

***Dumont Public Schools  
Dumont, New Jersey***

# **ENGLISH LANGUAGE ARTS (ELA) GRADE 3 CURRICULUM MAP**

***\*REVISED June 2018 by ELA Curriculum Committee***

***Aligned to the New Jersey Student Learning Standards***

**[Born Date: August 24, 2017]  
B.O.E. Adopted August 23, 2018**

**Grade 3 Unit # 1 Title: Living and Learning**  
**Estimated Time Frame: September-Mid November (45 days)**

**OVERVIEW:** Students will explore how different skills help us make our way in the world.

**Common Key Terms/Academic Vocabulary:**

Literary Terms: Literary Elements, Background Knowledge, Plot, Sequence, Summarize, Theme/Central Message, Character, Setting, Visualize, Compare/Contrast, Fact/Opinion, Author's Purpose (persuade, inform, entertain), Rhythm and Cadence, Point of View, Exaggeration/Hyperbole, Sensory Details, Homonym and Simile

**ESSENTIAL QUESTIONS:**

- What are literary elements (character, setting, theme/central message) and how are they identified?
- How does a reader ask and answer questions while making relevant connections to show they understand a text?
- What is author's purpose and how does knowing author's purpose help a reader better understand the text?
- How does a reader's background knowledge help them make connections to a text?
- How does a reader use sequence of events to summarize a story?
- What is a personal narrative?
- What is point of view and how do authors use point of view to tell a story?

**STANDARDS/OBJECTIVES (from NJSLSA):**

**ANCHOR:** NJSLSA.R1., NJSLSA.R3., NJSLSA.R4., NJSLSA.R6., NJSLSA.R7., NJSLSA.R9., NJSLSA.R.10., NJSLSA.W3. NJSLSA.W4., NJSLSA.W5., NJSLSA.W6., NJSLSA.W9., NJSLSA.W10.

**RL:** 3.1, 3.2, 3.3, 3.4, 3.6, 3.9

**RI:** 3.1, 3.2, 3.3, 3.4

**RF:** 3.4. A, C

**W:** 3, 3.1A-D, 3.2A-B, 3.3, 3.3A-D, 3.4, 3.5, 3.8, 3.10

**SL:** 3.1 A-D, 3.2, 3.4, 3.5, 3.5B, 3.6

**L:** 3, 3.1 A-I, 3.2 A-G, 3.3, 3.3A, 3.4 A-D, 3.5 A-C, 3.6,

**CORE INSTRUCTIONAL MATERIALS/REQUIRED COMMON TEXTS:**

- *Pearson Reading Street Series*

**Pearson Unit 1 (6 weeks):**

- *When Charlie McButton Lost Power* (Narrative Poem - N/A L )
- *How a Kite Changed the World* (Narrative Non-Fiction - N/A L )
- *What About Me?* (Fable - 680L)
- *Kumak's Fish* (Tall Tale - 740L)
- *Supermarket* (Expository Text - 620L)
- *My Rows and Piles of Coins* (Realistic Fiction - 740L)
- *Learning About Money* (Websites)

**Extended Literary Text (2 weeks):**

- *26 Fairmount Avenue* by Tomie DePaola (760L) – Class Set
- *Alternate Available Text: When I Was Your Age: Original Stories About Growing Up* by Amy Ehrlich (930L)

**Short Literary Text (1 week):**

- *Wilfrid Gordon McDonald Partridge* by Mem Fox (760L) – Read Aloud
- *When Lightning Comes in a Jar* by Patricia Polacco (540L) – Class Set

**Short Informational Text:**

- *One Giant Leap* by Don Brown (670L) – Class Set
- 3<sup>rd</sup> grade informational memoir articles “Patricia Polacco” and “Tomie DePaola”

**Writing:**

- Writing to Sources (Teacher Copy)
- Use Writer’s Workshop Unit 1 (Lucy Calkins) to help teach narrative writing strategies.

**SUPPLEMENTAL RESOURCES:**

**Scholastic News/Weekly Reader/Time for Kids Magazine:**

- Introduce the reading of nonfiction text by using Time for Kids or Weekly Reader. Focus lessons on headings, captions, bold/italic words, subtitles, maps, charts, graphs, etc. and how these elements are important when reading non-fiction text.

**MOTIVATION/CONNECTIONS:** Introduce unit by reading *When Lightning Comes in a Jar* by Patricia Polacco and *Wilfrid Gordon McDonald Partridge* by Mem Fox. Decorate writer’s notebooks with pictures that will create memories.

**SPECIFIC STUDENT PRODUCTS:**

- Open-ended response questions (*26 Fairmount Avenue*)
- Comprehension questions/Fiction/Non-fiction
- Narrative Dialogue Writing (Using Realistic Fiction strategies as a guide to teach it)
- Vocabulary List
- 3-2-1 Strategy chart

**OUTLINE OF LESSONS:**

1. Create an individual memory/connection quilt after reading *Wilfrid Gordon McDonald Partridge* (based on 6-12 drawings. I.E. something that makes you happy, something

- that makes me sad, etc.) (Choose Lesson 1 or 2)
2. Each student will create the “Map of the Heart” after reading *Wilfrid McDonald Partridge*. (see attached) This will be placed in student’s writer’s notebook to use for future reference for writing pieces.
  3. To introduce the unit, read aloud *When Lightning Comes in a Jar* by Patricia Polacco. Students will identify the memory that the author chose for her narrative and identify the point of view of the story. After read aloud, read Patricia Polacco’s biography article. Use the storybook to introduce personal narratives focusing on small moments, details, and entertaining beginnings.
  4. **Pearson Unit 1: Read stories and follow suggested activities throughout the unit’s time frame.**
  5. Prior to class novel, teacher will present the author of the mentor text by reading Tomie’s biography.
    - a. Introduce class novel, *26 Fairmount Avenue* by Tomie DePaola.
    - b. Utilize comprehension and open-response questions and vocabulary material from teacher’s guide. (Novel Ties)
    - c. Introduce strategies to answer open-ended response questions. A.C.E (Answer-Cite Evidence-Explain) or R.A.P (Restate-Answer-Cite Evidence)
    - d. After each chapter, work on the completion of a continuous story map and/or other graphic organizers (focusing on character traits, motivations, and feelings, sequence of events, setting, theme, and plot)
  6. After reading *One Giant Leap* use a 3-2-1 strategy chart (3- things you discovered 2- interesting things 1- question you still have) to reinforce comprehension of nonfiction text. (see attached) (Cross-Curricular Science)

