefixes and derivational suffixes.
B. Decode words with common Latin suffixes.
C. Decode multisyllable words.
D. Read grade-appropriate irregularly spelled words.
E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.
B. Read grade-level text orally with accuracy, appropriate rate, and expression.
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

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

A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.

C. Identify language of word origin, as noted in dictionaries.
D. Spell singular and plural possessives (teacher's; teachers')
E. Change y to i (cried) in words with suffixes, when required.
F. Spell regular two- and three-syllable words that:
    i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
    ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
G. Spell common words in English, including regular and irregular forms.

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
B. Capitalize appropriate words in titles.
C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
E. Use appropriate pronouns with clear referents.
F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
H. Paraphrase a main idea or event in order to vary sentence structure and word use.
I. Organize ideas into paragraphs with main ideas and supporting details.

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

A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
B. Choose words and phrases for effect.
C. Recognize and observe differences between the conventions of spoken and written English.

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases

based on grade 3 reading and content, choosing flexibly from a range of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.
B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and

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

A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Reading Domain

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

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

RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create

mood, emphasize aspects of a character or setting).

RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

Writing Domain

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

A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
C. Use transitional words and phrases to manage the sequence of events.
D. Use concrete words and phrases and sensory details to convey experiences and events.
E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

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

A. Identify audience, purpose, and intended length of composition before writing.
B. Consider writing as a process, including self-evaluation, revision and editing.
C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

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

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

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

Speaking and Listening

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
D. Explain their own ideas and understanding in light of the discussion.

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

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

SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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

Supporting and Additional Standards

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

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

the main idea.

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

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

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

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

RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

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

A. Introduce an opinion clearly.
B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
D. Provide a conclusion related to the opinion presented.

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

A. Introduce a topic clearly.
B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
E. Provide a conclusion related to the information or explanation presented.

Primary Interdisciplinary Connections

6.1.5.GoePP.3: Use geographic models to describe how human movement relates to the locations of natural resources and sometimes results in conflict.
6.1.2.Geo.PP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate, and weather, resource availability).
6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
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.

Career Readiness, Life Literacies, and Key Skills

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

9.4.5.CI.2: 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.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

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).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

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)

ML WIDA Can Do Descriptors: Grade Level Cluster 3-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/ phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually-supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Fundations Unit Assessments
- Concepts of print assessment

- Kahoot
- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Reflective/response journals
- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment

Benchmark Assessments

- DRA
- Spelling Inventory
- DIBELS (Early Literacy Screening)
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt

● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Fundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions **Reading:** ● 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? Writing: ● How can I write a piece that includes all of the elements of a mystery? ● What are all the elements of a mystery? Phonics: ● How can I use letter sounds to read and write words?	**Reading** ● Notice and Use Clues: Students will identify textual clues and details in mystery texts to make predictions and infer meaning. ● Predict and Anticipate Events: Students will use clues and prior knowledge to anticipate outcomes, understand character motives, and predict plot developments. ● Character Analysis: Students will analyze characters' actions, thoughts, and dialogue to understand motives, relationships, and their role in advancing the mystery. ● Identify Plot Structure: Students will recognize and explain the key elements of a mystery story—problem, clues, suspense, conflict, and resolution.

- 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…

- 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.

Writing:

- 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.

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

- Questioning for Understanding: Students will generate and answer questions about texts, distinguishing between literal and inferential comprehension to deepen understanding.

- Interpret Evidence: Students will explain how specific details or clues support their predictions, interpretations, or conclusions about the story.

- Compare and Connect Texts: Students will compare mystery stories, noticing patterns in how suspense, clues, and problem-solving are handled across texts.

- Collaborative Reading and Discussion: Students will participate in book clubs or partner discussions to share insights, justify thinking with evidence, and refine predictions and interpretations.

- Monitor and Adjust Thinking: Students will monitor comprehension, revisit clues, and adjust predictions or interpretations as new evidence appears in the text.

- Engage with Mystery Genre Conventions: Students will recognize the techniques authors use to build suspense, create red herrings, and structure mysteries to enhance engagement and comprehension.

Writing Mysteries

- Develop Suspense and Curiosity: Students will write scenes that create suspense, using descriptive language,

	pacing, and carefully placed clues to engage readers and provoke questions. ● Plan and Organize Mystery Stories: Students will plan stories that include a clear problem, logical sequence of events, and a satisfying resolution, ensuring that each part contributes to the mystery. ● Use Clues Strategically: Students will identify and embed textual clues and details that help readers infer solutions while maintaining tension, avoiding giving away the mystery too early. ● Character Development in Mysteries: Students will develop characters whose actions, motives, and reactions drive the story and contribute to the unfolding mystery. ● Build Coherent and Engaging Plots: Students will sequence events in a way that logically advances the story, using transitions, pacing, and cause-effect relationships to guide readers through the mystery. ● Incorporate Dialogue and Action: Students will use dialogue and action to reveal character, advance the plot, and create suspense in a way that is natural and purposeful. ● Revise for Clarity and Engagement: Students will revise drafts to clarify clues, strengthen suspense, improve word choice, and ensure that the resolution is satisfying and coherent.

	● Peer Review and Reflection: Students will participate in peer conferences to give and receive feedback, reflecting on how their writing builds suspense, presents clues, and engages the reader effectively. ● Publish Mystery Stories: Students will produce a polished piece of writing that demonstrates mastery of mystery-writing techniques, including suspense, clues, character development, and plot resolution. **<u>Phonics:</u>** *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
Instructional Plan	
Suggested Activities	**Resources**
Lesson Example: Noticing Clues to Predict What Will Happen Next **I Do:** I explain that readers of mysteries pay close attention to **clues in the text** to predict what might happen next. I model with a short excerpt from a mystery story: "Detective Maya noticed muddy footprints leading to the kitchen." I think aloud: "Hmm, muddy footprints—where did they come from? This might mean someone just walked in. I predict the next part might reveal who it is." I underline the clue in the text and demonstrate how I make a prediction based on it, showing students that paying attention to small details helps readers anticipate events and	**Resources for on-grade students:** • *Supporting All Reader's Book* • Partners (turn-and-talk, heterogenous, homogenous) • Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) • Anchor Charts • Graphic organizer with sentence stems **Resources for students approaching grade level expectations:** • *Supporting All Reader's Book* • Document Camera for magnified visual • Listening option (ex. Epic) • RTI Progress Monitoring • Graphic organizer partially filled in by teacher • White boards • Beginning, middle and end graphic organizer

understand the story more deeply.

We Do:

As a class, we read the next short passage together: “The cookie jar was empty, and a chair was knocked over.” I ask students to help me notice clues and make predictions. We underline the key details—“empty cookie jar” and “knocked-over chair”—and discuss what might happen next. Together, we record our prediction: “Maybe someone snuck into the kitchen to steal cookies!” We check our thinking by rereading and discussing how the clues led us to this prediction, reinforcing how attentive readers use details to anticipate events in mystery stories.

They Do:

Students independently read a short mystery passage from their own books or book club texts. They underline clues and jot predictions in their reading notebooks, explaining what the clues suggest might happen next. Afterward, they partner up to share their clues and predictions, discussing whether their thinking makes sense and listening to alternative interpretations. I confer with students individually or in small groups, guiding them to focus on precise details and helping them refine predictions to strengthen their comprehension and detective-like reading skills.

