Grade: 3	Course: ELA

Pacing Guide: 9 weeks	

Unit: 1 HMH Into Reading Modules 1-3 HMH Writer's Workshop Module 7 Opinion Essay	**Big Ideas:** **Module 1:** A genre focus on realistic fiction provides students with opportunities to identify point of view, literary elements, and theme in order to better understand unfamiliar texts. **Module 2:** A genre focus on letters and poetry provides students with opportunities to identify elements of poetry and figurative language in order to better understand unfamiliar texts. **Module 3:** A genre focus on nonfiction provides students with opportunities to identify central idea, text structure, and media techniques in order to better understand unfamiliar texts. **Writer's Workshop:** How to Write an Opinion Essay

Content Area NJSLS Performance Expectations Addressed

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.
- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
- RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.
- RI.PP.3.5. Distinguish their own point of view from that of the author of a text.

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 Domain:

- 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.

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

Language Domain

- 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.

- 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.

- 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.

  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.
- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
  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.
  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.
  D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Interdisciplinary Connections

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

Computer Science and Design Thinking	*Career Readiness, Life Literacies, and Key Skills*
- 8.1.5.CS.1: Model how computing devices connect to other components to form a system. - 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks - 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies	**Technology Standards:** - 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions. **21st Century Skills Standards:**

	● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity. ● 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. **Career Readiness, Life Literacies, and Key Skills Practices:** ● Act as a responsible and contributing community member and employee. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Use technology to enhance productivity, increase collaboration and communicate effectively.

Student Learning Objectives (SLO)

Students will be able to…
Reading Domain
- Closely read a text to demonstrate understanding
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Refer to specific text to support answers and to craft questions
- Explicitly locate evidence in the text to support answers and to craft questions of a factual nature
- Answer and ask both factual questions and inferential questions that require reasoning from the reader
- Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details
- Determine central messages or theme
- Identify patterns in details
- Determine central messages or main ideas in a text
- Identify details to support the main idea

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

Writing Domain:
- Distinguish fact from opinion
- Group supporting details to support the writer's purpose
- Introduce the topic or text clearly
- State an opinion to be supported with reasons
- Write a thesis statement to focus the writing
- Support the opinion with facts and/or reasons
- Connect opinions with reasons using linking words and phrases
- Write a conclusion
- Produce writing that is clear and understandable to the reader
- Unpack writing tasks (type of writing assignment)
- Determine writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose
- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)

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

Speaking and Listening:
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
- Engage in collaborative conversations
- Develop skills in active listening and group discussion
- Speak in complete sentences
- Adapt speech to task and situation
- Use 3rd grade appropriate grammatically correct speech
- Elaborate on a detail when necessary
- Clarify ideas when necessary

Language Domain:
- Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences
- Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences
- Differentiate between regular and irregular plural nouns
- Identify regular and irregular plural nouns in reading and use them when writing or speaking
- Identify abstract nouns
- Use abstract nouns when writing or speaking
- Identify the words in titles that should be capitalized
- Consistently apply rules for capitalization in titles
- Spell high frequency or studied words correctly
- Spell conventional words correctly when adding a suffix to base words
- Identify spelling patterns and generalizations

- Determine the purpose and use of reference materials
- Utilize reference materials to check and correct spelling, when needed
- Decipher the meanings of words and phrases by using sentence context
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words
- Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use spatial and temporal relationship words and phrases
- Spell single syllable words with less common and complex graphemes (e.g., ough, augh; -old, -ind, -ost, -ild families).
- Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- Spell singular and plural possessives correctly (e.g., teacher's; teachers').
- Change y to i in words with suffixes, when required (e.g., cried).
- Spell regular two-syllable words that combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, consonant-le.
- Spell regular three-syllable words that combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, consonant-le.
- Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and the suffix -tion in spelling.
- Spell common words in English, including both regular and irregular forms.
- Capitalize appropriate words in titles.
- Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- Use appropriate pronouns with clear referents.
- Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately in writing, including commas and quotation marks in dialogue and commas in addresses.
- Combine simple sentences into compound sentences using conjunctions (and, but, or, yet, so).
- Organize ideas into paragraphs with main ideas and supporting details.

Academic Vocabulary
Connect, Analyze, Support, Question, Infer, Detail, Theme, Message, Identify, Literal, Nonliteral, Point of view, Compare, Prefix, Suffix, Decode, Strategy, Fluency, Poetry, Prose, Expression, Reread, Fact, Opinion, Group, Introduce, Opinion, Thesis, Support, Connect, Conclusion, Clear, Purpose, Revise, Edit, Graphic, Error, Digital, Research, Reflection, Self-correct, Conversations, Participate, Engage, Collaborative, Listen, Elaborate, Clarify, Sentence, Adapt, Grammatical, Define, Identify, Differentiate, Regular, Irregular, Plural, Abstract, Capitalized, Spell, Pattern, Reference, Context, Glossaries, Fluently, Accurate, Spatial, Temporal

Essential Questions	Enduring Understandings

- What makes a character interesting?
- How can characters' points of views support character development?
- How does knowing who is telling the story (the point of view) change how we understand the events and characters in a story?
- How do the characters' actions, the setting, and the key events in a story work together to tell the main message or lesson?
- What important lesson or message can we learn from a story?
- How do people use words to express themselves?
- How do poets use words like rhyme, rhythm, and repetition to create a picture or feeling in a poem?
- How do poets use figurative language in poems to help us better understand what they are trying to say?
- How do historical places, documents, and symbols represent our nation?
- What is the most important point the author wants you to know about this topic?
- How can identifying the way information is organized in a text help you better understand the main idea?
- How do pictures, words, and sounds work together in a video or advertisement to try to get our attention and tell us something?
- How can you clearly state your opinion in an essay?
- How do you use examples to explain your opinion?
- Why is it important to consider other people's opinions when writing?
- How can you organize your ideas to make your opinion essay easy to understand?

- A story's perspective, or who is telling the story, influences what information we learn about characters and events, and how we understand them, as different narrators can present the same situation in different ways.
- Each protagonist is a unique individual, just as each person is as well.
- Stories are built using key components like characters, setting, plot, and conflict, which work together to tell a story and convey a message.
- A story's theme is its central message or "big idea" that the author wants readers to take away.
- Theme is often about important aspects of life like friendship, kindness, or perseverance, which is usually implied through the characters' actions and the story's events, not directly stated.
- Identifying elements of poetry and figurative language help readers better understand the message and meaning of poetry.
- Poems are made up of lines and stanzas, often with a pattern of rhyming sounds, rhythm, and sometimes repetition, which all work together to create a picture or feeling in the reader's mind.
- Authors of poetry use special words and phrases to describe things in a creative way, which help readers visualize and understand ideas better.
- Language is a way of expressing oneself and developing language means further developing oneself.
- The central idea is the most important message or lesson in a story or text.
- By thinking about key details and the main message they support, readers can identify the author's central idea.
- By identifying the way information is organized within a text, such as through sequence, description, cause and effect, or comparison, readers can better understand the main ideas and key details presented.