**ASSESSMENTS:**

| Formative  | Summative   | Benchmark  |
|--|---|--|
| <ul style="list-style-type: none"><li>● Use available Pearson resources for assessments (i.e. <i>Reader's &amp; Writer's Notebook</i> pages, <i>Sleuth</i> questions, Let's Practice pages, Think Critically Questions, Close Reading Questions)</li><li>● Graphic Organizers</li><li>● Story Map</li><li>● Vocabulary journals or organizers</li><li>● 3-2-1 Strategy Chart</li></ul> | <ul style="list-style-type: none"><li>● Pearson Weekly Tests (Use at your own pace when needed).</li><li>● Accelerated Reader for Pearson weekly stories (when available)</li><li>● Writing assessment/rubric for narrative dialogue story (Writing to Sources page 25)</li><li>● Accelerated Reader for 26 <i>Fairmount Avenue</i> —Literacy Skills and Vocabulary Practice Quiz: # 30629</li><li>● Writing: After reading 26 <i>Fairmount Avenue</i>, students will write about a real or imagined time when you had to change your plans because of a severe rainstorm or natural disaster. Describe the event and tell what happened after the event ended.</li></ul> | <ul style="list-style-type: none"><li>● STAR Reading</li><li>● DRA2 (Fall)</li></ul> |

**STRATEGIES FOR DIFFERENTIATION:**

- Meet with small, guided reading groups to reread text.
- Mini-lessons on specific reading strategies (Point of View, Questioning, and Character Analysis)
- Guide class in citing from the text when using a strategy to answer an open-ended question
- Use Pearson Classroom Management Handbook for Differentiated Instruction Practice Stations
- Due to grade level text complexity or above, scaffold as needed.

**INTERDISCIPLINARY STANDARDS:**

- Science Unit 1:( Weather and Climate) NJSLs 3-ESS2-1, 3-ESS2-2, 3-ESS3-1, 3 5-ETS1-1
- Social Studies: 6.1.4.B.10, 6.1.4.B.4, 6.1.4.C.10

**CONNECTIONS TO TESTING:** Responding to an open-ended response question and expository writing. Use Reading Street Sleuth workbook and Writing to Sources workbook.

**INTEGRATING TECHNOLOGY AND MEDIA:**

- Use Pearson Digital Whiteboard Transparencies (Graphic Organizers, Daily Fix-It)
- Use Google Maps to search and view 26 Fairmount Ave. Meridan, CT.
- Search for online newsreel of Walt Disney's 1938 making of Snow White during 26 Fairmount Ave.
- Search and share short videos of Shirley Temple during 26 Fairmount Ave.

**Grade 3 Unit # 1 Title: Living and Learning  
Estimated Time Frame: September-Mid November (45 days)**

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| <b>Content Area Unit Name</b>                               | Unit #1: Living and Learning   |
| <b>Interdisciplinary Connections</b>                        | Science Unit 1:( Weather and Climate) NJSLS 3-ESS2-1, 3-ESS2-2, 3-ESS3-1, 3 5-ETS1-1<br><br>NJSLS Social Studies: 6.1.4.B.10, 6.1.4.B.4, 6.1.4.C.10  |
| <b>Core Instructional Materials including digital tools</b> | See unit plan for Common Texts and Digital Materials   |
| <b>21<sup>st</sup> Century Themes and Skills</b>            | <p><b>Personal Financial Literacy:</b><br/>9.1.4.A.2 Identify potential sources of income.<br/>9.1.8.A.6 Explain how income affects spending decisions.</p> <p><b>Career Awareness, Exploration, and Preparation:</b><br/>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p><b>Career Ready Practices:</b><br/>CRP2: Apply appropriate academic and technical skills.<br/>CRP4: Communicate clearly and effectively and with reason.<br/>CRP5: Consider the environmental, social and economic impacts of decisions.<br/>CRP7: Employ valid and reliable research strategies.<br/>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.<br/>CRP11: Use technology to enhance productivity.<br/>CRP 12: Work productively in teams while using cultural global competence.</p> |

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| <p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p> | <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> |
| Pacing Guide   | 9 Weeks - 45 days (See Unit Plans)   |
| Assessments  | See Unit Plans   |

| Differentiation/Accommodations/Modifications   |  |  |  |
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| Gifted and Talented  | English Language Learners  | Students with Disabilities/504   | Students at Risk of School Failure   |
| <p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> | <p><b>Modifications for Classroom</b></p> <p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p> <p><a href="#">Can Do Descriptors, Key Uses Edition</a></p> | <p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> | <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and</p> |

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| <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> | <p><a href="#">Grades 2-3</a></p> | <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b></p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and</p> | <p>teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b></p> <p>Extended time to complete assignments.</p> |
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|  |  | <p>explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p> | <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p> |
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**Grade 3 Unit # 2 Title: Smart Solutions**  
**Estimated Time Frame: Mid November – End of January (40 days)**

**OVERVIEW:** Students will describe how characters in a story find smart ways to solve problems (using their traits, motivations, or feelings). They will explain how actions, setting, and cultural beliefs can contribute to finding these solutions.