Lesson Example: Creating Suspense by Dropping Clues

I Do:

I explain that writers of mysteries make their stories exciting by

- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)

Resources for students exceeding grade level expectations:

- Independent or partner read and retell at own level.
- Self-assess using retell checklist
- “I wonder” questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map including more details

Useful Websites such as:

- Heinemann Flights
- Reading A-Z
- Scholastic news
- Raz Plus
- Epic
- Fun Hub
- You Tube
- Ocean County Library

dropping clues carefully, so readers try to solve the mystery alongside the characters. I model by thinking aloud about a short scene I wrote: “Detective Sam found a muddy boot print by the window.” I underline the clue and say, “I want readers to notice this without giving away everything. Maybe later, this boot print will help reveal who took the missing cookie.” I show how I write the clue into the story with suspense, using precise language and action to make readers wonder what will happen next. **We Do:** As a class, we brainstorm a simple mystery scenario together—such as a missing classroom book. I guide students in deciding what small clues to include that will help the reader solve the mystery without giving it all away. We write a short scene on chart paper, collaboratively dropping one or two clues: a pencil on the floor, a chair moved slightly, and a backpack zipped open. I ask students to think aloud with me: “Where should we place the clue so it’s noticeable but not too obvious?” We read the scene aloud to see if the suspense works and revise clues together to build tension. **They Do:** Students independently plan a short mystery story or continue one they have started. They decide what the key clues will be and write them into their story, making sure each clue is clear enough for the reader to notice but subtle enough to maintain suspense. Students then share with a partner, reading the scene and checking if the clues create curiosity and tension. I confer with students individually, helping them adjust placement of	

clues, enhance suspense with descriptive details, and ensure that the mystery unfolds in a way that keeps readers engaged and guessing until the end. **Fundations- Phonemic awareness, phonics, letter-sound correspondence, spelling, and handwriting** **Lesson Example: Reading and Spelling R-Controlled Vowel Words** **I Do:** I explain that today we are going to learn about **r-controlled vowels**, where a vowel is followed by an *r* and the r changes the vowel sound. I write the word **car** on the board and say, "Listen to the vowel sound. It's not the usual short 'a' sound—it's controlled by the r." I tap the word slowly: /c/ /ar/, blending it aloud. I think aloud: "The *ar together* makes one sound. Knowing r-controlled vowels helps me read and spell words more easily." I model one more example, such as **bird**, underlining the r-controlled vowel and tapping /b/ /ir/ /d/ while blending it smoothly. **We Do:** As a class, we read and spell r-controlled words together. I write **fork** on the board and guide students in underlining the r-controlled vowel, tapping the sounds /f/ /or/ /k/, and blending it: **fork**. We discuss how the r changes the usual vowel sound, and I ask students to help me spell another word, such as **her**. We tap, blend, and mark the r-controlled vowel together,	

noticing patterns and similarities. I encourage students to verbalize the sound changes and explain why the vowel is "r-controlled" so everyone can recognize the pattern. **They Do:** Students independently read and spell a set of r-controlled vowel words on their dry-erase boards or in notebooks, such as **car, star, bird, fur, horn, farm**. They underline the r-controlled vowel in each word, tap out the sounds, and then blend to read accurately. After writing, students partner up to check each other's work, reading words aloud and discussing whether the vowel sound changes as expected. I circulate to confer, reinforcing correct identification of r-controlled vowels, providing correction as needed, and encouraging students to notice patterns that will help them decode and spell new words. **On Demand Writing** **Lesson:** Mandate: Climate Change Activity Build interest: Students complete KWL chart. What does the word conservation mean? What does it mean to conserve water? What do you already know about how to conserve water? Introduction: Watch the videoWater Tips video: Students engage in discourse through turn and talk, "Why is it important to save water? How can you save water?"	

Teacher model: Read aloud the article about water tips and model how to take notes and properly annotate. Partner research: Students read articles using safesearchkids.com. Students take notes and annotate important information. Students engage in discourse:"What are new ways we can save water? How does conserving water help save our environment? What examples did you read about in the articles?" Independent: Students will write about why it is important to save water and reference articles they have researched. Students may include text features/visuals: diagram, image, caption, etc. Exit Ticket: Finish the "L" on the KWL chart	

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive

- Small group instruction
- Choral reading
- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”

- 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
- 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 to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- 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 to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions

- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- 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

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

Core Instructional and Supplemental Materials

Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- Fundations student toolkit
- Fundations 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, 2023
- 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/
- Jump rope readers

- safesearchkids.com.

Various Levels of Text:
The Absent Author by Ron Roy
The Diamond Mystery by Martin Widmar
Hamster Holmes series by Albin Sadar (Level J)
Katie's Spooky Sleepover and Pedro's Mystery Club by Fran Manushkin (Level J)
Young Cam Jansen series by David A. Adler (Level J)
King & Kayla series by Dori Hillestad Butler (Level K)

Nate the Great* series by Marjorie Weinman Sharmat (Level K)
Milo and Jazz Mysteries series by Lewis B. Montgomery (Level L)
Cam Jansen* series by David A. Adler (Level L)
Jigsaw Jones series by James Preller (Level M)

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as ReadWorks leveled passages with questions.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus
- District approved Novels

Teacher Notes/Reflection:

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 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	**Duration:** 25 days

Standards/Learning Targets

Focus Standards (Major Standards)

Foundational Skills: Reading Language

Phonics and Word Recognition

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

A. Identify and know the meaning of the most common prefixes and derivational suffixes.
B. Decode words with common Latin suffixes.
C. Decode multisyllable words.
D. Read grade-appropriate irregularly spelled words.
E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression.
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

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

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

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
B. Capitalize appropriate words in titles.
C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
E. Use appropriate pronouns with clear referents.
F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.

H. Paraphrase a main idea or event in order to vary sentence structure and word use.
I. Organize ideas into paragraphs with main ideas and supporting details.

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

A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
B. Choose words and phrases for effect.
C. Recognize and observe differences between the conventions of spoken and written English.

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

A. Use sentence-level context as a clue to the meaning of a word or phrase.
B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and

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

A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Reading Domain

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

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

the main idea.

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

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

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

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

RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

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

A. Introduce a topic clearly.
B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
E. Provide a conclusion related to the information or explanation presented.

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

A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
C. Use transitional words and phrases to manage the sequence of events.
D. Use concrete words and phrases and sensory details to convey experiences and events.
E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

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

A. Identify audience, purpose, and intended length of composition before writing.
B. Consider writing as a process, including self-evaluation, revision and editing.
C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

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

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

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

Speaking and Listening

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

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

B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
D. Explain their own ideas and understanding in light of the discussion.

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

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

SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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

Supporting and Additional Standards

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

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

RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and

poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

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

A. Introduce an opinion clearly.
B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
D. Provide a conclusion related to the opinion presented.

Primary Interdisciplinary Connections

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
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.

Career Readiness, Life Literacies, and Key Skills

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

9.4.5.CI.2: 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.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

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).
9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
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)

ML WIDA Can Do Descriptors: Grade Level Cluster 3-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	**Level 6 - Reaching**
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/ phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually-supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Fundations Unit Assessments
- Concepts of print assessment

- Kahoot
- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Reflective/response journals
- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment

Benchmark Assessments

- DRA
- Spelling Inventory
- DIBELS (Early Literacy Screening)
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt

• Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time • My Reading Log and Reflections • Fundations Fluency Kit Assessments • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
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	**<u>Reading:</u>** • Identify Main Ideas: Students will determine the main idea of a paragraph, section, or entire text and distinguish it from supporting details. • Recognize Text Structures: Students will identify common nonfiction text structures, such as description, sequence, cause and effect, problem and solution, and compare/contrast. • Use Text Features: Students will use headings, subheadings, captions, diagrams, and other text features to locate and understand important information. • Summarize Information: Students will summarize key points from texts in their own words, focusing on main

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?
- How do writers write with volume, stamina, and speed?
- How can writing partners, mentor texts, and writing strategies help a writer?
- How can writers monitor their growth as writers?

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?

Enduring Understandings

Reading:
- 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.

ideas and essential details.

- Ask and Answer Questions: Students will generate questions before, during, and after reading to guide comprehension and focus on the main ideas of the text.

- Interpret and Organize Information: Students will use graphic organizers or notes to organize information according to the text structure to support understanding and retention.

- Integrate Evidence from Text: Students will cite textual evidence to support their understanding of main ideas and interpretations.

- Compare Texts on Similar Topics: Students will read multiple texts on the same topic and compare how different authors organize and present main ideas.

- Adjust Reading Strategies: Students will monitor comprehension, adjust reading strategies, and reread portions of text to clarify understanding of complex ideas or structures.

- Build Knowledge Across Texts: Students will synthesize information from multiple sources to deepen understanding of topics and make connections between texts.