	● Media techniques are the special ways that images, sounds, and words are used in videos, pictures, and other media to tell a story or share information. ● Throughout history, our country has adopted various icons and places that symbolize the values and ideals of the United States. ● To make our opinion clear, we use reasons and examples that help others understand our point of view. ● Writing an opinion is not just about what we think, but also about how we can support our thoughts with strong reasons so that others can agree or understand our ideas. ● Students will understand that organizing their ideas helps make their opinion clear and convincing. ● Students will understand that addressing counterarguments or other viewpoints shows respect for different opinions. ● Students will understand that writing an opinion essay involves planning, drafting, revising, and editing to communicate their ideas effectively.
Core Instruction/Supplemental Materials	*Assessments*
● Social Emotional Learning Lesson: Module 1 Week 2 Skill: Self-Management with text "Judy Moody: Mood Martian" by Megan McDonald ● Diversity, Equity and Inclusion Resources: Module 1 Week 1 text "Marisol McDonald Doesn't Match" by Monica Brown ● Amistad Law: Module 3 Week 3 text "The Flag Maker" by Susan Campbell Bartoletti ● HMH Into Reading Know It Show It workbook ● HMH Into Reading Student Reading book ● HMH Into Reading anchor charts ● HMH Into Reading graphic organizers ● HMH Into Reading Display and Engage cards ● HMH Into Reading Interactive Vocabulary activities	**Formative** ● Oral assessment ● Exit tickets ● Quizzes ● Daily writing/journals ● Small and whole group discussions ● Self Reflections ● Editing Checklists ● R.A.C.E.R responses ● Writing Rubrics from HMH Into Reading ● Graphic Organizers ● Class discussion ● Open-ended response questions & comprehension questions ● Teacher observation

- HMH Writer's Workshop Focal Text: "What If Everybody Did That?" by Ellen Javernick
- iReady Student Learning Path and Assignments
- RazKids
- EPIC
- Kahoot
- Prodigy Vocabulary
- Quizziz
- BrainPop
- Blooket
- Flipgrid
- Padlet
- Teacher Created Materials
- Circle Plot Diagram | Read Write Think
- How A Read Aloud helps with Literacy
- 4th and 5th Grade Worksheets | Reading Printables
- Main Idea Worksheets
- Compare & Contrast Map | Read Write Think
- Essay Map | Read Write Think
- Implementing the Writing Process
- Vocabulary Songs & Videos - The Word-Up Project
- Context Clues Worksheets | Reading Comprehension Activities
- Word Usage Worksheets | Language Arts Activities
- Fifth Grade Spelling Words – Free 5th Grade weekly List, Worksheets
- 4th and 5th Grade Worksheets | Reading Printables
- Concept Map | Read Write Think
- 5th Grade CCSS: Language
- Free 5th Grade Grammar Worksheets | Education.com
- Current Events | izzit.org
- Teachers | Smithsonian Magazine
- Whole Brain Teaching: Critical Thinking

- Classwork Practice
- Video logs

Summative
- Tests
- Skills assessment/Benchmarks
- Essays/Writing Assignments

Alternative
- Centers/activities/games
- Performance assessments
- Projects

Modifications/Differentiated Activities	
Enrichment/Gifted and Talented ● Differentiated curriculum for the gifted learner. ● Regular classroom curricula and instruction that is adapted, modified, or replaced. ● Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials. ● Integrated G&T programming into the general education school day. ● Flexible groupings of students to facilitate differentiated instruction and curriculum. ***Learning Environments:*** ● Extensive outside reading ● Active classroom discussion ● Innovative oral and written presentations ● Deductive and inductive reasoning ● Independent writing and research ● Divergent thinking ● Challenging problem solving situations ● Interactive, independent and interdisciplinary activities	**Multilingual Learners** ● Alternate Responses ● Notes in Advance ● Extended Time ● Simplified Instruction (written and verbal) ● Online Dictionary ● Use lots of visuals ● Use physical activity; model, role-play ● Repeat/Rephrase often ● Use lower level materials when appropriate
Special Education ***General Modifications:*** ● Allow outlining, instead of writing for an essay or major project ● Computerized spell-check support ● Word bank of choices for answers to test questions ● Provision of calculator and/or number line for math tests ● Film or video supplements in place of reading text ● Reworded questions in simpler language ● Projects instead of written reports ● Highlighting important words or phrases in reading assignments ● Modified workload or length of assignments/tests ● Modified time demands ● Pass/no pass option	**At Risk (Intervention)** ● Maximize use of community resources ● Connect family to school and school activities ● Support through transition ● Help develop compensating strategies ● Increase opportunity for positive peer group influences ● Supplemental courses ● Placement in small and interactive groups

● Modified grades based on IEP
Behavior Modifications:
    ● Breaks between tasks
    ● Cue expected behavior
    ● Daily feedback to student
    ● Use de-escalation strategies
    ● Use positive reinforcement
    ● Use proximity/touch control
    ● Use peer supports and mentoring
    ● Model expected behavior by adults
    ● Have parent sign homework/behavior chart
    ● Set and post class rules
    ● Chart progress and maintain data	

Grade: 3	Course: ELA

Pacing Guide: 9 weeks

Unit: 2 HMH Into Reading Modules 4-6 HMH Writer's Workshop: Module 3 Informational Text	Big Ideas: Module 4: A genre focus on drama provides students with opportunities to identify elements of drama and literary elements in order to better understand unfamiliar texts. Module 5: A genre focus on realistic fiction provides students with opportunities to identify literary elements, author's craft, and theme in order to better understand unfamiliar texts. Module 6: A genre focus on nonfiction provides students with opportunities to identify author's purpose, central idea, and text structure in order to better understand unfamiliar texts. Writer's Workshop: How to Write a Descriptive Informational Essay

Content Area NJSLS Performance Expectations Addressed

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.
- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- RI.CI.3.2. Recount in oral and written form 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 Domain:
- 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.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Domain

- 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.
- 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.
- 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.
- 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).

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

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

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).

Interdisciplinary Connections

Social Studies:
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Visual and Performing Arts:
- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively solve during artmaking and design projects.

Computer Science and Design Thinking	*Career Readiness, Life Literacies, and Key Skills*
8.1.5.CS.1: Model how computing devices connect to other components to form a system. 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies	**Technology Standards:** 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions. **21st Century Skills Standards:** 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity. 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. **Career Readiness, Life Literacies, and Key Skills Practices:**

	● Act as a responsible and contributing community member and employee. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Use technology to enhance productivity, increase collaboration and communicate effectively.