**Common Key Terms/Academic Vocabulary:**

Author's Craft, Humor, Onomatopoeia, Dialogue and Narration, Imagery, Main Idea and Details, Compare/Contrast, Draw Conclusions, Author's Purpose, Monitor and Clarify, Visualize, Plot, Questioning, Predict and Set Purpose, Text Structure, Central Message/Theme

**ESSENTIAL QUESTIONS:**

- How do good writers describe characters, setting, and motivations?
- How does a text's illustrations create a mood and emphasize aspects of a character or setting?
- How does compare and contrast and the strategy of visualizing help readers understand the characters, setting, and events of a story?
- How does compare and contrast help a reader make logical connections to support specific points that an author makes in a nonfiction text?
- How do you find the main idea of a text and find key details to support the main idea?
- How do readers use the skill of drawing conclusions and the strategy of questioning to understand the text?
- How does a reader ask and answer questions while making relevant connections to show they understand a text?
- How do you read non-fiction text and go back into the text in order to answer questions about what you read?
- How do readers use author's purpose and predicting to determine the author's central message?

**STANDARDS/OBJECTIVES (from NJSLSA):**

**ANCHOR:** NJSLSA.R1., NJSLSA.R2., NJSLSA.R3., NJSLSA.R7., NJSLSA.R8., NJSLSA.R9., NJSLSA.R.10., NJSLSA.W1., NJSLSA.W2., NJSLSA.W3., NJSLSA.W4., NJSLSA.R5., NJSLSA.W6., NJSLSA.W7., NJSLSA.W8., NJSLSA.W9., NJSLSA.W10

**RL:** 3.1, 3.3, 3.4, 3.7

**RI:** 3.1, 3.2, 3.3, 3.6, 3.7, 3.8, 3.9

**RF:** 3.4 A & C

**W:** 3.1, 3.1A-D, 3.2 A-D, 3.3, 3.3A-C, 3.4, 3.5, 3.8, 3.10

**S/L:** 3.1 A-D, 3.2, 3.3, 3.4, 3.6

**L:** 3.1 A-I, 3.2, 3.2 A-G, 3.3, 3.3A, 3.4 B, C, D, 3.5 A-C

## CORE INSTRUCTIONAL MATERIALS/REQUIRED COMMON TEXTS:

- **Pearson Reading Street Series**

### **Pearson Textbook Unit 2 (5 weeks):**

- *Penguin Chick (Expository Text - 690L)*
- *I Wanna Iguana (Realistic Fiction - 460L)*
- *Prudy's Problem and How She Solved It (Fantasy - 720L)*
- *Tops and Bottoms (Animal Fantasy - 720L)*
- *The Hare and the Tortoise (Fable)*
- *Amazing Bird Nests (Expository Text - 730L)*
- *Extra, Extra, Fairy-Tale News from Hidden Forest (Fairy Tale)*

### **Extended Literary (2 weeks):**

- *The Most Beautiful Place in the World (830)* by Ann Cameron – Class Set
- Alternate Available Text: *Richard Wright and the Library Card* by William Miller (700)

### **Short Literary (1 week):**

- *Brave Irene (640)* by William Steig – Class Set

### **Short Informational:**

- Scholastic News/Weekly Reader/Time for Kids Articles (Optional)
- “The Great Wall of China” by Laura Schaefer (Standards Solution)

## **SUPPLEMENTAL RESOURCES:**

- [kids.nationalgeographic.com/archive-blogs/u-r-here/Guatemala/](http://kids.nationalgeographic.com/archive-blogs/u-r-here/Guatemala/) -This is a one minute video that shows a young Guatemalan girl weaving.
- [kids.nationalgeographic.com/kids/places/find/Guatemala/](http://kids.nationalgeographic.com/kids/places/find/Guatemala/)- This is a website where you can view facts and photos of Guatemala today.
- Writing to Sources (Teacher Workbook Copy)

**MOTIVATION/CONNECTIONS:** Class survey about hardships to introduce unit. Discuss the meaning of hardship and solution. Share ways they have solved problems in the past when they have been faced with a hardship or problem. Read *Brave Irene* as a class to introduce unit. Discuss how the main character dealt with her problem and found a solution.

## **SPECIFIC STUDENT PRODUCTS:**

- KWL Chart (Social Studies)
- Character Trait (graphic organizer)
- Argumentative Opinion Piece
- Open-ended response questions (*The Most Beautiful Place in the World*)
- Comprehension questions/Fiction/Non-fiction
- Vocabulary List
- 3-2-1 Strategy chart

**OUTLINE OF LESSONS:**

- a. Before starting the extended literary text, students will complete a questionnaire answering these questions; What do you feel a hardship is? Discuss a time you had difficulty with something. What solutions did you come up with to deal with this difficulty? Did someone help you solve your hardship? Did you or didn't you overcome it? If you didn't, how are you still working at it?
- b. Using the results of the questionnaire, lead a discussion about overcoming hardships and striving for a goal you want to reach. Introduce the extended literary text, *The Most Beautiful Place in the World*.
  - Utilize comprehension and open-response questions and vocabulary material from teacher's guide. (Novel Ties)
- c. Throughout reading the extended literary text, focus on how the author's describe the character and setting. How does the author show us the motivations of the character? Students will fill in a character chart about Juan as they read. They will list internal and external character traits.
- d. After reading *The Most Beautiful Place in the World*, complete a similar questionnaire about Juan and the hardships he faced and how he overcame them. Discuss main idea and details about the text.  
 After reading the final line of *The Most Beautiful Place in the World* students will do a pair-share telling what they think the author's message is and a class discussion will follow.
- e. **Pearson Unit 2: Read stories and follow suggested activities throughout the unit's time frame.**