<u>Writing:</u>

● Readers tackle hard words that complicate meaning. ● Readers synthesize and grow ideas when reading narrative nonfiction. Writing ● Writers can add to their knowledge of a topic through research. ● Writers can teach others what they know. ● Writers have many ways to develop and revise their writing. ● Writers have routines and procedures to follow in a workshop setting. ● Writers learn craft moves from a mentor text for example by noticing new ways to structure text. ● Writers need to revise and edit their written pieces for example by checking their facts over again. ● Writers use notebooks to log their ideas. ● Writing partners support each other's efforts during 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	● Identify Topics and Main Ideas: Students will choose clear topics and determine the main ideas they want to communicate in their informational writing. ● Organize Information Logically: Students will structure their writing using clear text structures, such as description, sequence, cause and effect, and compare/contrast, to help readers understand key ideas. ● Use Text Features Effectively: Students will incorporate headings, subheadings, diagrams, and captions to support comprehension and organize information. ● Include Supporting Details: Students will provide relevant facts, examples, or explanations that strengthen the main idea and give readers a complete understanding of the topic. ● Use Precise Language: Students will choose specific vocabulary and clear language to explain concepts and ideas accurately. ● Synthesize Information Across Sources: Students will integrate knowledge from multiple sources or research to enhance the depth and accuracy of their informational writing. ● Revise for Clarity and Coherence: Students will revise drafts to improve organization, add details, and ensure the writing flows logically from one section to the next.

	● Use Writing to Explain and Teach: Students will craft writing that informs, explains, or teaches readers about a topic, ensuring the purpose of the text is clear. ● Edit for Conventions: Students will proofread for spelling, punctuation, grammar, and capitalization to produce polished informational writing. ● Reflect and Share: Students will share their informational texts with peers, explain choices in organization and language, and respond to feedback to strengthen their writing. **<u>Phonics:</u>** ● 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)
Instructional Plan	
Suggested Activities	**Resources**
Lesson Example: Identifying Main Ideas and Supporting Details in Nonfiction Texts **I Do:** I explain that today readers focus on **finding the main idea** in a nonfiction text and noticing the **supporting details** that explain it. I model by reading a short paragraph about bees: "Bees are important pollinators that help plants grow. They collect nectar from flowers and carry pollen from one blossom to another." I underline the main idea—"Bees are important pollinators that help plants grow"—and then highlight the supporting details about collecting nectar and carrying pollen. I think aloud: "The main idea tells the big point the author wants us to know, and the supporting details explain or prove it." **We Do:** As a class, we read another short nonfiction paragraph together, this time about sea turtles. I guide students in underlining what they think is the main idea and circling the supporting details. We discuss as a group, comparing ideas, and refine our choices together. I model using a graphic organizer to record the main	**Resources for on-grade students:** • *Supporting All Reader's Book* • Partners (turn-and-talk, heterogenous, homogenous) • Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) • Anchor Charts • Graphic organizer with sentence stems **Resources for students approaching grade level expectations:** • *Supporting All Reader's Book* • Document Camera for magnified visual • Listening option (ex. Epic) • RTI Progress Monitoring • Graphic organizer partially filled in by teacher • White boards • Beginning, middle and end graphic organizer • Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) **Resources for students exceeding grade level expectations:** • Independent or partner read and retell at own level. • Self-assess using retell checklist • "I wonder" questions • Compare and contrast the setting in the beginning,

idea and the supporting details, and students help me fill it in. We talk about how recognizing the structure of the text helps us understand and remember key information. **They Do:** Students independently read a short nonfiction passage on a new topic, such as pandas, volcanoes, or the solar system. They underline the main idea, circle supporting details, and record them in their graphic organizer or reading notebook. After completing the passage, they share their main idea and supporting details with a partner, discussing whether they chose the most important information and how the details support the main idea. I confer with students individually, guiding them to refine their ability to identify key ideas and understand how text structures help readers grasp information efficiently. **Lesson Example: Writing a Strong Topic Sentence for Informational Writing** **I Do:** I explain that today writers focus on crafting a **strong topic sentence** that tells readers exactly what the paragraph or section will teach them. I model by thinking aloud as I write a topic sentence for a paragraph about penguins: "Penguins are amazing birds that have special adaptations to survive in cold environments." I underline the main idea—"special adaptations to survive in cold environments"—and explain how this sentence sets the stage for the facts and details I will include. I show how a clear topic sentence guides both the writer and the reader.	middle, end of story ● First/Next/Then/Last Story Map including more details Useful Websites such as: ● Heinemann Flights ● Reading A-Z ● Scholastic news ● Raz Plus ● Epic ● Fun Hub ● You Tube ● Ocean County Library

We Do: As a class, we brainstorm a topic for a new informational paragraph, such as “volcanoes.” I guide students to help me write a strong topic sentence: “Volcanoes are powerful natural features that shape the Earth’s surface.” Together, we underline the main idea, discuss how it previews the details to come, and revise the sentence to make it clear and precise. Students suggest improvements, and we practice identifying topic sentences in sample paragraphs to reinforce the skill. **They Do:** Students independently choose a topic for an informational paragraph or section, such as a type of animal, a historical event, or a scientific process. They write their own topic sentence, making sure it clearly communicates the main idea. After drafting, students partner up to read each other’s topic sentences, discussing whether they are clear, specific, and engaging. I confer with individual students to guide refinement, helping them strengthen clarity, focus, and the connection between the topic sentence and supporting details. **Fundations- Phonemic awareness, phonics, letter-sound correspondence, spelling, and handwriting** **Lesson Example: Reading and Spelling Multisyllable Words with Closed Syllables** **I Do:**	

I explain that today we are going to read and spell **multisyllable words** by breaking them into **closed syllables**, which helps us decode and spell accurately. I model with the word **basketball**: "I notice this word has more than one syllable. I clap or tap each syllable: bas–ket–ball." I underline the vowels in each syllable and show how each vowel is closed by consonants, keeping the short vowel sound. I think aloud as I blend: "bas–ket–ball. Clapping and tapping each part helps me read the whole word smoothly." **We Do:** As a class, we practice reading and spelling several multisyllable words together. I write **napkin** on the board and guide students in tapping each syllable: nap–kin, underlining the closed syllable vowels, and blending: **napkin**. Next, we take another word, **sunset**, and work together to decode it, emphasizing how recognizing closed syllables helps maintain the correct vowel sounds. We discuss patterns and highlight how noticing syllables makes reading and spelling longer words easier. **They Do:** Students independently read and spell a list of multisyllable, closed-syllable words on their dry-erase boards or in notebooks, such as **kitten, rabbit, basket, sunset, napkin**. They tap each syllable, underline the closed syllable vowels, and then blend the word to read and write it correctly. Students then pair up to check each other's decoding and spelling, offering feedback. I circulate to confer with students, helping them identify syllables, recognize patterns, and apply the strategy to unfamiliar words in	

their reading and writing. ***Diversity & Inclusion Mandate: *The Talented Clementine*** **Lesson:** **I Do:** Ask students to talk to a partner about what talents they have. Ask and answer questions together; do they know their talent? What talent would they like to have? Do we all need to have a talent to be special? **We Do:** Read, *The Talented Clementine.* **They Do:** Students will take notes while reading. Identify what Clemintine will do for the Talent Show. Meet with a group/partner and discuss ideas. Share ideas of how Clemintine is special and unique. Discuss in a whole group how everyone is who they are and special. ***Diversity & Inclusion Mandate and History of Disabled and LGBT Persons (Section 18A:35-4.35): *Just Ask*** **Lesson:** **I Do:** Preview the book with your students. *Based on the title and illustrations, what do you think the story will be about?* Ask students to picture a garden in their mind. If needed, prompt them to consider what colors or sizes their plants might be. Discuss what the world would be like if everyone were the same. What are the benefits of diversity? What are some things that make you yourself?	

We Do: Students will listen to Just Ask by Sonia Sotomayor. Stop to ask questions to check for understanding. Example for page 2: What does Sonia want you to know about kids? How are kids different? What does Sonia want you to do if you are curious about someone else? (All kids are different, just like things that grow in a garden are different. Sometimes differences are easy to spot, and sometimes you can't see why kids are different). **They Do:** Students will create a class book based off of the story. Each student in the class will write one page introducing themselves and explaining something that makes them unique. Students can also complete Just Ask Activities when they are finished.	