Student Learning Objectives (SLO)

Students will be able to…
Reading Domain:
- Closely read a text to demonstrate understanding
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Refer to specific text to support answers and to craft questions
- Explicitly locate evidence in the text to support answers and to craft questions of a factual nature
- Answer and ask both factual questions and inferential questions that require reasoning from the reader
- Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details
- Determine central messages or theme
- Identify patterns in details
- Determine central messages or main ideas in a text
- Identify details to support the main idea
- Analyze how the details of the text help to support and reveal the central idea or theme
- Closely read text to determine important events, ideas or concepts
- Identify words that signify time order, sequence, and cause/effect
- Explain how historical events, scientific ideas or "how to" procedures are related in a text by analyzing the sequence of events and the cause and effect
- Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific)
- Differentiate between literal and nonliteral language

- Identify the unique features and organization of informational text (text features, and search tools)
- Use the unique features to find and manage information specific to the topic
- Demonstrate proficiency in using the tools to locate information
- Establish the point of view of a text
- Determine how the reader's point of view is different from the narrator's or the characters
- Compare the reader's point of view with the author's point of view
- Examine various text features (maps, diagrams, photos, audios) to understand specific information in the text
- Synthesize the various text features and the text itself to understand the ideas in the text
- Explain how the different text features aid understanding
- Make a clear link between sentences and paragraphs when reading informational text
- Explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc)
- Identify words that signify a relationship between ideas
- Use the relationships between ideas to describe how an author supports specific points
- Closely read the text to identify the important details of a text
- Find similarities and differences about important details when reading about two texts that share the same topic
- Reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)
- Distinguish the base root from the affix
- Identify and define common prefixes and suffixes
- Identify and define common Latin suffixes
- Decode words that have a Latin suffix
- Use strategies to read multi-syllable words
- Read grade-appropriate irregularly spelled words
- Use various strategies to understand text and read with purpose
- Accurately read grade-level poetry and prose aloud
- Use an appropriate rate and expression when reading aloud
- Use various strategies to support word recognition and understanding
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Writing Domain:
- Organize information to support the topic
- Introduce a topic
- Write a thesis statement to focus writing
- Use text features to support the topic, when appropriate
- Select details that appropriate support the development of the topic
- Link ideas by using transitional words and phrases
- Write a conclusion to close the writing

- Produce writing that is clear and understandable to the reader
- Unpack writing tasks (type of writing assignment)
- Unpack writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose
- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps)to assist with developing a plan for writing
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
- Develop strategies with peers and adults to use digital tools
- Use technology for producing and publishing writing
- Use technology to collaborate with others
- Locate information from print and digital sources
- Integrate information from personal experiences
- Take notes and organize information into categories provided by the teacher
- Gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes
- Thoughtfully choose online sources
- Select the information needed from each source
- Connect new information learned online with offline sources
- Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources
- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect on and revise writing
- Self-correct when writing to produce a clearer message
- Purposefully explain choices made while writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

Speaking and Listening Domain:
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
- Engage in collaborative conversations
- Develop skills in active listening and group discussion
- Determine the main idea of a text read aloud
- Determine the supporting details for a text read aloud
- Determine the main ideas and supporting details of information presented in multiple formats

- Listen carefully to what a speaker says
- Ask questions to clarify what was heard
- Elaborate and provide details to build upon the speaker's response
- Speak in complete sentences
- Adapt speech to task and situation
- Use 3rd grade appropriate grammatically correct speech
- Elaborate on a detail when necessary
- Clarify ideas when necessary

Language Domain:
- Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose
- Differentiate between regular and irregular plural nouns
- Identify regular and irregular plural nouns in reading and use them when writing or speaking
- Identify simple verb tenses and use them when writing or speaking
- Apply comma rules to addresses in writing
- Spell high frequency or studied words correctly
- Spell conventional words correctly when adding a suffix to base words
- Identify spelling patterns and generalizations
- Apply spelling patterns when writing words
- Determine the purpose and use of reference materials
- Utilize reference materials to check and correct spelling, when needed
- Purposefully select words or phrases to create effect when writing or speaking
- Identify similarities and differences between spoken and written English
- Acknowledge those differences when writing and speaking
- Decipher the meanings of words and phrases by using sentence context
- Determine the meaning of commonly used prefixes and suffixes
- Separate a base word from the prefix or suffix
- Use the definition of known prefixes and suffixes to define new words
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words
- Use grade 3 vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use spatial and temporal relationship words and phrases
- Spell single syllable words with less common and complex graphemes (e.g., ough, augh; -old, -ind, -ost, -ild families)
- Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.

- Identify language of word origin, as noted in dictionaries.
- Spell singular and plural possessives correctly (e.g., teacher's; teachers').
- Change y to i in words with suffixes, when required (e.g., cried).
- Spell regular two- and three-syllable words that combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
- Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- Capitalize appropriate words in titles.
- Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- Use appropriate pronouns with clear referents.
- Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately (e.g., commas and quotation marks in dialogue, and commas in addresses).
- Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- Paraphrase a main idea or event in order to vary sentence structure and word use.
- Organize ideas into paragraphs with main ideas and supporting details.

Academic Vocabulary

Connect, Analyze, Support, Question, Infer, Detail, Theme, Character, Point, Compare, Synthesize, Mood, Illustration, Source, Prefix, Suffix, Decode, Strategy, Fluency, Poetry, Expression, Organize, Introduce, Thesis, Feature, Detail, Link, Conclude, Clear, Task, Purpose, Revise, Edit, Graphic, Error, Digital, Research, Reflect, Explain, Discuss, Participate, Collaborate, Present, Report, Support, Adapt, Clarify, Listen, Elaborate, Complete, Grammatical, Define, Identify, Differentiate, Regular, Irregular, Verb, Comma, Spell, Pattern, Reference, Purpose, Structure, Fluently, Accurate, Spatial, Temporal

Essential Questions	Enduring Understandings
- Why might some stories be better told as plays? - How do the characters, setting, and key events in a play work together to tell a story? - How do the characters' words and actions in a play help us understand the story and their feelings? - How are stories and plays different in the way they are written and told? - How do the characters' actions and feelings in a story, along with where and when the story happens (setting), contribute to the overall events of the story?	- Identifying elements of drama and literary elements help readers better understand unfamiliar dramas. - Dramas are stories brought to life and living action. - The key elements of a drama include characters, dialogue, setting, and plot. - Understanding elements of a drama help readers follow the story and understand the message the drama is trying to share. - Stories are written to be read, while plays are written to be performed, with dialogue and actions that bring the characters and events to life.