**ASSESSMENTS:**

| Formative  | Summative   | Benchmark   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Use available Pearson resources for assessments (i.e. <i>Reader's &amp; Writer's Notebook</i> pages, <i>Sleuth</i> questions, Let's Practice pages, Think Critically Questions, Close Reading Questions)</li> <li>• Graphic Organizers</li> <li>• Story Map</li> <li>• Vocabulary journals or organizers</li> <li>• 3-2-1 Strategy Chart</li> <li>• KWL Chart</li> <li>• Character Trait (graphic organizer)</li> <li>• Open-ended response questions (<i>The Most Beautiful Place in the World</i>)</li> </ul> | <ul style="list-style-type: none"> <li>• Pearson Weekly Tests (Use at your own pace and when needed)</li> <li>• Accelerated Reader for Pearson weekly stories (when available)</li> <li>• Argumentative Opinion Piece</li> <li>• Accelerated Reader test for <i>The Most Beautiful Place in the World</i> #676</li> </ul> | <ul style="list-style-type: none"> <li>• Writing assessment: Argumentative Opinion Piece</li> <li>• STAR Benchmark</li> </ul> |

- Comprehension questions/  
Fiction/Non-fiction

### **STRATEGIES FOR DIFFERENTIATION:**

- Meet with small, guided reading groups to reread text.
- Mini-lessons on specific reading strategies (Compare/Contrast, Main Idea, Drawing Conclusions, & Author's Purpose)
- Guide class in citing from the text when using strategies to answer an open-ended questions.
- Use Pearson Small Group Lesson Plans (Found in textbook)
- Use Pearson Classroom Management Handbook for Differentiated Instruction Practice Stations
- Due to grade level text complexity or above, scaffold as needed.

### **INTERDISCIPLINARY CONNECTIONS:**

- Social Studies: 6.1.4.B.4, 6.1.4.B.5, 6.1.4.B.6, 6.1.4.D.13 and 6.1.4.D.20
- Science Unit 2: Balanced and Unbalanced forces 3-PS2-1, 3-PS2-2 (compare and contrast/cause and effect).

### **CONNECTIONS TO TESTING:**

- Respond to an open-ended response questions
- Writing: Narrative Writing
- Use Reading Street Sleuth workbook stories and exercises.

### **INTEGRATING TECHNOLOGY AND MEDIA:**

- Research Dumont, NJ and compare your findings to the community of San Pablo, Guatemala.
- Use Pearson Digital Whiteboard Transparencies (Graphic Organizers, Daily Fix-It)

### **WRITING:**

#### **Weekly Narrative (Fiction) Writing Assignments:**

- Week 1: Narrative Descriptive Poetry (*Penguin Chick*)  
Teacher's Edition pages 205E, 215D, 225B, 231D, 231P  
Reader's and Writer's Notebook page 111
- Week 2: Fairy Tale (*I Wanna Iguana*)  
Teacher's Edition pages 237E, 247D, 259B, 265D, 265P  
Reader's and Writer's Notebook page 122
- Week 3: Advertisement (*Prudy's Problem and How She Solved It*)  
Teacher's Edition pages 271E, 281D, 293B, 299D, 299P  
Reader's and Writer's Notebook page 133

- Week 4: Friendly Letter (*Tops and Bottoms*)  
Teacher's Edition pages 305E, 317D, 329B, 333D, 333P  
Reader and Writer's Notebook page 144
- Week 5: Directions (*Amazing Bird Nests*)  
Teacher's Edition pages 339E, 349D, 357B, 363D, 363P  
Reader's and Writer's Notebook page 155
- **Week 6: Writing an Argumentative Opinion Piece (Connect the Texts - 2 weeks)**  
Read *The Hare and the Tortoise* from Aesop's Fables prior to final writing assignment.  
Work on writing a Argumentative Opinion Piece using the prompt from the Writing to Sources workbook, Page 52. Make photocopies from your teacher workbook. Use rubric to grade.

**\*\*Required 21<sup>st</sup> Century Research and Inquiry Assignment:** Choose **one week-long** Research and Inquiry activity in Unit 2. There are six to choose from. These activities can be found in your teacher's manual. The introduction to the week-long activity begins on Day 1 each week in the textbook.

**Test Prep Focus: Narrative Writing**

Use Writing and Research Handbook to teach writing strategies pages 10-15. (Ongoing)

**Grade 3 Unit # 2 Title: Smart Solutions**  
**Estimated Time Frame: Mid November – End of January (40 days)**

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| <b>Content Area Unit Name</b>                               | Unit # 2 Title: Smart Solutions   |
| <b>Interdisciplinary Connections</b>                        | NJSLS for Social Studies: 6.1.4.B.4, 6.1.4.B.5, 6.1.4.B.6, 6.1.4.D.13 and 6.1.4.D.20<br>NJSLS for Science: Balanced and Unbalanced forces 3-PS2-1, 3-PS2-2 (compare and contrast/cause and effect). |
| <b>Core Instructional Materials including digital tools</b> | See unit plan for Common Texts and Digital Materials  |
| <b>21<sup>st</sup> Century Themes and Skills</b>            | <b>Personal Financial Literacy:</b><br>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.                            |

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|   | <p><b>Career Awareness, Exploration, and Preparation:</b><br/> 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.<br/> 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home and community.<br/> 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.<br/> 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p><b>Career Ready Practices:</b><br/> CRP1: Act as a responsible and contributing citizen and employee.<br/> CRP2: Apply appropriate academic and technical skills.<br/> CRP4: Communicate clearly and effectively and with reason.<br/> CRP5: Consider the environmental, social and economic impacts of decisions.<br/> CRP7: Employ valid and reliable research strategies.<br/> CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.<br/> CRP11: Use technology to enhance productivity.<br/> CRP 12: Work productively in teams while using cultural global competence.</p> |
| <p><b>8.1 Educational Technology</b><br/><br/> <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</b></p> | <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.<br/> 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.<br/> 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p>   |
| <p><b>Pacing Guide</b></p>  | <p>8 Weeks - 40 days (See Unit Plans)</p>  |
| <p><b>Assessments</b></p>   | <p>See Unit Plans</p>  |

## Differentiation/Accommodations/Modifications

| Gifted and Talented  | English Language Learners  | Students with Disabilities/504  | Students at Risk of School Failure   |
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| <p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> | <p><b>Modifications for Classroom</b></p> <p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p> <p><u>Can Do Descriptors, Key Uses Edition Grades 2-3</u></p> | <p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in</p> | <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> |

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|  |  | <p>the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b><br/>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on</p> | <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b><br/>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and</p> |
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|  |  | <p>classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p> | <p>quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p> |
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**Grade 3 Unit # 3 Title: People and Nature**  
**Estimated Time Frame: February - Mid April (40 days)**

**OVERVIEW:** Students will read and comprehend literary and informational texts about people, animals, and nature to determine how people and nature are connected. They will understand how different environments can influence a character's behaviors, motivations, and traits.