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading

- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- 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
- 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 to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- 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 to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow

- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf ‘variety of genre’
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a “buddy”
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- 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

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

Core Instructional and Supplemental Materials

Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- Fundations student toolkit
- Fundations 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, 2023
- 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/
- Jump rope readers

Various Levels of Text:
The Absent Author by Ron Roy
The Diamond Mystery by Martin Widmar
Hamster Holmes series by Albin Sadar (Level J)
Katie's Spooky Sleepover and Pedro's Mystery Club by Fran Manushkin (Level J)
The Talented Clementine, by Sara Pennypacker
Just Ask by Sonia Sotomayor
Just Ask by Sonia Sotomayor
Young Cam Jansen series by David A. Adler (Level J)
King & Kayla series by Dori Hillestad Butler (Level K)

Nate the Great* series by Marjorie Weinman Sharmat (Level K)
Milo and Jazz Mysteries series by Lewis B. Montgomery (Level L)
Cam Jansen* series by David A. Adler (Level L)
Jigsaw Jones series by James Preller (Level M)

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as ReadWorks leveled passages with questions.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus
- District approved Novels

Teacher Notes/Reflection:

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 Fundations (Word Study/Vocabulary,	**Duration: 25 days**

Phonics, Phonemic Awareness)	

Standards/Learning Targets

Focus Standards (Major Standards)

Foundational Skills: Reading Language

Phonics and Word Recognition

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

A. Identify and know the meaning of the most common prefixes and derivational suffixes.
B. Decode words with common Latin suffixes.
C. Decode multisyllable words.
D. Read grade-appropriate irregularly spelled words.
E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.
B. Read grade-level text orally with accuracy, appropriate rate, and expression.
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

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

A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.

C. Identify language of word origin, as noted in dictionaries.
D. Spell singular and plural possessives (teacher's; teachers')
E. Change y to i (cried) in words with suffixes, when required.
F. Spell regular two- and three-syllable words that:
    i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
    ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
G. Spell common words in English, including regular and irregular forms.

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
B. Capitalize appropriate words in titles.
C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
E. Use appropriate pronouns with clear referents.
F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
H. Paraphrase a main idea or event in order to vary sentence structure and word use.
I. Organize ideas into paragraphs with main ideas and supporting details.

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

A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
B. Choose words and phrases for effect.
C. Recognize and observe differences between the conventions of spoken and written English.

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases

based on grade 3 reading and content, choosing flexibly from a range of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.
B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and

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

A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Reading Domain

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

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

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

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

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

topic efficiently.

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

RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

Writing Domain

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

A. Introduce an opinion clearly.
B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
D. Provide a conclusion related to the opinion presented.

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

A. Identify audience, purpose, and intended length of composition before writing.
B. Consider writing as a process, including self-evaluation, revision and editing.
C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print

and non-print) to obtain information on that topic.

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

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

Speaking and Listening

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
D. Explain their own ideas and understanding in light of the discussion.

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

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

SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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

Supporting and Additional Standards

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

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

RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

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

A. Introduce a topic clearly.
B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).

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

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

A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
C. Use transitional words and phrases to manage the sequence of events.
D. Use concrete words and phrases and sensory details to convey experiences and events.
E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

Primary Interdisciplinary Connections

6.1.5.CivicsPI.1: Describe the ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
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.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.

9.4.5.CI.2: 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.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

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).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

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)

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:
    - Kahoot
    - Flipgrid
    - Epic
    - BrainPop Jr.
    - Raz Plus
    - Fun Hub

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Fundations Unit Assessments
- Concepts of print assessment
- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment

○ Scholastic News ○ Freckle.com ○ Reading A-Z **Formative Assessments** ● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader's Notebooks ● Writer's Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips **Alternative Assessments** ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Fundations Fluency Kit Assessments	**Benchmark Assessments** ● DRA ● Spelling Inventory ● DIBELS (Early Literacy Screening) ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
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?	**<u>Reading:</u>** *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:* **<u>Writing:</u>** *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.

● How do letter patterns help me learn to read words I do not know? **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. ● 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. 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:	**<u>Phonics:</u>** ● 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

• -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.	• 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)
Instructional Plan	
Suggested Activities	**Resources**
Lesson Example: Noticing Author's Purpose in Social Issue Texts **I Do:**	Resources for **on-grade** students: • Graphic organizer with sentence stems • Partners • Anchor Charts • Word banks

I explain that today readers will focus on **noticing the author's purpose** when reading texts about social issues. I model with a short article about recycling: "The author writes about recycling to show why it is important and to convince people to take action." I think aloud: "I notice facts about recycling, examples of communities that recycle, and words that encourage action. All of these clues help me understand the author's purpose: to inform and persuade." I underline key sentences and highlight evidence that shows the author's goal. **We Do:** As a class, we read a short passage about helping endangered animals. I guide students to notice phrases, facts, and examples that signal the author's purpose. Together, we identify the main idea and discuss whether the author is trying to **inform, persuade, or entertain**. We record evidence in a shared chart, noting sentences that support our thinking. Students help me explain why certain details show the author wants readers to care or take action, reinforcing how attention to language and examples helps us grasp the purpose of a text. **They Do:** Students independently read a short social-issue text, such as a passage about clean water or volunteering. They identify the author's purpose—inform, persuade, or entertain—and underline evidence that supports their thinking. Students record their ideas in their reading notebooks and share with a partner, explaining why the evidence demonstrates the author's goal. I confer with individual students, asking guiding questions to deepen	Resources for students **approaching** grade level expectations: ● Leveled Text ● Graphic organizer partially filled out by teacher ● Highlighters for close reading strategies ● Writers checklist ● EZreaders Resources for students **exceeding** grade level expectations: ● Leveled Text ● Compare and contrast the theme from beginning to end of the story Useful links / online resources ● Print Material ● White board ● Computer ● Smart Board ● IPads/Laptops ● ELMO Document Reader ● District Approved and Selected novels ● Kids Search Engine Character Change Graphic Organizer https://www.eadeverell.com/wp-content/uploads/10.-Characters-Change.pdf ● NJDOE Rubric for Narrative Writing ● NJDOE Rubric for PCRs ● Picture Books ○ Picture Books for teaching skills

understanding and helping them refine their ability to recognize author's purpose and support their interpretation with textual evidence. **Lesson Example: Crafting a Persuasive Opening to Hook the Audience** **I Do:** I explain that today writers will focus on **writing an engaging opening** for a persuasive speech that grabs the audience's attention and introduces the topic. I model by thinking aloud as I write: "Imagine our playground has too much trash. I could start my speech with a question: 'Have you ever walked across the playground and wished it was cleaner?'" I underline the hook and explain how it makes the audience think, sets the stage for my argument, and introduces the topic clearly. I also model adding a **strong opinion** statement after the hook. **We Do:** As a class, we brainstorm topics we care about, such as recycling, extra recess time, or helping animals. I guide students in suggesting opening lines that could grab attention, and together we choose one to develop on chart paper. We discuss how to combine a hook with a clear opinion statement. Students help me revise language to make it strong and engaging, and we read the opening aloud to see if it captures interest and clearly presents the topic. **They Do:**	

Students independently choose a topic for a persuasive speech and draft an opening that includes a hook and a clear opinion statement. They write or type it in their notebooks and then share with a partner, explaining why they chose that hook and how it introduces their argument. I confer with individual students, guiding them to make openings more engaging, strengthen word choice, and ensure the topic and opinion are immediately clear to the audience. **Fundations- Phonemic awareness, phonics, letter-sound correspondence, spelling, and handwriting** **Lesson Example: Reading and Spelling Multisyllable Words with R-Controlled Vowels** **I Do:** I explain that today we are going to read and spell **multisyllable words that include r-controlled vowels**, such as *carpet* or *curtain*. I model by writing **carpet** on the board and thinking aloud: "I notice two syllables: car–pet. The first vowel, 'a,' is controlled by the r, so it says /ar/. I tap each syllable: /car/–/pet/, then blend to read: carpet." I underline the r-controlled vowel and explain how recognizing these vowels helps me decode and spell the word accurately. I then model one more example, **curtain**, breaking it into syllables and highlighting the r-controlled vowel in the first syllable. **We Do:** As a class, we practice reading and spelling multisyllable words	

with r-controlled vowels together. I write **garden** on the board, and we tap the syllables: gar–den, noting the r-controlled vowel in the first syllable. Students help me blend the syllables smoothly and spell the word on our whiteboard. Next, we take another word, **mirror**, and repeat the process, underlining the r-controlled vowels and blending each syllable. We discuss patterns and practice recognizing r-controlled vowels in each syllable to reinforce the decoding strategy. **They Do:** Students independently read and spell a list of multisyllable r-controlled words, such as **hardest, morning, furrow, parrot, curtain**, tapping each syllable, underlining the r-controlled vowels, and blending the word to read and write it accurately. They then partner up to check each other's work, reading the words aloud and offering feedback. I circulate to confer with students, ensuring they correctly identify syllables and r-controlled vowels, apply the decoding strategy to unfamiliar words, and transfer the skill to reading and writing independently. ***History and Contributions of African Americans Mandate Writing: Research based informational text:** Students are learning about fairness in sports. Build interest: Play highlights of Jackie Robinson's baseball career. Engage in discourse, "What do you notice? What do you wonder? How might this video connect to our lesson this week?" Introduction: Teacher gages prior knowledge, "What do you know about the history of sports? Were all people of differing	