- How do authors use descriptive words and details to help us picture the characters and settings in a story?
- What important lesson or message does the story try to teach us about life through the characters and their actions?
- How do characters' actions and the setting help readers understand the theme of a story?"
- Can a story have more than one theme?
- Why did the author write any given nonfiction text, and what information are they trying to teach the reader?
- How can you identify the most important information (central idea) an author wants you to know about a topic in a nonfiction text?
- How can identifying key words and phrases in a nonfiction text help you understand how the information is organized and what the author is trying to explain?
- Writer's Workshop: How can I clearly explain a topic and give important details to help others understand it better?
- What details should writers include to make description writing clear and interesting?
- How can writers organize ideas to help readers understand the information being shared?
- What type of vivid words can writers use to help readers visualize what is being described.

- Stories are built from key parts like characters, setting, plot, and problems that work together to create a meaningful narrative, allowing readers to understand the story's message and connect with the characters' experiences.
- With teamwork, accomplishments are greater.
- In stories, when characters work together sharing skills and supporting one another, they have opportunities to beat the odds.
- Authors intentionally use specific story elements like descriptive language, character actions, and plot events to create a story that engages readers and helps them understand the characters and their experiences.
- Authors use specific techniques, like word choice, sentence structure, and details, to help convey meaning, create mood, and make their stories more engaging.
- A story's theme is its main message or lesson, which the author wants the reader to think about.
- Theme can be understood by looking at what the characters learn or how they change throughout the story.
- Authors write nonfiction texts to primarily inform readers about a topic, sharing facts and details with the goal of educating them on a real-world subject.
- To fully grasp a text, identify the central idea the author is trying to convey, as this acts as the foundation for all supporting details within the writing.
- Authors organize information in specific ways, like listing steps, comparing topics, or explaining causes and effects.
- Recognizing text structure in nonfiction texts helps readers understand the topic better by following the pattern of how ideas are presented.
- As places leave impressions on us, we are able to recall key details and descriptions to make our memories come alive in our writing.
- Informative writing follows a clear format including a strong introduction, body paragraphs with important information, and a conclusion.

Core Instruction/Supplemental Materials	Assessments
	● By using specific details and examples in our informative writing, writers help readers learn something new and understand the topic better. ● Using specific and vivid language makes descriptive informational writing more engaging and easier to visualize.
● Social Emotional Learning Lessons: Module ● Diversity, Equity and Inclusion Resources: Module ● Amistad Law: Module ● Holocaust Law: ● HMH Into Reading Know It Show It workbook ● HMH Into Reading Student Reading book ● HMH Into Reading anchor charts ● HMH Into Reading graphic organizers ● HMH Into Reading Display and Engage cards ● HMH Into Reading Interactive Vocabulary activities ● HMH Writer's Workshop Focal Text: "All the Places to Love," by Patricia MacLachlan ● iReady Student Learning Path and Assignments ● RazKids ● EPIC ● Kahoot ● Prodigy Vocabulary ● Quizziz ● BrainPop ● Blooket ● Flipgrid ● Padlet ● Teacher Created Materials ● Circle Plot Diagram | Read Write Think ● How A Read Aloud helps with Literacy	**Formative** ● Oral assessment ● Exit tickets ● Quizzes ● Daily writing/journals ● Small and whole group discussions ● Self Reflections ● Editing Checklists ● R.A.C.E.R responses ● Writing Rubrics from HMH Into Reading ● Graphic Organizers ● Class discussion ● Open-ended response questions & comprehension questions ● Teacher observation ● Classwork Practice ● Video logs **Summative** ● Tests ● Skills assessment/Benchmarks ● Essays/Writing Assignments **Alternative** ● Centers/activities/games ● Performance assessments ● Projects

- 4th and 5th Grade Worksheets | Reading Printables
- Main Idea Worksheets
- Compare & Contrast Map | Read Write Think
- Essay Map | Read Write Think
- Implementing the Writing Process
- Vocabulary Songs & Videos - The Word-Up Project
- Context Clues Worksheets | Reading Comprehension Activities
- Word Usage Worksheets | Language Arts Activities
- Fifth Grade Spelling Words – Free 5th Grade weekly List, Worksheets
- 4th and 5th Grade Worksheets | Reading Printables
- Concept Map | Read Write Think
- 5th Grade CCSS: Language
- Free 5th Grade Grammar Worksheets | Education.com
- Current Events | izzit.org
- Teachers | Smithsonian Magazine
- Whole Brain Teaching: Critical Thinking

Modifications/Differentiated Activities

Enrichment/Gifted and Talented
- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:
- Extensive outside reading
- Active classroom discussion

Multilingual Learners
- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

● Innovative oral and written presentations ● Deductive and inductive reasoning ● Independent writing and research ● Divergent thinking ● Challenging problem solving situations ● Interactive, independent and interdisciplinary activities	
Special Education ***General Modifications:*** ● Allow outlining, instead of writing for an essay or major project ● Computerized spell-check support ● Word bank of choices for answers to test questions ● Provision of calculator and/or number line for math tests ● Film or video supplements in place of reading text ● Reworded questions in simpler language ● Projects instead of written reports ● Highlighting important words or phrases in reading assignments ● Modified workload or length of assignments/tests ● Modified time demands ● Pass/no pass option ● Modified grades based on IEP ***Behavior Modifications:*** ● Breaks between tasks ● Cue expected behavior ● Daily feedback to student ● Use de-escalation strategies ● Use positive reinforcement ● Use proximity/touch control ● Use peer supports and mentoring ● Model expected behavior by adults ● Have parent sign homework/behavior chart ● Set and post class rules ● Chart progress and maintain data	**At Risk (Intervention)** ● Maximize use of community resources ● Connect family to school and school activities ● Support through transition ● Help develop compensating strategies ● Increase opportunity for positive peer group influences ● Supplemental courses ● Placement in small and interactive groups

Grade: 3	Course: ELA

Pacing Guide: 9 weeks	

Unit: 3 **HMH Into Reading Modules 7-9** **HMH Writer's Workshop Module 4 "Story Writing"**	**Big Idea:** **Module 7:** A genre focus on narrative nonfiction provides students with opportunities to identify author's purpose, text structure, and text and graphic features in order to better understand unfamiliar texts. **Module 8:** A genre focus on nonfiction provides students with opportunities to identify author's purpose and central idea in order to better understand unfamiliar texts. **Module 9:** A genre focus on informational text provides students with opportunities to identify text structure, central idea, and text and graphic features in order to better understand unfamiliar texts. **Writer's Workshop:** How to Write a Story

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Content Area NJSLS Performance Expectations Addressed

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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.
- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
- 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.
- RI.PP.3.5. Distinguish their own point of view from that of the author of a text.

- 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 vents.
- 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 Domain:
- 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.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.

Language Domain:

- 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.
- 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.
- 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.
- 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 phrases.

- 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).

Interdisciplinary Connections

Social Studies:
- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Computer Science and Design Thinking	Career Readiness, Life Literacies, and Key Skills
8.1.5.CS.1: Model how computing devices connect to other components to form a system. 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies	**Technology Standards:** 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions. **21st Century Skills Standards:** 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity. 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.

	● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. **Career Readiness, Life Literacies, and Key Skills Practices:** ● Act as a responsible and contributing community member and employee. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Use technology to enhance productivity, increase collaboration and communicate effectively.

Student Learning Objectives (SLO)

Students will be able to…
Reading Domain:
- Closely read a text to demonstrate understanding
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Refer to specific text to support answers and to craft questions
- Explicitly locate evidence in the text to support answers and to craft questions of a factual nature
- Answer and ask both factual questions and inferential questions that require reasoning from the reader
- Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details
- Determine central messages or theme
- Identify patterns in details
- Determine central messages or main ideas in a text
- Identify details to support the main idea
- Analyze how the details of the text help to support and reveal the central idea or Theme
- Closely read text to determine the important events, ideas, or concepts
- Identify the main characters in a story
- Describe the characters using literal and inferential story details
- Analyze how the actions of characters influence the story events

- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific)
- Differentiate between literal and nonliteral language
- Describe how various parts build on one another not only in stories, but in dramas and poems
- Identify the parts of this story (chapters, stanzas, scenes)
- Determine how the parts of a story are connected or organized (time order, topic)
- Establish the point of view of a text
- Determine how the reader's point of view is different from the narrator's or the characters
- Compare the reader's point of view with the author's point of view
- Synthesize pictures and written text to better understand a text
- Examine the relation to the illustrations and the text
- Discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters
- Identify the mood of a text
- Interpret what the illustrations tell a reader about the mood
- Determine how the pictures help clarify the description of the mood
- Use a variety of sources to access previous information to compare, contrast, and reflect on texts
- Identify similarities and differences in books with the same author and characters
- Determine the central message, theme, lesson, and/or moral of the stories
- Identify similarities and differences in the central message of the texts
- Reflect on how the text details, characters, and central messages are alike and different
- Distinguish the base root from the affix
- Identify and define common prefixes and suffixes
- Identify and define common Latin suffixes
- Decode words that have a Latin suffix
- Use strategies to read multisyllabic words
- Read grade-appropriate irregularly spelled words
- Use various strategies to understand text and read with purpose
- Accurately read grade-level poetry and prose aloud
- Use an appropriate rate and expression when reading aloud
- Use various strategies to support word recognition and understanding
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Writing Domain:
- Organize ideas for a narrative
- Engage the reader with a story hook
- Establish a situation or story background
- Establish a narrator and/or characters for the story

- Present an organized sequence of events
- Use various narrative techniques to develop the characters and the plot
- Incorporate vivid details to tell the story
- Establish chronology by using appropriate transitional words and phrases
- Bring the story to a close
- Produce writing that is clear and understandable to the reader
- Unpack writing tasks (type of writing assignment)
- Unpack writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose
- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps)to assist with developing a plan for writing
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
- Develop strategies with peers and adults to use digital tools
- Use technology for producing and publishing writing
- Use technology to collaborate with others
- Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic
- Gather information to support a topic
- Select relevant information from texts to support main ideas or claims
- Group like ideas to organize writing
- Locate information from print and digital sources
- Integrate information from personal experiences
- Take notes and organize information into categories provided by the teacher
- Gather information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes
- Thoughtfully choose online sources
- Select the information needed from each source
- Connect new information learned online with offline sources
- Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources
- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflection on and revise writing
- Self-correct when writing to produce a clearer message
- Purposefully explain choices made while writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

Speaking and Listening Domain:
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
- Engage in collaborative conversations
- Develop skills in active listening and group discussion
- Determine the main idea of a text read aloud
- Determine the supporting details for a text read aloud
- Determine the main ideas and supporting details of information presented in multiple formats
- Report on a topic or text, telling a story, or recounting an event in an organized, logical manner
- Use relevant facts and descriptive details that add to the reporting of a topic or event
- Present information orally and in coherent, spoken sentences
- Use an appropriate pace when presenting
- Present and logically support personal opinions
- Speak in complete sentences
- Adapt speech to task and situation
- Use 3rd grade appropriate grammatically correct speech
- Elaborate on a detail when necessary
- Clarify ideas when necessary

Language Domain:
- Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences
- Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences
- Define and identify comparative and superlative adjectives
- Use comparative and superlative adjectives when writing or speaking
- Select the appropriate form of adjective when writing and speaking
- Define and identify coordinating and subordinating conjunctions
- Use coordinating and subordinating conjunctions when writing or speaking
- Apply comma and quotation mark rules and format when writing dialogue
- Spell high frequency or studied words correctly
- Spell conventional words correctly when adding a suffix to base words
- Identify spelling patterns and generalizations
- Apply spelling patterns when writing words
- Determine the purpose and use of reference materials
- Utilize reference materials to check and correct spelling, when needed
- Decipher the meanings of words and phrases by using sentence context
- Identify root words in unknown words

- Use known root words to aid in defining unknown words
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words
- Define the terms 'literal' and 'nonliteral'
- Identify literal and nonliteral words and phrases in texts
- Differentiate the literal phrases from nonliteral phrases
- Connect words to their purpose or use
- Determine the slight difference in meaning in synonymous words
- Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use spatial and temporal relationship words and phrases
- Spell single syllable words with less common and complex graphemes (e.g., ough, augh; -old, -ind, -ost, -ild families).
- Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- Identify language of word origin, as noted in dictionaries.
- Spell singular and plural possessives correctly (e.g., teacher's; teachers').
- Change y to i in words with suffixes, when required (e.g., cried).
- Spell regular two- and three-syllable words that:
- Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
- Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- Spell common words in English, including regular and irregular forms.
- Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- Capitalize appropriate words in titles.
- Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- Use appropriate pronouns with clear referents.
- Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately (e.g., commas and quotation marks in dialogue, and commas in addresses).
- Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- Paraphrase a main idea or event in order to vary sentence structure and word use.
- Organize ideas into paragraphs with main ideas and supporting details.