**Common Key Terms/ Academic Vocabulary:**

Imagery, Structural Elements of a Play, Simile, Metaphor, Word Choice, Rhyme, Draw Conclusions, Important Ideas, Author's Purpose, Character, Setting, Plot, Inferring, Compare/Contrast, Graphic Sources, Text Structure, Generalize, Story Structure, Cause/Effect, Predict and Set a Purpose, Homophones

**ESSENTIAL QUESTIONS:**

- How do you draw conclusions and determine important ideas when reading informational text?
- How does a reader describe the characters in a story and explain how their actions contribute to the plot?
- How do you use text features and search tools to locate the relevant information in non-fiction text? (headings, sub-headings, bold writing/key words, captions, sidebars, charts, graphs, tables, & photos)
- How does answering questions and making connections help you comprehend and demonstrate understanding of a text? (literature and informational)
- How do readers identify parts of stories, dramas, and poems when writing or speaking about a text? (chapter, scene, stanza)
- How does determining Cause and Effect help you comprehend what you are reading?
- How does a reader distinguish their own point of view from that of the author/narrator or those of the characters?

**STANDARDS/OBJECTIVES (from NJSLSA):**

**ANCHOR:** NJSLSA.R1., NJSLSA.R2., NJSLSA.R3., NJSLSA.R4., NJSLSA.R6., NJSLSA.R7., NJSLSA.R8., NJSLSA.R9., NJSLSA.R.10., NJSLSA.W2., NJSLSA.W3., NJSLSA.W4., NJSLSA.R5., NJSLSA.W6., NJSLSA.W7., NJSLSA.W8., NJSLSA.W9., NJSLSA.W10

**RL:** 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10

**RI:** 3.1, 3.4, 3.5, 3.6, 3.8

**W:** 3.1C, 3.2, 3.2A-D, 3.3, 3.3A-D, 3.4, 3.5, 3.6, 3.8, 3.10

**S/L:** 3.3, 3.5

**L:** 3.1, 3.1A-I, 3.2, 3.2 A-G, 3.3, 3.3A, 3.4A, 3.5 A-C

**CORE INSTRUCTIONAL MATERIALS/REQUIRED COMMON TEXTS:**

- Pearson Reading Street Series

**Pearson Textbook Unit 3 (5 weeks):**

- *How Do You Raise a Raisin?* (Expository Text - 900L)
- *Pushing Up the Sky* (Drama - N/A L)
- *Catch It and Run* (Myth)
- *Seeing Stars* (Expository Text - 650L)
- *A Symphony of Whales* (Fiction - 690L),
- *He Listens to Whales* (Magazine Article)
- *Around One Cactus* (Narrative Non-Fiction - N/A L)
- *The Water Cycle* (Search Engines)

**Extended Literary (2 weeks):**

- *Charlotte's Web* (680) by E.B. White – Class Set
- Alternate Available Text: *Black Stallion* by Walter Farley (850)

**Informational (1 week):**

- *Spiders* (650) by Gail Gibbons
- *Pigs* (720) by Gail Gibbons
- "Penguins" by Laura Schaefer (Standards Solution)

**SUPPLEMENTAL RESOURCES:**

- *Charlotte's Web* DVD

**MOTIVATION/CONNECTIONS:**

Prior to reading extended text, *Charlotte's Web* introduce unit with non-fiction read alouds, *Spiders* and *Pigs* by Gail Gibbons. Discuss characteristics and traits of spiders and pigs that help them survive and solve problems in nature.

**SPECIFIC STUDENT PRODUCTS:**

- Open-ended response questions (*Charlotte's Web*)
- Comprehension questions/Fiction/Non-fiction
- Vocabulary List
- Venn-diagram to compare and contrast spiders and pigs

**OUTLINE OF LESSONS:**

1. Prior to reading *Charlotte's Web*, read aloud short extended text.
  - a. Introduce class novel, *Charlotte's Web* by E.B. White.
  - b. Utilize comprehension and open-response questions and vocabulary material from teacher's guide. (Novel Ties)
  - c. Introduce strategies to answer open-ended response questions. A.C.E (Answer-Cite Evidence-Explain) or R.A.P (Restate-Answer-Cite Evidence)
  - d. After each chapter, work on the completion of a continuous story map and/or other graphic organizers (focusing on literary elements, drawing conclusions, cause and effect, asking and answering questions, text features, inferring)
  - e. At the end of the unit, watch the DVD of *Charlotte's Web* to compare the DVD with the novel.