genders, races, ethnicities allowed to participate?" Teacher connects Jackie Robinson's story to the lesson's essential questions (When should a sport change? How can sports bring out the best in people? How do sports make us feel?) Partner research: Students will conduct research to gather important information about the influential African American, Jackie Robinson. Students will use search.kidzsearch.com to answer guiding questions, "Who is Jackie Robinson? When and where did he live? What was society like during this time period? What challenges do you think he faced? Why was he very influential to history? How has he been recognized?" Independent: Students will compose an informational text using information they compiled through research to explain Jackie Robinson's influence on American sports and societal challenges. Students should include text features/visuals: timeline, image, caption, etc. Closure: Students will participate in a gallery walk where they will read and observe their peers' work. Students will choose two students to offer positive feedback along with something they learned. ***Holocaust Mandate Idea: *Brainpop - Elie Wiesel*** **I Do:** Analyze a quote from Elie Wiesel, (e.g.,*The opposite of love is not hate, it's indifference.)*	

We Do: Watch Brainpop Video about Elie Wiesel **They Do:** Complete a story map about Elie Wiesel's life. Then share with a partner. More ideas: Lucky Learners ***Holocaust and Genocide Mandate** **Writing: Prose constructed response** Students are learning how people feel when they face challenges and what they can learn from others. Build Interest: Teacher displays the word 'diversity' on the board. Students engage in discourse, "What does diversity mean? What is something special about you? What makes you diverse?" On a post-it, students will use their knowledge of *diversity* to answer, "What does 'acceptance' mean to you?" Introduction: The class will read, "Acceptance is My Superpower." [SYNOPSIS: Lisa is a young girl who loves to sing and wears glasses. A classmate who Lisa views as a friend made cruel comments about her, and it leads her into learning what diversity is. Lisa learns that when others misunderstand it can sometimes result in words or actions that are hurtful. She also learns that differences are not actually flaws but instead are superpowers. By accepting herself and others, Lisa is being a superhero.]	

Partner collaboration: Teachers will invite students to engage in discourse and connect to our lesson's focus questions, "How do people feel when they face challenges? What can we learn from others?" Students will share in a roundtable discussion. Independent: Students will use the read aloud and their own experiences to answer, "Why is it important to be accepting of others and their differences? How does it feel to be excluded? How can you demonstrate acceptance at school?"	

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- 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
- 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 to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- 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 to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning

- Expand reading bookshelf ‘variety of genre’
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a “buddy”
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- 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

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

Core Instructional and Supplemental Materials

Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- Fundations student toolkit
- Fundations 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, 2023

- https://www.heinemann.com/
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- 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/
- Jump rope readers

search.kidzsearch.com

Various Levels of Text:
Dragon Tales series by Dav Pilkey (Level J), Commander Toad series by Jane Yolen (Level K)
The Infamous Ratsos series by Kara LaReau (Level L)
The King & Kayla series by Dori Hillestad Butler (Level L),
The Little Shaq series by Shaquille O'Neal (Level M)
The Alien Next Door series by A. I. Newton (Level N/O/P/Q)
Jasmine Toguchi series by Debbi Michiko Florence Hilo series by Judd Winick (Levels O-Q)
Brainpop - Elie Wiesel

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as ReadWorks leveled passages with questions.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus
- District approved Novels

Teacher Notes/Reflection:

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 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	**Duration: 30 days**

Standards/Learning Targets

Focus Standards (Major Standards)

Foundational Skills: Reading Language

Phonics and Word Recognition

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

A. Identify and know the meaning of the most common prefixes and derivational suffixes.
B. Decode words with common Latin suffixes.
C. Decode multisyllable words.
D. Read grade-appropriate irregularly spelled words.
E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.
B. Read grade-level text orally with accuracy, appropriate rate, and expression.
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

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

A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
C. Identify language of word origin, as noted in dictionaries.
D. Spell singular and plural possessives (teacher’s; teachers’)

E. Change y to i (cried) in words with suffixes, when required.
F. Spell regular two- and three-syllable words that:
    i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
    ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
G. Spell common words in English, including regular and irregular forms.

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
B. Capitalize appropriate words in titles.
C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
E. Use appropriate pronouns with clear referents.
F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
H. Paraphrase a main idea or event in order to vary sentence structure and word use.
I. Organize ideas into paragraphs with main ideas and supporting details.

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

A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
B. Choose words and phrases for effect.
C. Recognize and observe differences between the conventions of spoken and written English.

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

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

B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and

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

A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Reading Domain

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

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

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

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

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

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

RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

Writing Domain

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

A. Introduce a topic clearly.
B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
E. Provide a conclusion related to the information or explanation presented.

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

A. Identify audience, purpose, and intended length of composition before writing.
B. Consider writing as a process, including self-evaluation, revision and editing.
C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

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

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

planning to write about a topic.

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

Speaking and Listening

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
D. Explain their own ideas and understanding in light of the discussion.

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

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

SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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

Supporting and Additional Standards
RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures). RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text. RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters. RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series). W.AW.3.1. Write opinion texts to present an idea with reasons and information. A. Introduce an opinion clearly. B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic. C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion related to the opinion presented. W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements. A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.

B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
C. Use transitional words and phrases to manage the sequence of events.
D. Use concrete words and phrases and sensory details to convey experiences and events.
E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

Primary Interdisciplinary Connections

6.1.5.CivicsPI.1: Describe the ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
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.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.CI.2: 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.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

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).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

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)

ML WIDA Can Do Descriptors: Grade Level Cluster 3-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/ phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually-supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Fundations Unit Assessments
- Concepts of print assessment

- Kahoot
- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Reflective/response journals
- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment

Benchmark Assessments

- DRA
- Spelling Inventory
- DIBELS (Early Literacy Screening)
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt

• Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time • My Reading Log and Reflections • Fundations Fluency Kit Assessments • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions Reading: • How can nonfiction readers research a topic? • What strategies do nonfiction readers use when planning a second cycle of research? • How do readers learn from reading nonfiction texts? • How can readers support and push each other's learning during club or group work? • How do readers respond to the text and each other with reactions and questions, and read on to draw conclusions? Writing: • How can I raise the level of my research-based information writing, in particular, by working on structure and development? Phonics: • How can I use letter sounds to read and write words?	**<u>Reading:</u>** *In the area of reading, the student will:* • Develop a Research Question: Students will generate meaningful questions about a chosen animal or topic to guide their research. • Locate and Use Sources: Students will identify and gather information from multiple sources, including books, articles, and multimedia, to answer their research questions. • Note-Taking and Organization: Students will take organized notes, summarizing key facts and details relevant to their topic while maintaining accuracy and clarity.

● 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? ● ● Enduring Understandings Reading: ● Students will understand that… ● Nonfiction readers will synthesize information across texts. ● Nonfiction readers will compare and contrast texts to grow their research. ● Researchers ask questions to grow ideas. ● Readers can learn about any topic by reading. ● Readers can support and enhance learning by asking questions and seeking answers collaboratively. ● Readers develop evidence-based theories and apply them to find solutions to real- world problems. ● Readers pay attention to text structure to hold on to meaning and organize their learning. Writing: ● 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. Phonics: ● -Understanding letter sounds can apply to reading and writing fluently	● Synthesize Information: Students will combine information from multiple sources to develop a coherent understanding of their topic and communicate it effectively. ● Write Informational Texts: Students will produce informational writing that includes an introduction, organized sections with main ideas and supporting details, and a conclusion. ● Use Text Features and Formatting: Students will incorporate headings, subheadings, diagrams, captions, and other text features to enhance reader understanding. ● Revise and Edit for Clarity: Students will revise drafts to improve organization, word choice, and accuracy, and edit for grammar, punctuation, spelling, and capitalization. ● Present Research Findings: Students will share their research through written reports, posters, or oral presentations, using evidence to support their explanations. ● Collaborate Effectively: Students will work in research clubs to discuss findings, share ideas, provide feedback, and contribute to group understanding. ● Reflect on Learning: Students will reflect on the research process, evaluating the effectiveness of their questions, sources, and strategies, and identifying areas for further learning.