Academic Vocabulary

Connect, Analyze, Support, Question, Infer, Detail, Theme, Character, Point, Compare, Synthesize, Mood, Illustration, Source, Prefix, Suffix, Decode, Strategy, Fluency, Poetry, Expression, Organize, Engage, Sequence, Develop, Detail, Conclude, Revise, Edit, Plan, Error, Digital, Research, Gather, Integrate, Evaluate, Reflect, Explain, Discuss, Participate, Collaborate, Present, Report, Support, Adapt, Clarify, Identify, Define, Compare, Format, Spell, Context, Root, Synonym, Vocabulary

Essential Questions	*Enduring Understandings*
- How can we tell if an author is trying to inform, explain, persuade, or entertain the reader? - How do author's use the details in the text help achieve their purpose? - How do pictures, headings, bold print, and captions in a nonfiction text help readers better understand the information being presented? - How can graphics, like pictures and charts, add meaning to the words in a text? - Why is it important to pay attention to both text and graphic features when reading? - How can readers identify the most important information (central idea) in a nonfiction text? - How can identifying key details and repeating ideas throughout the passage help in summarizing the central idea? - How can a poem tell a story, just like a book, by using characters, a setting, and events that unfold? - How does the author use words and details to try to convince the reader to agree with their opinion on a topic? - How can understanding sequence and chronological order help readers recognize the progress food takes to get to your table? - How do signal words help us understand the order of information in a text and figure out how the author is organizing their ideas? - How can we identify the most important message or key idea in a story, video, or picture that we see or hear? - Writer's Workshop: How can writers tell a story that is clear, interesting, and makes sense to their reader? - How can writers create interesting characters and events in their narrative?	- Authors of nonfiction usually write to share information and facts about a topic, aiming to teach the reader something new by providing details and explanations, often with the primary goal of informing. - By actively using visual elements like headings, captions, diagrams, and pictures alongside the written text, readers can better understand and navigate information within a nonfiction piece, making it easier to locate key details and grasp the main ideas. - Text and graphic features allow readers to access key details more easily and navigate complex information within a nonfiction piece. - The central idea of a nonfiction text is the most important point the author wants you to know about a topic. - Readers can find the central idea by looking for repeated details and key information throughout the text, like headings, titles, and concluding sentences. - Characters in texts can work both together or individually to solve conflict and help make a community stronger. - A poem can tell a story with a beginning, middle, and end, just like a regular story, using words and rhythm to bring the characters and events to life. - When an author expresses an opinion, they are trying to share their personal viewpoint on a topic, hoping to influence the reader to think or feel the same way. - Determination, support, and hard work can create an environment where anything is possible. - By recognizing how authors organize information within a text, such as through sequence, description, comparison,

● What details can writers include to make their story engaging and clear for the reader?   ● How do writers organize the beginning, middle, and end of their narrative to make it flow smoothly?

Core Instruction/Supplemental Materials	Assessments

What details can writers include to make their story engaging and clear for the reader? How do writers organize the beginning, middle, and end of their narrative to make it flow smoothly?	cause and effect, or problem-solution, readers can better understand the main ideas and key details presented. ● The central idea is the main point or message that an author or creator wants to communicate in a piece of media (such as a video, advertisement, article, or story). ● By paying attention to the most important details, viewers will understand that the central idea helps them better understand the purpose of the media and what the creator is trying to tell or show. ● The foundation of all of our food and nutrition is rooted at it's core to farming and sequentially follows a series of steps before coming to our home. ● Narrative writing is a way to tell a story, real or imagined, by organizing events in a clear order. ● Narrative writing includes characters, settings, and events. ● Using descriptive details and dialogue makes narratives interesting and easy to follow. ● Writing a meaningful story oftentimes means connecting to emotions that evolve from characters helping one another to solve problems. ● Interesting stories connect to human emotion, struggle, and resolution.
Core Instruction/Supplemental Materials	**Assessments**
● Social Emotional Learning Lessons: Read Module 7 Week 2 Skill: Social Awareness with anchor text "Energy Island: How One Community Harnessed the Power of Wind and Changed Their World" ● Diversity, Equity and Inclusion Resources: When studying Module 8, view "Nat. Geo. Kids: African Americans Pioneers of Science" website https://kids.nationalgeographic.com/science/article/black-inventors-and-pioneers-of-science and have Ss create a biography presentation for one person ● Amistad Law: Read the Anchor text from Module 7 Week 1: "A	**Formative** ● Oral assessment ● Exit tickets ● Quizzes ● Daily writing/journals ● Small and whole group discussions ● Self Reflections ● Editing Checklists ● R.A.C.E.R responses ● Writing Rubrics from HMH Into Reading ● Graphic Organizers

Biography: Farmer Will Allen and the Growing Table" by Jacqueline Brigs Martin
- Holocaust Law: Read the Anchor Writer's Workshop text for Module 4 "Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom," by Tim Tingle.
- HMH Into Reading Know It Show It workbook
- HMH Into Reading Student Reading book
- HMH Into Reading anchor charts
- HMH Into Reading graphic organizers
- HMH Into Reading Display and Engage cards
- HMH Into Reading Interactive Vocabulary activities
- HMH Writer's Workshop Focal Text: "Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom," by Tim Tingle
- iReady Student Learning Path and Assignments
- RazKids
- EPIC
- Kahoot
- Prodigy Vocabulary
- Quizziz
- BrainPop
- Blooket
- Flipgrid
- Padlet
- Teacher Created Materials
- Circle Plot Diagram | Read Write Think
- How A Read Aloud helps with Literacy
- 4th and 5th Grade Worksheets | Reading Printables
- Main Idea Worksheets
- Compare & Contrast Map | Read Write Think
- Essay Map | Read Write Think
- Implementing the Writing Process
- Vocabulary Songs & Videos - The Word-Up Project
- Context Clues Worksheets | Reading Comprehension Activities

- Class discussion
- Open-ended response questions & comprehension questions
- Teacher observation
- Classwork Practice
- Video logs

Summative
- Tests
- Skills assessment/Benchmarks
- Essays/Writing Assignments

Alternative
- Centers/activities/games
- Performance assessments
- Projects

- Word Usage Worksheets | Language Arts Activities
- Fifth Grade Spelling Words – Free 5th Grade weekly List, Worksheets
- 4th and 5th Grade Worksheets | Reading Printables
- Concept Map | Read Write Think
- 5th Grade CCSS: Language
- Free 5th Grade Grammar Worksheets | Education.com
- Current Events | izzit.org
- Teachers | Smithsonian Magazine
- Whole Brain Teaching: Critical Thinking

Modifications/Differentiated Activities

Enrichment/Gifted and Talented
- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:
- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities

Multilingual Learners
- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

Special Education
General Modifications:
- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

Behavior Modifications:
- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalation strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

At Risk (Intervention)
- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

Grade: 3	Course: ELA
Unit: 4 **HMH Into Reading Modules 10-12** **HMH Writer's Workshop Module 6 "Expository Essay"**	**Big Idea:** **Module 10**: A genre focus on tales provides students with opportunities to identify author's craft, theme, and figurative language in order to better understand unfamiliar texts. **Module 11:** A genre focus on Informational, narrative nonfiction, and opinion texts **Module 12:** A genre focus on realistic fiction, poetry, and traditional literature" **Writer's Workshop**: How to Write an Expository Essay

Content Area NJSLS Performance Expectations Addressed

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.
- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
- RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.

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 Domain:
- 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.

Language Domain:
- 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.
- 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.
- 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.

- 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 phrases.

- 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).