**2. Pearson Unit 3: Read stories and follow suggested activities throughout the unit's time frame.**

**ASSESSMENTS:**

| Formative   | Summative  | Benchmark   |
|---|--|---|
| <ul style="list-style-type: none"> <li>● Use available Pearson resources for assessments (i.e. <i>Reader's &amp; Writer's Notebook</i> pages, <i>Sleuth</i> questions, Let's Practice pages, Think Critically Questions, Close Reading Questions)</li> <li>● Graphic Organizers</li> <li>● Story Map</li> <li>● Vocabulary journals or organizers</li> <li>● 3-2-1 Strategy Chart</li> <li>● KWL Chart</li> <li>● Character Trait (graphic organizer)</li> <li>● Open-ended response questions (<i>Charlotte's Web</i>)</li> <li>● Comprehension worksheets (open-ended and multiple choice) from teacher's guides</li> </ul> | <ul style="list-style-type: none"> <li>● Pearson CCR Tests (Use at your own pace and when needed)</li> <li>● Accelerated Reader for Pearson weekly stories (when available)</li> <li>● Charlotte's Web AR test #19</li> <li>● Writing: Informative/Explanatory Report</li> </ul> | <ul style="list-style-type: none"> <li>● STAR Benchmark</li> <li>● DRA2 (Spring)</li> </ul> |

**STRATEGIES FOR DIFFERENTIATION:**

- Meet with small, guided reading groups to reread text.
- Mini-lessons on specific reading strategies (Literary Elements, Drawing Conclusions, Questioning, Inferring, Text Features, Cause and Effect)
- Guide class in citing from the text when using strategies to answer an open-ended question
- Use Pearson Classroom Management Handbook for Differentiated Instruction Practice
- Stations
- Due to grade level text complexity or above, scaffold as needed.

**INTERDISCIPLINARY CONNECTIONS:**

- Science Unit 3: Organisms and the Environment 3-LS2-1 and 3-LS4-3.
- Social Studies: 6.1.4.B.4, 6.1.4.B.9, 6.1.4.C.9

### **CONNECTIONS TO TESTING:**

- Respond to open-ended response questions,
- Write expository, speculative writing
- Use Reading Street Sleuth workbook stories and exercises.
- Use Standard Solutions, “Penguins” reading passage and ACE/RAP questions.

### **INTEGRATING TECHNOLOGY AND MEDIA:**

● Use Pearson Digital Whiteboard Transparencies (Graphic Organizers, Daily Fix-It) Use computers, laptops, or iPads to further investigate characteristics and traits of Pigs and Spiders. You can use this information to add to the Venn diagram when comparing and contrasting these living things.

### **Writing:**

#### **Weekly Narrative/Expository Writing Assignments**

- Week 1: Fiction-Read Like a Writer (*How to Raise a Raisin*)  
Teacher’s Edition pages 375e, 387d, 397a&b, 403d, 403p  
Reader’s and Writer’s Notebook pages 180, 184
- Week 2: Writing a Play: Complete as a class (*Pushing Up the Sky*)  
Teacher’s Edition pages 409e, 417d, 427a&b, 437d, 437p  
Reader’s and Writer’s Notebook pages 191
- Week 3: Formal Letter (*Seeing Stars*)  
Teacher’s Edition pages 443e, 451d&e, 461a&b, 467d, 467p  
Reader’s and Writer’s Notebook pages 202, 206
- Week 4: News Article (*A Symphony of Whales*)  
Teacher’s Edition pages 473e, 485d&e, 495a&b, 501d, 501p  
Reader’s and Writer’s Notebook pages 213, 217
- Week 5: Compare and Contrast Composition (*Around One Cactus*)  
Teacher’s Edition pages 507e&f, 517d, 531a&b, 537d, 537p  
Reader’s and Writer’s Notebook pages 224, 228
- **Week 6: Final Writing Piece (2 weeks)-** Write an Informative/Explanatory Report. Use the prompt from Writing to Sources (teacher’s copy) page 84. Use the rubric to grade.

**\*\*Required 21<sup>st</sup> Century Research and Inquiry Assignment:** Choose **one week-long** Research and Inquiry activity in Unit 3. There are six to choose from. These activities can be found in your teacher’s manual. The introduction to the week-long activity begins on Day 1 each week in the textbook.

#### **Test Prep Focus: Narrative Writing**

Use Writing and Research handbook to teach lesson strategies pages 16-21. (Ongoing)

**Grade 3 Unit # 3 Title: People and Nature**  
**Estimated Time Frame: February to Mid April (40 days)**

|  |   |
|--|---|
| Content Area Unit Name   | Unit # 3 Title: People and Nature   |
| Interdisciplinary Connections  | <p>NJSLS for Science Organisms and the Environment 3-LS2-1 and 3-LS4-3</p> <p>NJSLS for Social Studies: 6.1.4.B.4, 6.1.4.B.9, 6.1.4.C.9</p>   |
| Core Instructional Materials including digital tools   | See unit plan for Common Texts and Digital Materials  |
| 21 <sup>st</sup> Century Themes and Skills   | <p><b>Career Ready Practices:</b></p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP 12: Work productively in teams while using cultural global competence.</p> |
| <p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p> | <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>   |
| Pacing Guide   | 8 Weeks - 40 days (See Unit Plans)  |
| Assessments  | See Unit Plans  |

| <b>Differentiation/Accommodations/Modifications</b>  |  |   |   |
|--|--|---|---|
| <b>Gifted and Talented</b>   | <b>English Language Learners</b>   | <b>Students with Disabilities/504</b>   | <b>Students at Risk of School Failure</b>   |
| <p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> | <p><b>Modifications for Classroom</b></p> <p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p> <p><u>Can Do Descriptors, Key Uses Edition Grades 2-3</u></p> | <p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in</p> | <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> |

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|  |  | <p>the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b></p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b></p> <p>Extended time on</p> | <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b></p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format,</p> |
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|  |  | <p>classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p> | <p>topic).</p> <p><b>Modifications for Assessments</b></p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p> |
|--|--|---|---|

**Grade 3 Unit # 4 Title: One of a Kind**  
**Estimated Time Frame: Mid April - June (45 days)**

**OVERVIEW:** Students will investigate fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. This will help them understand what it means to be unique or one of a kind.