● -Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know	**<u>Writing:</u>** *In the area of writing, the student will:* ● Develop a Focused Research Question: Students will generate clear, specific questions to guide their research on a topic of interest. ● Gather and Evaluate Sources: Students will locate information from multiple reliable sources and assess the relevance and accuracy of the content. ● Take Organized Notes: Students will record key facts, details, and evidence from sources using notes, paraphrasing where appropriate, and organizing information by topic or subtopic. ● Synthesize Information: Students will combine information from different sources to develop a coherent understanding of their topic and identify patterns or important insights. ● Plan Informational Writing: Students will create a structured plan for their writing, including an introduction, sections with main ideas and supporting details, and a conclusion. ● Write Informational Texts: Students will produce clear, organized, and accurate research-based writing, integrating facts, examples, and evidence from their sources.

	● Use Text Features to Enhance Understanding: Students will incorporate headings, subheadings, captions, diagrams, or charts to support and clarify information for the reader. ● Revise and Edit for Clarity and Accuracy: Students will revise for organization, clarity, and depth of information, and edit for spelling, grammar, punctuation, and capitalization. ● Cite Sources Appropriately: Students will provide credit for the information they use, learning basic citation practices appropriate for their grade level. ● Share Research Findings: Students will present their work to peers or other audiences, using clear explanations and evidence to support their ideas, and reflect on their research process for future improvement. **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)
Instructional Plan	
Suggested Activities	**Resources**
Lesson Example: Taking Organized Notes from Research Texts **I Do:** I explain that today readers will focus on **taking organized notes** from research texts to make sure we can use information accurately in our writing. I model by reading a short passage about penguins: "Penguins live in cold places and have thick feathers to stay warm. They eat fish, squid, and krill." I think aloud as I record notes in a simple table under headings like *Habitat* and *Diet*, showing how I paraphrase rather than copying word-for-word. I explain that good notes help us remember important facts and prepare for writing or sharing later. **We Do:** As a class, we read another short passage together about elephants. I guide students in identifying key facts and deciding where they belong in a table or graphic organizer with headings like *Physical Traits* and *Diet*. We write notes together, discussing	Resources for **on-grade** students: • Graphic organizer with sentence stems • Partners • Anchor Charts • Word banks Resources for students **approaching** grade level expectations: • Graphic organizer partially filled out by teacher • Highlighters for close reading strategies • Writer's checklist • EZreaders Resources for students **exceeding** grade level expectations: • Compare and contrast the character's traits throughout the story Useful links / online resources • Print Material • White board • Computer • Smart Board

how to summarize information in our own words. I model thinking about what information is most important and how to group related facts, while students suggest ways to organize and clarify the notes. **They Do:** Students independently read a short text on their chosen research topic, such as frogs or a different animal in their research club, and record notes under preselected headings in their notebook or graphic organizer. They paraphrase the information, deciding which facts are most important and how to group them. After completing their notes, students share with a partner to check clarity and accuracy, and I confer individually to help students refine their note-taking skills, ensuring they are ready to use the information to write their research reports. **Lesson Example: Writing an Informative Introduction for Research Writing** **I Do:** I explain that today writers will focus on **writing a strong introduction** for their research pieces that tells the reader what the topic is and why it is interesting or important. I model by thinking aloud as I write an introduction about penguins: "Penguins are fascinating birds that live in some of the coldest places on Earth. Many people don't know how they survive icy conditions and find food under the sea." I underline the **topic statement** and point out how I included a hook to make readers curious. I also show how I preview the main ideas I will explain	• IPads/Laptops • ELMO Document Reader • District Approved and Selected novels • NJDOE Rubric for Narrative Writing • NJDOE Rubric for PCRs • Picture Books ○ Picture Books for teaching skills • Smekens Using Mentor Text to Teach Writing • Safe Search Kids • https://jr.brainpop.com/- Writing Skills

in the rest of the piece, setting up the structure for my writing. **We Do:** As a class, we choose a topic together, such as elephants, and brainstorm a few interesting facts or questions that might hook the reader. I guide students in writing a strong introduction on chart paper, modeling how to include a topic statement and preview the main ideas. Students help me revise language to make it engaging and clear, suggesting ways to make the opening more interesting and informative. We read the draft aloud to check that it clearly introduces the topic and draws the reader in. **They Do:** Students independently draft introductions for their own research topics, making sure to include a clear topic statement, a hook, and a preview of the main ideas they will explain. After drafting, students pair up to read each other's introductions and give feedback on clarity, engagement, and whether the topic and main ideas are clear. I confer individually with students to guide revisions, helping them strengthen hooks, clarify main ideas, and ensure the introduction sets the stage for the rest of their research writing. **Fundations- Phonemic awareness, phonics, letter-sound correspondence, spelling, and handwriting** **Lesson Example: Reading and Spelling Multisyllable Words with Open and Closed Syllables**	

I Do: I explain that today we will read and spell **multisyllable words** by breaking them into **open and closed syllables** to help decode and spell accurately. I model with the word **pilot**: “I notice it has two syllables: pi–lot. The first syllable ends with a vowel, so it is an open syllable and says its long vowel sound /pi/. The second syllable is closed, ending with a consonant, so it has a short vowel sound /lot/.” I tap and blend each syllable slowly, demonstrating how recognizing syllable types helps me read and spell the word correctly. **We Do:** As a class, we practice reading and spelling several multisyllable words together, such as **robin** and **tiger**. I guide students to tap each syllable, identify whether it is open or closed, and underline the vowels to notice the sound pattern. We blend the syllables together and write the words on our boards or chart paper. Students help me revise and check accuracy, noticing patterns in how open and closed syllables affect the vowel sounds. **They Do:** Students independently read and spell a list of multisyllable words with a mix of open and closed syllables, such as **spider, pilot, hotel, tulip, and paper**. They tap each syllable, underline vowels, identify the syllable type, and then blend to read and write the word. Students then partner up to check each other’s decoding and spelling, reading the words aloud and offering feedback. I circulate to confer with students individually, helping	

them apply the strategy to unfamiliar words and reinforcing syllable awareness in reading and writing. **Reading Skill: Annotate Information from Text/Images** **I Do:** Read aloud mentor text picture book: The Boy Who Invented the Popsicle by Anne Renaud, https://www.youtube.com/watch?v=nc6i96ok94o Introduce a graphic organizer to annotate what you notice and note about the authors ideas in the mentor text. Summarize the expectations for each box. **We Do:** Reread short passages from the mentor text as a class and fill out the first column of the graphic organizer together. **You Do:** Student reads another passage on their own and fills out the second column. *Hand in for teacher review **Extended Research/ Speaking and Listening Lesson:**Genius Hour PowerPoint **I Do :** Introduce passion/genius hour projects using powerpoint or anchor charts. Create a topic board. **We Do:** Students will add their topics onto board and discuss with class. Teacher will model how to create questions from the topic board.	

They Do: Students will create their questions and begin their research once approved by the teacher *Students will present their projects to their peers and teacher	

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- 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

- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- 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
- 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 to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- 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 to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring

- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- 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

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

Core Instructional and Supplemental Materials
Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- Fundations student toolkit
- Fundations 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, 2023
- 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/
- Jump rope readers

Various Levels of Text:
● Frogs and Toads; Bobbie Kalman (P)
● Gorillas;LoriMcManus
● The Life Cycle of an Emperor Penguin; Bobbie Kalman and Robin Johnson (N)
● The Life Cycle of a Frog; Bobbie Kalman and Kathryn Smithyman (N)
● The Penguin, a Funny Bird; Beatrice Fontanel
● Penguins;BobbieKalman(M)
● Bees;SusanAshley(K)
● Helpful and Harmful Insects; Molly Aloian and Bobbie Kalman (M)
● A Butterfly is Patient; Diana Hutts Aston (N)
● Life Cycles; Angela Royston (N)
The Boy Who Invented the Popsicle by Anne Renaud

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations
- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as ReadWorks leveled passages with questions.