Interdisciplinary Connections

Social Studies:
- 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

Computer Science and Design Thinking	Career Readiness, Life Literacies, and Key Skills
8.1.5.CS.1: Model how computing devices connect to other components to form a system. 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies	**Technology Standards:** 9.4.5.DC.1: Explain the need for and use of copyrights. 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions. **21st CenturySkills Standards:** 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity. 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. **Career Readiness, Life Literacies, and Key Skills Practices:** - Act as a responsible and contributing community member and employee. - Consider the environmental, social and economic impacts of decisions. - Demonstrate creativity and innovation. - Utilize critical thinking to make sense of problems and persevere in solving them. - Model integrity, ethical leadership and effective management. - Use technology to enhance productivity, increase

	collaboration and communicate effectively.

Student Learning Objectives (SLO)

Students will be able to…

Reading Domain:
- Closely read a text to demonstrate understanding
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Refer to specific text to support answers and to craft questions
- Explicitly locate evidence in the text to support answers and to craft questions of a factual nature
- Answer and ask both factual questions and inferential questions that require reasoning from the reader
- Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details
- Determine central messages or theme
- Identify patterns in details
- Determine central messages or main ideas in a text
- Identify details to support the main idea
- Analyze how the details of the text help to support and reveal the central idea or theme
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific)
- Differentiate between literal and nonliteral language
- Describe how various parts build on one another not only in stories, but in dramas and poems
- Identify the parts of this story (chapters, stanzas, scenes)
- Determine how the parts of a story are connected or organized (time order, topic)
- Identify the unique features and organization of informational text (text features,
- and search tools)
- Use the unique features to find and manage information specific to the topic
- Demonstrate proficiency in using the tools to locate information
- Establish the point of view of a text
- Determine how the reader's point of view is different from the narrator's or the characters
- Compare the reader's point of view with the author's point of view
- Efficiently read and understand a wide range of informational and literary texts
- within the higher end of the second to third grade text level by the end of the year
- Develop the mature language skills and the conceptual knowledge needed for
- success in school and life by encountering appropriate texts
- Read texts with scaffolding, as needed minimal clarifications
- Distinguish the base root from the affix

- Identify and define common prefixes and suffixes
- Identify and define common Latin suffixes
- Decode words that have a Latin suffix
- Use strategies to read multi-syllable words
- Read grade-appropriate irregularly spelled words
- Use various strategies to understand text and read with purpose
- Accurately read grade-level poetry and prose aloud
- Use an appropriate rate and expression when reading aloud
- Use various strategies to support word recognition and understanding
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Writing Domain:
- Organize information to support the topic
- Introduce a topic
- Write a thesis statement to focus writing
- Use text features to support the topic, when appropriate
- Select details that appropriate support the development of the topic
- Link ideas by using transitional words and phrases
- Write a conclusion to close the writing
- Produce writing that is clear and understandable to the reader
- Unpack writing tasks (type of writing assignment)
- Unpack writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose
- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
- Develop strategies with peers and adults to use digital tools
- Use technology for producing and publishing writing
- Use technology to collaborate with others
- Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic
- Gather information to support a topic
- Select relevant information from texts to support main ideas or claims
- Group like ideas to organize writing
- Locate information from print and digital sources
- Integrate information from personal experiences

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

Speaking and Listening Domain:
- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion
- Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
- Explain their own ideas and understanding in light of the discussion
- Use multimedia to create engaging audio recordings of stories or poems
- Focus on inflection and volume instead of just reading out loud
- Demonstrate fluid and well-paced reading
- Add visual displays to illuminate chosen facts or details
- Speak in complete sentences
- Adapt speech to task and situation
- Use 3rd grade appropriate grammatically correct speech
- Elaborate on a detail when necessary
- Clarify ideas when necessary

Language Domain:
- Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences
- Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences
- Identify subjects, verbs, pronouns, and antecedents in sentences
- Consistently use the appropriate form of subjects, verbs, pronouns, and antecedents in sentences
- Reread writing to ensure agreement
- Identify possessive nouns
- Use apostrophe appropriately to show possession

- Spell high frequency or studied words correctly
- Spell conventional words correctly when adding a suffix to base words
- Identify spelling patterns and generalizations
- Apply spelling patterns when writing words
- Determine the purpose and use of reference materials
- Utilize reference materials to check and correct spelling, when needed
- Decipher the meanings of words and phrases by using sentence context
- Determine the meaning of commonly used prefixes and suffixes
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words
- Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use spatial and temporal relationship words and phrases
- Spell single syllable words with less common and complex graphemes (e.g., ough, augh; -old, -ind, -ost, -ild families).
- Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- Identify language of word origin, as noted in dictionaries.
- Spell singular and plural possessives correctly (e.g., teacher's; teachers').
- Change y to i in words with suffixes, when required (e.g., cried).
- Spell regular two- and three-syllable words that:
- Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
- Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- Spell common words in English, including both regular and irregular forms.
- Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- Capitalize appropriate words in titles.
- Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- Use appropriate pronouns with clear referents.
- Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately in writing, including commas and quotation marks in dialogue and commas in addresses.
- Combine simple sentences into compound sentences using conjunctions (and, but, or, yet, so).
- Paraphrase a main idea or event in order to vary sentence structure and word use.
- Organize ideas into paragraphs with main ideas and supporting details.

Academic Vocabulary

Closely read, Demonstrate understanding, Make connections, Refer to specific text, Craft questions, Locate evidence, Factual questions, Inferential questions, Central message or theme, Key details, Analyze details, Literal vs. nonliteral, Text features, Point of view, Compare perspectives, Read with scaffolding, Decode words, Fluency, Word recognition, Thesis statement, Text features, Transitional words, Conclusion, Clear and understandable, Revising and editing, Graphic organizers, Digital tools, Research question, Gather information, Follow norms, Explain ideas, Inflection, Volume, Visual displays, Nouns, pronouns, verbs, adjectives, adverbs, Subjects, verbs, pronouns, antecedents, Possessive nouns, Apostrophe, Spelling patterns, Prefixes, suffixes, Reference materials

Essential Questions	*Enduring Understandings*
- Why is it important to pass stories down to the next generation? - How do authors of traditional literature use specific words and descriptions to make us feel and imagine the story happening? - What elements of traditional tales help these stories connect to the culture they come from? - What special language or details do authors use in traditional tales to teach lessons or values? - What important life lesson or message can we learn from the characters and events in a fable, myth, or legend? - What are some common themes in traditional tales, and why do they matter? - How do the events in traditional tales show the theme or message of the story? - How do authors use similes and metaphors in traditional tales to make the story more vivid? - What is the effect of using personification in traditional tales, and how does it help us understand the story? - How does the use of idioms and expressions in traditional tales add meaning or emotion to the story? - What standard features relate to informational texts, narrative nonfiction, and opinion nonfiction texts? - How do authors use facts and details to help us understand the main idea of an informational text? - How can text features (like headings, pictures, or captions) help us learn more from informational texts? - How do informational texts teach us new things about the world around us?	- Authors of traditional stories use specific techniques, or "craft," in to make their writing more engaging and meaningful as well as to connect to their culture. - Elements such as characters, setting, plot, and language choices help tell a story, create emotions, and teach lessons. - Authors shape traditional stories to entertain, inform, and connect with readers. - People pass traditional tales down from one generation to the next as means of connecting to their culture. - Retelling traditional tales connect people through humor, entertainment, lessons taught, and culture. - Fables, myths, and legends often have a central message or lesson, called the theme, that teaches important values or explains how the world works. - Authors use these fables, myths, and legends to share lessons about courage, kindness, honesty, and other important ideas, through the actions of characters and the outcomes of the story. - Figurative language helps readers understand and imagine the story in a more colorful and creative way. - Authors use figurative language, like similes, metaphors, and personification, to make traditional tales more exciting and meaningful. - Figurative language in traditional tales helps teach lessons and express feelings that might be harder to explain with literal language