**Common Key Terms/Academic Vocabulary:**

Generalize, Summarize, Graphic Sources, Important Ideas, Main Idea and Detail, Fact/Opinion, Inferring, Cause/Effect, Questioning, Monitor and Clarify, Draw Conclusions, Point of View, Author's Craft, Idioms, Word Choice, Sensory Details

**ESSENTIAL QUESTIONS:**

- What are myths, fables, and folktales?
- How do you determine the central message/theme, lesson, or moral and explain how it is conveyed through key details in a text?
- How do you determine the difference between fact and opinion?
- How do you infer and question to comprehend text?
- How do you support your opinion when writing?
- How do you compare and contrast two texts?
- How are the skill of generalizing and the strategy of summarizing used as tools to understand the main idea of text?
- How are the skill of Cause and Effect and the strategy of monitoring and clarifying used to understand a text?

**STANDARDS/OBJECTIVES (from NJSLSA):**

**ANCHOR:** NJSLSA.R1., NJSLSA.R2., NJSLSA.R5., NJSLSA.R7., NJSLSA.R8., NJSLSA.R9., NJSLSA.R.10., NJSLSA.W1., NJSLSA.W2., NJSLSA.W3., NJSLSA.W4., NJSLSA.R5., NJSLSA.W6., NJSLSA.W7., NJSLSA.W8., NJSLSA.W9., NJSLSA.W10

**RL:** 3.1, 3.2, 3.4, 3.7

**RI:** 3.9

**W:** 3.1, 3.1 A-D, 3.2, 3.2A-D, 3.3, 3.3A-D, 3.4, 3.5, 3.8, 3.10

**S/L:** 3.2, 3.5

**L:** 3.1, 3.1 A-I, 3.2, 3.2 A-G, 3.3, 3.3A&C, 3.5 A-C

**CORE INSTRUCTIONAL MATERIALS/REQUIRED COMMON TEXTS:**

- **Pearson Reading Street Series**

**Pearson Textbook Unit 4 (5 weeks):**

- *The Man Who Invented Basketball (Biography - 690L)*
- *Hottest, Coldest, Highest, Deepest (Expository - 1000L)*
- *Paul Bunyan and the Great Lakes (Legend)*
- *Rocks in His Head (Biography - 720L)*
- *America's Champion Swimmer: Gertrude Ederle (Biography - 750L)*
- *Women Athletes (Online Directories)*

- *Fly, Eagle, Fly! An African Tale (Folk Tale - 730L)*

**Extended Literary (2 weeks):**

- *The Chocolate Touch (770)* by Patrick Catling – Class Set
- Alternate Available Text: *Frindle* by Andrew Clements (830)

**Short Literary (2 weeks):**

- *King Midas's and the Golden Touch (610)* by Charlotte Craft– Read aloud
- *Aesop's Fables (760)* Retold by Ann McGovern– Read aloud

**Informational:**

- "Chocolate" by Laura Schaefer (Standards Solution)
- *Myths, Folktales, and Fairy Tales* (an interactive website by Scholastic) <http://teacher.scholastic.com/writewit/mff/>

**SUPPLEMENTAL RESOURCES:**

**Literary:**

- *Lon Po Po (670)* by Ed Young (Read Aloud)
- *The Table Where Rich People Sit (720)* by Byrd Baylor (Read Aloud)

**Informational:**

- *If You Were a Kid in Ancient Greece (660)* by Ken Sheldon

**Writing:**

- Use Pearson Reader's and Writer's Notebook for additional practice of reading strategies.
- Writing to Sources (Teacher Workbook copy)

**MOTIVATION/CONNECTIONS:** Introduce unit by reading *King Midas's Golden Touch* by Julia Jarman and various Aesop's Fables. Brainstorm and discuss what a fable is.

**SPECIFIC STUDENT PRODUCTS:**

- Compare and contrast King Midas to John Midas (from *The Chocolate Touch*) using a Venn diagram.
- Open-ended response questions (*The Chocolate Touch*)
- Comprehension questions
- Vocabulary List
- Expository Writing Piece

**OUTLINE OF LESSONS:**

1. Read *King Midas and the Golden Touch* and present a mini-lesson on fables and morals.
2. Introduce *The Chocolate Touch*. Throughout the reading compare and contrast *The Chocolate Touch* vs. *King Midas and the Golden Touch* using a Venn diagram.
3. Utilize comprehension question and vocabulary material from teacher's guide. (Novel Ties)

4. Using *Aesop's Fables* and other suggested texts to reinforce how to identify the moral of a story.
5. Watch the original (1971) *Willy Wonka and the Chocolate Factory*. You can compare and contrast the book to the movie.
6. Download *Mythic Warriors Volume 2, King Midas: The Golden Touch* from iTunes (\$1.99) Watch the short video.
7. **Pearson Unit 4: Read stories and follow suggested activities throughout the unit's time frame.**

**ASSESSMENTS:**

| Formative   | Summative   | Benchmark  |
|---|---|--|
| <ul style="list-style-type: none"> <li>● Use available Pearson resources for assessments (i.e. <i>Reader's &amp; Writer's Notebook</i> pages, <i>Sleuth</i> questions, Let's Practice pages, Think Critically Questions, Close Reading Questions)</li> <li>● Graphic Organizers</li> <li>● Story Map</li> <li>● Vocabulary journals or organizers</li> <li>● 3-2-1 Strategy Chart</li> <li>● KWL Chart</li> <li>● Character Trait (graphic organizer)</li> <li>● Venn Diagram</li> <li>● Open-ended response questions (<i>The Chocolate Touch</i>)</li> <li>● Comprehension worksheets (open-ended and multiple choice) from teacher's guides</li> </ul> | <ul style="list-style-type: none"> <li>● Pearson CCR Tests (Use at your own pace and when needed)</li> <li>● Accelerated Reader for Pearson weekly stories (when available)</li> <li>● Accelerated Reader for <i>The Chocolate Touch</i> – Literacy Skills and Vocabulary Practice Quiz-- # 256</li> <li>● Writing: After reading <i>The Chocolate Touch</i>, students will write to the prompt of; Was there ever a time in your life when you wanted to eat only one food, such as peanut butter sandwiches, hot dogs, or pizza, and nothing else? Write about your food passion or invent a situation. Describe the food itself. Tell when you liked it so much. How did the rest of your family react to your strange eating habits?</li> </ul> | <ul style="list-style-type: none"> <li>● <b>DRA2 (Spring)</b></li> </ul> |

**STRATEGIES FOR DIFFERENTIATION:**

- Meet with small, guided reading groups to reread text.