Supplemental Texts for Students Approaching Grade Level Expectations
- Leveled Text according to data
- RazPlus

- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus
- District approved Novels

Teacher Notes/Reflection:

Unit 6: **Reading:** Character Studies, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing:** Baby Literary Essay, Shared Writing, Interactive Writing **Phonics:** Level 3 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	**Duration: 25 days**

Standards/Learning Targets

Focus Standards (Major Standards)

Foundational Skills: Reading Language

Phonics and Word Recognition

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

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

B. Decode words with common Latin suffixes.
C. Decode multisyllable words.
D. Read grade-appropriate irregularly spelled words.
E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.
B. Read grade-level text orally with accuracy, appropriate rate, and expression.
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

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

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

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
B. Capitalize appropriate words in titles.
C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
E. Use appropriate pronouns with clear referents.
F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
H. Paraphrase a main idea or event in order to vary sentence structure and word use.
I. Organize ideas into paragraphs with main ideas and supporting details.

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

A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
B. Choose words and phrases for effect.
C. Recognize and observe differences between the conventions of spoken and written English.

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

A. Use sentence-level context as a clue to the meaning of a word or phrase.
B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and

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

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

B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

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

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

RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

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

A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
C. Use transitional words and phrases to manage the sequence of events.
D. Use concrete words and phrases and sensory details to convey experiences and events.

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

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

A. Identify audience, purpose, and intended length of composition before writing.
B. Consider writing as a process, including self-evaluation, revision and editing.
C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

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

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

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

Speaking and Listening

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
D. Explain their own ideas and understanding in light of the discussion.

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

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

SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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

Supporting and Additional Standards

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

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

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

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

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

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

RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

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

A. Introduce an opinion clearly.
B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
D. Provide a conclusion related to the opinion presented.

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

A. Introduce a topic clearly.
B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
E. Provide a conclusion related to the information or explanation presented.

Primary Interdisciplinary Connections

6.1.5.CivicsPI.1: Describe the ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
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.

Career Readiness, Life Literacies, and Key Skills

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

9.4.5.CI.2: 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.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

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).
9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
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)

ML WIDA Can Do Descriptors: Grade Level Cluster 3-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	**Level 6 - Reaching**
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/ phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually-supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Fundations Unit Assessments
- Concepts of print assessment

- Kahoot
- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Reflective/response journals
- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment

Benchmark Assessments

- DRA
- Spelling Inventory
- DIBELS (Early Literacy Screening)
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt

• Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time • My Reading Log and Reflections • Fundations Fluency Kit Assessments • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions Reading: • How do readers walk in other character's shoes? • How do readers build theories about characters? • How do readers grow and learn lessons alongside the characters in the books they read? Writing: • How do writers write an essay that states a strong opinion about a text/character 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?	**<u>Reading:</u>** *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:* **<u>Writing:</u>** *In the area of writing, the student will:*

- 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?

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?

Enduring Understandings

Reading:

Students will understand that…

- 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.
- Readers compare the way characters handle problems to other characters, other stories, and their own . lives.
- Readers have skills and strategies for building theories while they read. .

- 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

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- Readers have skills and strategies to help them tackle complex texts and hard words. .
- Readers infer about characters by thinking about what the characters are doing, saying, and . thinking/feeling.
- Readers pay attention to the challenges characters face and how they resolve these challenges. .
- Readers think about how the problems characters face relate to the theme of the story. .
- Readers use skills to envision and predict while they read.

Writing:

- 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.

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.

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- 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)

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Lesson Example: Noticing and Recording Character Traits

I Do:

I explain that today readers will focus on **noticing character traits**—the qualities that make a character unique—and recording evidence from the text. I model with a short passage about a character named Mia: "Mia always helps her friends when they are in trouble." I think aloud as I write in my notebook: "I notice Mia is helpful. The text shows this because she helps her friends with their problems. I will write 'helpful' as the trait and quote or summarize the evidence that shows it." I show how to use a chart to organize traits and supporting evidence.

We Do:

As a class, we read another short passage together, this time about a character named Leo. I guide students in identifying traits, asking: "What does Leo do that tells us about him?" We discuss traits like brave or curious, and together record the trait and evidence in a shared chart. Students help me choose the strongest evidence and explain why it shows the trait. We talk about how noticing traits and supporting them with evidence helps us understand characters more deeply.

They Do:

Students independently read a passage from their own book and identify at least one character trait. They record the trait and write supporting evidence in their notebooks or on a graphic

Resources for **on-grade** students:

- Graphic organizer with sentence stems
- Partners
- Anchor Charts
- Word banks

Resources for students **approaching** grade level expectations:

- Graphic organizer partially filled out by teacher
- Highlighters for close reading strategies
- Writer's checklist
- EZreaders

Resources for students **exceeding** grade level expectations:

- Compare and contrast the character's traits throughout the story

Useful links / online resources

- Print Material
- White board
- Computer
- Smart Board
- IPads/Laptops
- ELMO Document Reader
- District Approved and Selected novels
- NJDOE Rubric for Narrative Writing
- NJDOE Rubric for PCRs
- Picture Books
    - Picture Books for teaching skills
- Smekens Using Mentor Text to Teach Writing
- Safe Search Kids
- https://jr.brainpop.com/- Writing Skills

organizer. Afterward, they share with a partner, explaining why they chose that trait and how the evidence supports it. I circulate to confer with students, asking guiding questions to deepen their thinking and help them notice traits they may have missed, ensuring they can record clear evidence from the text to support their observations. **Lesson Example: Writing a Strong Claim in a Baby Literary Essay** **I Do:** I explain that today readers will focus on **writing a strong claim** for their literary essay—a statement that tells the reader my opinion about a book and what I will prove with evidence. I model by thinking aloud as I write a claim about a book we read together: "I think *The Lion and the Mouse* teaches that even small characters can make a big difference." I underline the claim and explain that it clearly states my opinion and sets up the essay. I also model briefly noting one or two examples from the book I plan to use as evidence to support the claim. **We Do:** As a class, we revisit a familiar text and brainstorm possible claims together, discussing how to turn opinions into strong, specific statements. I guide students in choosing a claim and modeling how to jot down supporting evidence from the text, such as character actions or events. We write a sample claim and evidence on chart paper, and students help revise it to make it clear, specific, and directly tied to the book. We read it aloud together to check that it communicates a clear opinion and	

preview of what will be discussed. **They Do:** Students independently write a claim for their own literary essay, making sure it clearly states their opinion about the book and hints at the evidence they will use. After drafting, they share their claims with a partner to give and receive feedback on clarity and specificity. I confer individually, coaching students to strengthen their claims, ensure the opinion is supported by the text, and prepare them to write paragraphs that expand on their evidence in the next lessons. **Fundations- Phonemic awareness, phonics, letter-sound correspondence, spelling, and handwriting** **Lesson Example: Reading and Spelling Words with Prefixes and Suffixes** **I Do:** I explain that today we are going to read and spell **words with common prefixes and suffixes**, which can help us figure out the meaning of new words. I model with the word **unhappy**: "I notice the prefix *un-* at the beginning of the word. I think about what *un-* means—it usually means 'not.' The base word is *happy*, so *unhappy* means 'not happy.'" I tap each syllable: un–hap–py, underline the prefix and base word, and blend the	

syllables to read the word. I also show how recognizing prefixes and suffixes helps in spelling and understanding meaning. **We Do:** As a class, we read a list of words with prefixes and suffixes, such as **redo, helpful, and misplace**. I guide students to tap each syllable, identify the prefix or suffix, and underline the base word. Together, we blend the syllables to read the word and discuss how the prefix or suffix changes the meaning. Students help me sort the words by prefixes or suffixes and suggest strategies for remembering the meaning and spelling of each word. **They Do:** Students independently read and spell a list of words with prefixes and suffixes, such as **preheat, disagree, joyful, untie, and careless**. They tap each syllable, underline prefixes or suffixes and the base word, and blend to read and write each word accurately. Afterward, students pair up to check each other's work, discuss word meanings, and provide feedback on decoding and spelling. I circulate to confer with individual students, guiding them to apply prefix and suffix knowledge to unfamiliar words in their reading and writing.	
Suggested Options for Differentiation	

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)

- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- 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
- 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 to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- 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 to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)

- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- 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

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

Core Instructional and Supplemental Materials

Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- Fundations student toolkit
- Fundations 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, 2023
- 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/
- Jump rope readers

Various Levels of Text:
Because of Winn-Dixie* by Kate DiCamillo
Peter's Chair* by Ezra Jack Keats

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations
- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as ReadWorks leveled passages with questions.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations
- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations
- Leveled Text according to data
- RazPlus

Teacher Notes/Reflection:

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	**Duration: 25 days**

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

Standards/Learning Targets

Focus Standards (Major Standards)

Foundational Skills: Reading Language

Phonics and Word Recognition

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

F. Identify and know the meaning of the most common prefixes and derivational suffixes.
G. Decode words with common Latin suffixes.
H. Decode multisyllable words.
I. Read grade-appropriate irregularly spelled words.
J. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

D. Read grade-level text with purpose and understanding.
E. Read grade-level text orally with accuracy, appropriate rate, and expression.
F. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

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

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

Sentence Composition (Grammar, Syntax, and Punctuation)

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

J. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
K. Capitalize appropriate words in titles.
L. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
M. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
N. Use appropriate pronouns with clear referents.
O. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
P. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
Q. Paraphrase a main idea or event in order to vary sentence structure and word use.
R. Organize ideas into paragraphs with main ideas and supporting details.