- How does the author use real events and facts to tell a true story in narrative nonfiction?
- What makes a story in narrative nonfiction both informative and interesting?
- How can the author's point of view help us understand the real people and events in a narrative nonfiction text?
- How do authors use reasons and evidence to support their opinions in nonfiction texts?
- What makes an opinion in a nonfiction text persuasive, and how can we tell if we agree or disagree with it?
- What standard features relate to realistic fiction, poetry, and traditional literature fiction texts?
- How do the characters' actions and feelings help us understand the theme of a realistic fiction story?
- What makes a realistic fiction story believable, and how can we relate to the events and characters in the story?
- How do poets use words, rhythm, and images to express feelings and ideas?
- What is the meaning of a poem, and how can we interpret the words and symbols in different ways?
- Writer's Workshop: How can I write to share information in a clear and interesting way so that my reader can understand and learn from it?
- What types of facts, details, and examples can you use to support your main idea in an expository essay?

- Informational texts, narrative nonfiction texts, and opinion texts all have similarities that connect them under the genre of nonfiction texts.
- Informational texts provide facts and details to help us learn and answer questions about the world.
- Authors use different text features, like headings, diagrams, and captions, to organize and present information clearly.
- The purpose of an informational text is to inform or explain, not to tell a story.
- Narrative nonfiction uses storytelling techniques to share true events, making real-life stories engaging, just like fiction, but based on actual events and people.
- By structuring true events into a story format, readers can better connect with the information and understand how things happened in a sequence.
- Just like in fiction, using descriptive details in narrative nonfiction helps readers visualize and understand the true story more clearly.
- Authors of opinion nonfiction texts use facts, examples, and reasoning to back up their personal viewpoints, helping readers understand why they hold that opinion.
- Readers can form their own opinions by thinking critically about the reasons and evidence presented in the text, and decide whether they agree or disagree with the author.
- Opinion nonfiction texts allow authors to share their beliefs or preferences about a subject, giving readers insight into different perspectives.
- Realistic fiction, poetry, and traditional literature all have similarities that connect them under the genre of fiction texts.
- The characters, events, and settings in realistic fiction stories are similar to real life, helping readers connect with the story and understand how people might act or feel in everyday situations.
- In realistic fiction, characters often face challenges and make decisions that help them grow, teaching readers valuable lessons about problem-solving, emotions, and relationships.

	● Poets use vivid language, imagery, and sound patterns to express feelings, ideas, or experiences in a way that makes readers think and feel deeply. ● Poems often have multiple meanings, and readers can explore different interpretations based on their own experiences and perspectives. ● An expository essay presents facts and information in a clear, logical way to help the reader understand a specific topic or concept. ● Structuring an expository essay with an introduction, body paragraphs, and a conclusion helps guide the reader through the information in an easy-to-follow manner. ● Providing specific facts, details, and examples helps support the main idea of the essay and makes the information more convincing and clear.
Core Instruction/Supplemental Materials	*Assessments*
● Social Emotional Learning Lessons: read anchor text from Module 10 Week 1 Skill: Self Management from read aloud of Aesop Fables ● Diversity, Equity and Inclusion Resources: read anchor text from Module 10 Week 1 "Why We Share Stories" by Carol Jago ● Amistad Law: read anchor text from Module 10 Week 2: "Why the Sky Is Far Away: A Nigerian Folktale" by Mary Joan Gerson ● HMH Into Reading Know It Show It workbook ● HMH Into Reading Student Reading book ● HMH Into Reading anchor charts ● HMH Into Reading graphic organizers ● HMH Into Reading Display and Engage cards ● HMH Into Reading Interactive Vocabulary activities ● HMH Writer's Workshop Focal Text: "In November," by Cynthia Rylant ● iReady Student Learning Path and Assignments	**Formative** ● Oral assessment ● Exit tickets ● Quizzes ● Daily writing/journals ● Small and whole group discussions ● Self Reflections ● Editing Checklists ● R.A.C.E.R responses ● Writing Rubrics from HMH Into Reading ● Graphic Organizers ● Class discussion ● Open-ended response questions & comprehension questions ● Teacher observation ● Classwork Practice ● Video logs **Summative**

- RazKids
- EPIC
- Kahoot
- Prodigy Vocabulary
- Quizziz
- BrainPop
- Blooket
- Flipgrid
- Padlet
- Teacher Created Materials
- Circle Plot Diagram | Read Write Think
- How A Read Aloud helps with Literacy
- 4th and 5th Grade Worksheets | Reading Printables
- Main Idea Worksheets
- Compare & Contrast Map | Read Write Think
- Essay Map | Read Write Think
- Implementing the Writing Process
- Vocabulary Songs & Videos - The Word-Up Project
- Context Clues Worksheets | Reading Comprehension Activities
- Word Usage Worksheets | Language Arts Activities
- Fifth Grade Spelling Words – Free 5th Grade weekly List, Worksheets
- 4th and 5th Grade Worksheets | Reading Printables
- Concept Map | Read Write Think
- 5th Grade CCSS: Language
- Free 5th Grade Grammar Worksheets | Education.com
- Current Events | izzit.org
- Teachers | Smithsonian Magazine
- Whole Brain Teaching: Critical Thinking

- Tests
- Skills assessment/Benchmarks
- Essays/Writing Assignments

Alternative
- Centers/activities/games
- Performance assessments
- Projects

Modifications/Differentiated Activities

Enrichment/Gifted and Talented	**Multilingual Learners**

Enrichment/Gifted and Talented
- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:
- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities

Multilingual Learners
- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

Special Education
General Modifications:
- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

Behavior Modifications:

At Risk (Intervention)
- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

- Breaks between tasks - Cue expected behavior - Daily feedback to student - Use de-escalation strategies - Use positive reinforcement - Use proximity/touch control - Use peer supports and mentoring - Model expected behavior by adults - Have parent sign homework/behavior chart - Set and post class rules - Chart progress and maintain data	