- Mini-lessons on specific reading strategies (Point of View, Questioning, and Character Analysis)
- Guide class in citing from the text when using strategies to answer an open-ended question
- Use Pearson Classroom Management Handbook for Differentiated Instruction Practice Stations
- Due to grade level text complexity or above, scaffold as needed.

#### **INTERDISCIPLINARY CONNECTIONS:**

- Science Unit 4 Continuing the Cycle and Traits: 3-ESS2-2 and 3-LS3-2
- Social Studies: 6.1.4.B.1 and 6.1.4.D.13

#### **CONNECTIONS TO TESTING:**

- Read “Chocolate” by Laura Schaefer (Standards Solution) and answer multiple choice questions and open-ended response question.
- Use Reading Street Sleuth workbook stories and exercises.
- Writing: Narrative Story

**INTEGRATING TECHNOLOGY AND MEDIA:** View *Willy Wonka and the Chocolate Factory* to discuss the theme of greed and over indulge.

#### **WRITING:**

##### **Weekly Persuasive/Expository Writing Assignments:**

- Week 1: Persuasive Text (*The Man Who Invented Basketball*)  
Teacher’s Edition pages 25e&f, 35d&e, 45a&b, 53d&e, 53p  
Reader’s and Writer’s Notebook pages 249, 253
- Week 2: Imaginative Story (*Hottest, Coldest, Highest, Deepest*)  
Teacher’s Edition pages 59e&f, 69d&e, 79a&b, 85d&e, 85p  
Reader’s and Writer’s Notebook pages 260, 264
- Week 3: Biography (Rocks in His Head)  
Teacher’s Edition pages 91e, 99d, 109a&b, 115d, 115p  
Reader’s and Writer’s Notebook pages 271, 275
- Week 4: Autobiography (*America’s Champion Swimmer: Gertrude Ederle*)  
Teacher’s Edition pages 121e, 131d, 143a&b, 149d, 149p  
Reader’s and Writer’s Notebook pages 282, 286
- Week 5: Summary (*Fly, Eagle, Fly! An African Tale*)  
Teacher’s Edition pages 155e, 167d, 175a&b, 183d, 183p  
Reader’s and Writer’s Notebook pages 293, 297
- **Week 6: Final Writing-** Write a Narrative Story (Write Like a Reporter). Work on writing a Narrative Story using the prompt from the Writing to Sources workbook, Page 118. Make photocopies from your teacher workbook. Use rubric to grade.

**\*\*Required 21<sup>st</sup> Century Research and Inquiry Assignment:** Choose **one week-long** Research and Inquiry activity in Unit 4. There are six to choose from. These activities can be found in your teacher’s manual. The introduction to the week-long activity begins on Day 1 each week in the textbook.

**Test Prep Focus: Expository Writing**

Use Writing and Research Handbook to teach writing strategies pages 22-27. (Ongoing)

**Grade 3 Unit # 4 Title: One of a Kind  
Estimated Time Frame: Mid April to June (45 days)**

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| Content Area Unit Name                               | Unit # 4 Title: One of a Kind  |
| Interdisciplinary Connections                        | <p>NJSLS for Science- Continuing the Cycle and Traits: 3-ESS2-2 and 3-LS3-2<br/>           NJSLS for Social Studies: 6.1.4.B.1 and 6.1.4.D.13</p>  |
| Core Instructional Materials including digital tools | See unit plan for Common Texts and Digital Materials   |
| 21 <sup>st</sup> Century Themes and Skills           | <p><b>Personal Financial Literacy:</b><br/>           9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.<br/>           9.1.4.B.1 Differentiate between financial wants and needs.<br/> <b>Career Awareness, Exploration, and Preparation:</b><br/>           9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.<br/>           9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.<br/> <b>Career Ready Practices:</b><br/>           CRP1: Act as a responsible and contributing citizen and employee.<br/>           CRP2: Apply appropriate academic and technical skills.<br/>           CRP4: Communicate clearly and effectively and with reason.<br/>           CRP5: Consider the environmental, social and economic impacts of decisions.<br/>           CRP7: Employ valid and reliable research strategies.<br/>           CRP8: Utilize critical thinking to make sense of problems</p> |

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|   | and persevere in solving them.<br>CRP11: Use technology to enhance productivity.<br>CRP 12: Work productively in teams while using cultural global competence.   |
| 8.1 Educational Technology<br><br>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming | 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.<br>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.<br>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.<br>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. |
| Pacing Guide  | 9 Weeks - 45 days (See Unit Plans)   |
| Assessments   | See Unit Plans   |

| <b>Differentiation/Accommodations/Modifications</b>   |  |  |   |
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| <b>Gifted and Talented</b>  | <b>English Language Learners</b>   | <b>Students with Disabilities/504</b>  | <b>Students at Risk of School Failure</b>   |
| <p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking</p> | <p><b>Modifications for Classroom</b></p> <p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> | <p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to</p> | <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> |

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| <p>and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> | <p>Use graphic organizers</p> <p><u>Can Do Descriptors, Key Uses Edition</u><br/><u>Grades 2-3</u></p> | <p>complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b></p> <p>Extended time to</p> | <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> |
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|  |  | <p>complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p> | <p><b>Modifications for Homework and Assignments</b><br/>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p> |
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