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

D. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
E. Choose words and phrases for effect.

F. Recognize and observe differences between the conventions of spoken and written English.

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

E. Use sentence-level context as a clue to the meaning of a word or phrase.
F. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
G. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
H. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and

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

D. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
E. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
F. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Reading Domain

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

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

RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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

RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

Writing Domain

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

F. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
G. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
H. Use transitional words and phrases to manage the sequence of events.
I. Use concrete words and phrases and sensory details to convey experiences and events.
J. Provide a conclusion or sense of closure that follows the narrated experiences or events.

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

D. Identify audience, purpose, and intended length of composition before writing.
E. Consider writing as a process, including self-evaluation, revision and editing.
F. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

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

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

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

routinely.

Speaking and Listening

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

E. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
F. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
G. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
H. Explain their own ideas and understanding in light of the discussion.

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

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

SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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

Supporting and Additional Standards

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

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

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

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

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

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

RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

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

E. Introduce an opinion clearly.
F. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
G. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for

example) to connect opinion and reasons.

H. Provide a conclusion related to the opinion presented.

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

F. Introduce a topic clearly.
G. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
H. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
I. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
J. Provide a conclusion related to the information or explanation presented.

Primary Interdisciplinary Connections

6.1.5.CivicsPI.1: Describe the ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
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.

Career Readiness, Life Literacies, and Key Skills

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

9.4.5.CI.2: 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.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

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).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

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)

ML WIDA Can Do Descriptors: Grade Level Cluster 3-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	**Level 6 - Reaching**
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/ phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually-supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Fundations Unit Assessments
- Concepts of print assessment

- Kahoot
- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Reflective/response journals
- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment

Benchmark Assessments

- DRA
- Spelling Inventory
- DIBELS (Early Literacy Screening)
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt

• Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time • My Reading Log and Reflections • Fundations Fluency Kit Assessments • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
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?	**<u>Reading:</u>** *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. **<u>Writing:</u>** *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. **<u>Phonics:</u>** • Identify parts of words (syllables, base words, suffixes)

● How do letter patterns help me learn to read words I do not know? **Enduring Understandings** 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-say 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 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,

● -Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know.	-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)
Instructional Plan	
Suggested Activities	**Resources**
Lesson Example: Writing a Compelling Beginning for a Fairy Tale **I Do:** I explain that today writers will focus on **crafting a compelling beginning** for their fairy tale that hooks the reader and introduces the main character and setting. I model by thinking	Resources for **on-grade** students: ● Graphic organizer with sentence stems ● Partners ● Anchor Charts ● Word banks Resources for students **approaching** grade level expectations: ● Graphic organizer partially filled out by teacher ● Highlighters for close reading strategies

aloud as I write: “Once upon a time, in a tiny village at the edge of a dark forest, lived a clever girl named Elara.” I underline the opening phrase and explain that it sets the stage, introduces the character, and creates curiosity. I also show how I add small details, like the village and the forest, to make the scene vivid and engaging for readers.

We Do:

As a class, we brainstorm fairy tale openings together, listing ideas for settings, characters, and magical elements. I guide students in creating a shared opening on chart paper, asking them to suggest words and details that make the scene interesting and clear. We experiment with adding a hook, like a mysterious sound or surprising event, and revise the draft together to ensure it captures the reader’s attention and sets up the story effectively.

They Do:

Students independently draft the beginning of their own fairy tale, making sure to include a clear introduction of the main character, the setting, and a hook that engages the reader. After drafting, they share their openings with a partner, giving and receiving feedback on clarity, interest, and detail. I confer with students individually, coaching them to strengthen descriptions, add sensory details, and make the opening exciting so readers will want to continue the story.

Lesson Example: Noticing Patterns in Fairy Tales

I Do:

- Writer’s checklist
- EZreaders

Resources for students **exceeding** grade level expectations:

- Compare and contrast the character’s traits throughout the story

Useful links / online resources

- Print Material
- White board
- Computer
- Smart Board
- IPads/Laptops
- ELMO Document Reader
- District Approved and Selected novels
- NJDOE Rubric for Narrative Writing
- NJDOE Rubric for PCRs
- Picture Books
    - Picture Books for teaching skills
- Smekens Using Mentor Text to Teach Writing
- Safe Search Kids
- https://jr.brainpop.com/- Writing Skills

I explain that today readers will focus on **noticing patterns and common elements in fairy tales**, such as repeated events, character types, or magical elements. I model by reading a short excerpt from *Cinderella*: “Cinderella’s stepsisters mock her, and the fairy godmother appears to help her.” I think aloud: “I notice that many fairy tales include a problem, a magical helper, and a happy ending. I’ll underline these events and note the pattern in my reading notebook.” I show how identifying patterns helps readers understand the story and make predictions. **We Do:** As a class, we read another fairy tale together, such as *Hansel and Gretel*. I guide students to notice repeated elements, such as the characters being lost or encountering a magical figure. We discuss how these elements connect to what we noticed in *Cinderella*. Together, we record the pattern on a shared chart, listing common problems, helpers, and resolutions. Students help me highlight examples from the text that show the pattern, and we talk about how these patterns make fairy tales familiar and fun to read. **They Do:** Students independently read a fairy tale from their book bins and look for repeating patterns or common elements, such as magical helpers, problems, or resolutions. They record the pattern and evidence in their notebooks or on a graphic organizer. Afterward, students share their observations with a partner, explaining the pattern they noticed and giving examples from the text. I circulate to confer with students individually, guiding them to	

notice subtler patterns and helping them make connections across different fairy tales. **Fundations- Phonemic awareness, phonics, letter-sound correspondence, spelling, and handwriting** **Lesson Example: Reading and Spelling Multisyllable Words with Vowel Teams and R-Controlled Vowels** **I Do:** I explain that today we will focus on **reading and spelling multisyllable words that contain vowel teams and r-controlled vowels**. I model by writing the word **staircase** on the board. I think aloud: "I notice two important vowel patterns: *ai* in the first syllable and *ar* in the second syllable. I tap each syllable slowly: stair–case, noticing how the vowel team makes a long /a/ sound and the r-controlled vowel makes /ar/. I blend the syllables to read the word and then model writing it, pointing out how knowing the vowel patterns helps me spell it correctly." **We Do:** As a class, we read and spell a list of multisyllable words together, such as **hairbrush** and **farmyard**. I guide students to tap each syllable, identify vowel teams and r-controlled vowels, and underline the vowel patterns. We blend the syllables to read each word aloud and write them together on chart paper or whiteboards. Students help me notice patterns and discuss strategies for decoding unfamiliar words with similar vowel patterns.	

They Do: Students independently read and spell a list of words with vowel teams and r-controlled vowels, such as **paintbrush, sparrow, railway, and starfish**. They tap each syllable, underline vowel patterns, and blend the syllables to read and write each word accurately. Afterward, students partner up to check each other's spelling and reading, providing feedback on accuracy and decoding strategies. I circulate to confer with students individually, helping them apply vowel team and r-controlled vowel knowledge to unfamiliar multisyllable words in their reading and writing.	

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- 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
- 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 to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- 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 to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions

- Choice board to extend learning
- Expand reading bookshelf ‘variety of genre’
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a “buddy”
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- 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

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

Core Instructional and Supplemental Materials

Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- Fundations student toolkit
- Fundations 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, 2023
- 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/
- Jump rope readers

Various Levels of Text:
Rapunzel by Bethan Woollvin
The Three Little Pigs by James Marshall
The True Story of the 3 Little Pigs by Jon Scieszka
Cinderella by by RH Disney and Ron Dias

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations
- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as ReadWorks leveled passages with questions.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus

Teacher Notes/Reflection: