FAIRFIELD TOWNSHIP SCHOOL
Grade 3 ELA Curriculum Guide

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus Standards: RL.3.1 RI.3.1 RF.3.3A,B,C,D RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F RL.3.4 RI.3.4 RL.3.6 RI.3.6	Primary Focus Standards: W.3.1A,B,C,D W.3.4 W.3.5 W.3.6 W.3.7 W.3.10	Primary Focus Standards: SL.3.1A,B,C,D SL.3.6	Primary Focus Standards: L.3.1A,B,C L.3.2A,E,F,G L.3.4A,D L.3.6
	Text Type: (fiction and nonfiction) ● 1 extended text ● 3-6 shorter texts depending upon length and complexity	Writing Genre: ● Opinion writing ● Research writing ● Routine writing	Task Types: ● Small and whole group discussions	These standards are embedded within the writing process
Unit 2	Primary Focus Standards: RL.3.1 RI.3.1 RF.3.3A,B,C,D RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F RI.3.3 RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.8	Primary Focus Standards: W.3.2A,B,C,D W.3.4 W.3.5 W.3.6 W.3.8 W.3.10	Primary Focus Standards: SL.3.1A,B,C,D SL.3.2 SL.3.3 SL.3.6	Primary Focus Standards: L.3.1A,D,E L.3.2B,E,F,G L.3.3A,B L.3.4A,B,D L.3.6

	RI.3.9			
	Text Type: (fiction and nonfiction) ● 1 extended text ● 3-6 shorter texts depending upon length and complexity	Writing Genre: Research ● Informative and explanatory writing ● Routine writing	Task Type: ● Project-based presentations focusing on use of multimedia and visual displays	These standards are embedded within the writing process
Unit 3	Primary Focus Standards: RL.3.1 RI.3.1 RF.3.3A,B,C,D RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F RL.3.3 RL.3.4 RL.3.5 RL.3.6 RL.3.7 RL.3.9	Primary Focus Standards: W.3.3A,B,C,D W.3.4 W.3.5 W.3.6 W.3.10 Select at least one-W.3.7 or W.3.8	Primary Focus Standards: SL.3.1A,B,C,D SL.3.2 SL.3.4 SL.3.6	Primary Focus Standards: L.3.1A,G,H L.3.2C,E,F,G L.3.4A,C,D L.3.5A,B,C L.3.6
	Text Type: (fiction and nonfiction) ● 1 extended text ● 4-8 shorter texts depending	Writing Genre: ● Narrative writing ● Literary analysis	Task Type: ● Present in small groups and to whole class	These standards are embedded within the writing process

	upon length and complexity	● Routine writing ●		
Unit 4	Primary Focus Standards: RL.3.1 RI.3.1 RF.3.3A,B,C,D RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F RL.3.4 RI.3.4 RL.3.5 RI.3.5 RL.3.6 RI.3.6 RL.3.10 RI.3.10	Primary Focus Standards: W.3.2A,B,C,D W.3.4 W.3.5 W.3.6 W.3.10 Select at least one-W.3.7 or W.3.8	Primary Focus Standards: SL.3.1A,B,C,D SL.3.5 SL.3.6	Primary Focus Standards: L.3.1A,F L.3.2D,E,F,G L.3.4A,D L.3.6
	Text Type: (fiction and nonfiction) ● 1 extended text ● 3-6 shorter texts depending upon length and complexity	Writing Genre: ● Research ● Informative and explanatory ● Routine writing	Task type: ● Debates ● Present in small groups and to whole class	These standards are embedded within the writing process
Suggested Open Educational Resources	Reading ● North Carolina-3rd Gr. ELA Unpacking the Standards ● PARCC Evidence Tables ● Character Traits ● Fact and Opinion ● Point of View ● 3rd Grade ELA-Common Core Resources ● Teaching Text Features ● Reading Comprehension	Writing/Language ● Brainstorm before Writing ● Mini Writing Lessons ● Keys to Content Writing and Keys to Argumentative Writing ● Writing Genres ● Writing Process	Speaking & Listening ● Partner talk ● Accountable talk ● Literacy TA-Speaking and Listening Activities ● Learn Zillion-Crafting a Persuasive Speech ● Literacy Design Collaborative Modules ● Literacy in Science-Animal Adaptations ● Collaboration Kit ● I Can Statements	Critical Thinking ● Current Event Lessons ● Smithsonian TweenTribune ● Newsela ● Critical Thinking Handbook ● Critical Thinking Lessons in Literacy ● Whole Brain Teaching Video ● Critical Thinking Lesson Plan

Intervention Checklist: https://docs.google.com/spreadsheets/d/1AqmBNyteomM2Y2PbMl0GqeRUJl6Cmi2S-5HAnzYaJeo/edit#gid=0	
Understand and use technology systems.	**8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools.
Select and use applications effectively and productively.	**8.1.8.A.2** Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. **8.1.8.A.3** Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Unit 1 Grade 3		
Unit 1 Reading Standards		**Unit 1 Reading Critical Knowledge and Skills**
RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	- 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
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	RL.3.2: - Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details - Determine central messages or theme - Identify patterns in details RI.3.2: - 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
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	● 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
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	RI.3.6. Distinguish their own point of view from that of the author of a text.	● 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

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
    RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.
    RF.3.3.B. Decode words with common Latin suffixes.
    RF.3.3.C. Decode multisyllable words.
    RF.3.3.D. Read grade-appropriate irregularly spelled words.
		● 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

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
    RF.3.4.A. Read grade-level text with purpose and understanding.
    RF.3.4.B. Read grade-level prose and poetry orally with accuracy.
    RF.3.4.C. Use an appropriate rate while reading aloud.
    RF.3.4.D. Read with expression on successive readings.
    RF.3.4.E. Use context to confirm or self-correct word recognition and understanding.
    RF.3.4.F. Reread as necessary.
		● 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

Unit 1 Writing Standards		**Unit 1 Writing Critical Knowledge and Skills**

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
    W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
    W.3.1.B. Provide reasons that support the opinion.
    W.3.1.C. Use linking words and phrases
    (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
    W.3.1.D. Provide a conclusion.
		● 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

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific		● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment)

expectations for writing types are defined in standards 1-3 above.)	● Determine writing purpose (the writer's designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	● 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)
W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.	● Develop strategies with peers and adults to use digital tools ● Use technology for producing and publishing writing ● Use technology to collaborate with others
W.3.7. Conduct short research projects that build knowledge about a topic.	● 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
W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	● 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
Unit 1 Speaking and Listening Standards	**Unit 1 Speaking and Listening Critical Knowledge and Skills**

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
    SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion
    SL.3.1.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)
    SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
    SL.3.1.D. Explain their own ideas and understanding in light of the
	● 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

discussion	
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	● 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
Unit 1 Language Standards	**Unit 1 Language Critical Knowledge and Skills**

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
    L.3.1.B. Form and use regular and irregular plural nouns.
    L.3.1.C. Use abstract nouns (e.g., *childhood*).
	● 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

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.3.2.A. Capitalize appropriate words in titles.
    L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*)
    L.3.2.F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words
    L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
	● 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
	● Apply spelling patterns when writing words
	● Determine the purpose and use of reference materials
	● Utilize reference materials to check and correct spelling, when needed

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
    L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
    L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.
	● 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

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for*	● Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics ● Choose the most accurate word when describing actions, emotions, or states of

them).	being ● Choose the most accurate word when discussing a particular topic ● Use spatial and temporal relationship words and phrases

Unit 1 Grade 3	
District/School Formative Assessment Plan	**District/School Summative Ass**
Suggested Formative Assessments (optional) ● Daily independent practice ● Peer Discussions ● Student Portfolio ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes ● Open-Ended Responses ● Journal Entries ● Reading Logs ● Exit Tickets ● Writing products ● Reading summary/ response ● Writing Portfolio ● Graphic organizers ● Foldables	**Summative Assessments** ● Diagnostic Pretest ● Unit Benchmark Assess ● Weekly Test ● Guided Reading Level ● Performance Task ● EdConnect Assessment
District/School Texts	**District/School Supplementar**

Reading Street Reading Series (3.1/3.2)	Reading A-Z.com, Youtube, abcy edhelpers.com, teachers pay tea starfall.com, abcmouse.com, Sch abctech.com, IXL, https://www.pe

Vocabulary	**Instruction and Pac**
Main idea, supporting details, story elements, informational text, narratives, author, author's purpose, entertain, inform, persuade, passage, describe, explain, support/justify, topic sentence, concluding sentence, indent, summarize, sequential words, identify, recount, produce, determine, article, text/graphic features, refer	Diagnostic Pretest Main Idea Information Narrative Text Writing Process Graphic Features Story Structure Character Traits Unit Benchmark/GRL testing
Differentiation and Accommodations	**ELL Differentiation and Accommoda**

Provide graphic organizers	Teach students to answer questions in the format of the test
Provide additional examples and opportunities of problems for repetition	
Provide tutoring opportunities	Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives
Provide retesting opportunities after remediation (up to teacher and district discretion)	
Teach for mastery; not the test /Teaching concepts in different modalities/Adjust pace and homework assignments	Picture vocabulary/Picture books
Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall/Adjust pace and homework assignments/Offer performance tasks of varied levels/Include more scaffolding questions and tasks	Simplified language for understanding
	Reader's Theater
	Modify homework, assignments and assessment (can be oral if necessary)

Meaning

Enduring Understanding	Essential Questions
Students will understand that… ● *Informational text identify a who, what, where, when and why, how* ● *Narrative pieces contain story elements: characters, setting, problem, events and solutions* ● *Paragraphs must be indented, include a topic sentence, details and concluding sentence*	*Questions that will foster inquiry, under transfer of learning.* ● *How do I identify the difference ideas and details in a selection?* ● *How do readers create meaning informational and literary texts*

Common Misconceptions	Proper Conception

Main idea is not always the first sentence of a reading	Main idea is not always the first sentence
Summarizing a text contains "I"s	Summarizing a text should not contain "I" statements
Lack of supporting details to establish main idea	Main ideas should be supported by at least 3 supporting details
Students incorrectly identify author's purpose	Identify persuasion as persuading one's opinion on a topic, informing as giving information about a topic, entertaining amusement/enjoyment
Overuse of common transitional words in writing (next & then)	Increase the use of varying transition words
Character's feelings are stagnant in a story	Character's feelings change throughout the story in order to drive the plot
	Sequence of events is the order in which event happen in the story
Students do not associate the sequence of events as being in a logical order.	

District/School Writing Tasks

Primary Focus	Secondary Focus	Routine Writing
District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.	*Demonstrate understanding of a variety of texts (informational and narrative) by identifying the main idea and details.* *Produce a paragraph that clearly states the topic, supporting details and concluding sentence.*	*Daily writing or writing that is done several times over a week (j centers, UDLs.*

Connections to other content areas, including 21st Century Skills:

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively within reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classro
result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include,
limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students

- Using questioning and discussion techniques

- Engaging students in learning

- Using assessment in instruction

- Demonstrating Flexibility and Responsiveness

Unit 2 Grade 3			Unit 2 Reading Critical Knowledge and Skills
Unit 2 Reading Standards		**Unit 2 Reading Critical Knowledge and Skills**	- 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
RL.3.1. Ask and	RI.3.1. Ask and	• Closely read a text to demonstrate	

answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	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	
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	RL.3.2: ● Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details ● Determine central messages or theme ● Identify patterns in details RI.3.2: ● 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	
	RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	● 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	
	RI.3.4. Determine the	● Demonstrate the ability to determine the	

	meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	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	
	RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	● 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	
	RI.3.6. Distinguish their own point of view from that of the author of a text.	● 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	
	RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	● 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	
	RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison,	● 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,	

	cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.	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	
	RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.	● 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)	

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
     RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.
     RF.3.3.B. Decode words with common Latin suffixes.
     RF.3.3.C. Decode multisyllable words.
     RF.3.3.D. Read grade-appropriate irregularly spelled words.
	● 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		

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
     RF.3.4.A. Read grade-level text with purpose and understanding.
     RF.3.4.B. Read grade-level prose and poetry orally with accuracy.
     RF.3.4.C. Use an appropriate rate while reading aloud.
     RF.3.4.D. Read with expression on
	● 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		

successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. RF.3.4.F. Reread as necessary.	increased accuracy, fluency, and comprehension	
Unit 2 Writing Standards	**Unit 2 Writing Critical Knowledge and Skills**	

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
    W.3.2.B. Develop the topic with facts, definitions, and details.
    W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
    W.3.2.D. Provide a conclusion.
	• 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	

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	• 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	
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	• 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)	
W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.	• Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing • Use technology to collaborate with others	
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	• 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	
W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• 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	

Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills	
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.3.1.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) SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others SL.3.1.D. Explain their own ideas and understanding in light of the discussion	● 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	
SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	● 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	
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	● 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	
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for	● Speak in complete sentences ● Adapt speech to task and situation ● Use 3rd grade appropriate grammatically correct speech	

specific expectations.)	● Elaborate on a detail when necessary ● Clarify ideas when necessary	
Unit 2 Language Standards	**Unit 2 Language Critical Knowledge and Skills**	
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 　L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 　L.3.1.D. Form and use regular and irregular verbs. 　L.3.1.E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.	● 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	
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 　L.3.2.B. Use commas in addresses. 　L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*) 　L.3.2.F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words 　L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	● 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	
L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 　L.3.3.A. Choose words and phrases for effect 　L.3.3.B. Recognize and observe differences between the conventions of	● 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	

spoken and written standard English		
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4.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*). L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.	● 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	

Unit 2 Grade 3	
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
Suggested Formative Assessments (optional) ● Daily independent practice ● Peer Discussions ● Student Portfolio ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes ● Open-Ended Responses ● Journal Entries ● Reading Logs ● Exit Tickets ● Writing products	**Summative Assessments** ● Diagnostic Pretest ● Unit Benchmark Assessment ● Weekly Test ● Guided Reading Level ● Performance Task ● EdConnect Assessments

● Reading summary/ response ● Writing Portfolio ● Graphic organizers ● Foldables	
District/School Texts	**District/School Supplementary Resources**
Reading Street Reading Series (3.3/3.4)	Reading A-Z.com, Youtube, abcya.com, edhelpers.com, teachers pay teachers, starfall.com, abcmouse.com, Scholastic.com, abctech.com, IXL, https://www.pearsonrealize.com/#
Vocabulary	**Instruction and Pacing**
describe, characters, traits, motivation, author's purpose, information, explain, facts, illustration, conclusion, narrator, transition words (first, next etc.) audience, context clues, compare, contrast	<table><tr><td>Writing Process Author's Purpose Sequence of Events Informational Text Character Traits</td><td>8 weeks</td></tr><tr><td>Unit Benchmark/GRL testing</td><td>1 week</td></tr><tr><td align="right">total</td><td>9 weeks</td></tr></table>
Differentiation and Accommodations	**ELL Differentiation and Accommodations**

Provide graphic organizers	Teach students to answer questions in the format of the test	Cooperative learning
Provide additional examples and opportunities of problems for repetition		Read directions and stories
Provide tutoring opportunities	Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives	Language support cards
Provide retesting opportunities after remediation (up to teacher and district discretion)		Read aloud retell and then progress to shared story retell for Benchmark practice and assessment
Teach for mastery; not the test /Teaching concepts in different modalities/Adjust pace and homework assignments	Picture vocabulary/Picture books	Additional center work focusing on HFW
Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall/Adjust pace and homework assignments/Offer performance tasks of varied levels/Include more scaffolding questions and tasks	Simplified language for understanding	Additional phonemic awareness teaching and practice
	Reader's Theater	
	Modify homework, assignments and assessment (can be oral if necessary)	Re-teach alphabet and alphabet sounds

Meaning

Enduring Understanding	**Essential Questions**
Students will understand that… ● *There is a process to various forms of writing (informative, explanatory, narrative)* ● *Characters feelings contribute to the sequence of events in a story*	*Questions that will foster inquiry, understanding and transfer of learning.* ● *How do characters motivation / traits work together to help better understand characters and the story plot?* ● *How can I identify the author's purpose within a text?* ● *How do I decide which details support key events within a narrative, informative, and explanatory text?*
Common Misconceptions	**Proper Conception**

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Overuse of common transitional words in writing (next & then)	Increase the use of varying transition words
Character's feelings are stagnant in a story	Character's feelings change throughout the story in order to drive the plot
Students do not associate the sequence of events as being in a logical order.	Sequence of events is the order in which event happen in the story

District/School Writing Tasks

Primary Focus	Secondary Focus	Routine Writing
District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.	*Describe and understand characters feelings. Comprehend the relationship between events, ideas or concepts within a text*	*Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.*

21st Century Skills

21st Century Themes - Global Awareness, Civic Literacy

 21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively within reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students

- Using questioning and discussion techniques

- Engaging students in learning

- Using assessment in instruction

- Demonstrating Flexibility and Responsiveness

Unit 3 Grade 3		
Unit 3 Reading Standards		**Unit 3 Reading Critical Knowledge and Skills**
RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	● 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
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	RI.3.2.Determine the main idea of a text; recount the key details and explain how they support the main idea.	RL.3.2: ● Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details ● Determine central messages or theme ● Identify patterns in details
		RI.3.2: ● 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
RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.		● 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
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		● 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

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		● 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)
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.		● 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
RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)		● 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
RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).		● 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

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
    RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.
    RF.3.3.B. Decode words with common Latin suffixes.
    RF.3.3.C. Decode multisyllable words.
    RF.3.3.D. Read grade-appropriate irregularly spelled words.
	● 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	

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
    RF.3.4.A. Read grade-level text with purpose and understanding.
    RF.3.4.B. Read grade-level prose and poetry orally with accuracy.
    RF.3.4.C. Use an appropriate rate while reading aloud.
	● 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	

RF.3.4.D. Read with expression on successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. RF.3.4.F. Reread as necessary.	● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 3 Writing Standards	**Unit 3 Writing Critical Knowledge and Skills**

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
    W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
    W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
    W.3.3.C. Use temporal words and phrases to signal event order.
    W.3.3.D. Provide a sense of closure.
	● 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

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	● 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
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	● 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)
W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.	● Develop strategies with peers and adults to use digital tools ● Use technology for producing and publishing writing ● Use technology to collaborate with others
W.3.7. (Choice) Conduct short research projects that build knowledge about a topic.	● 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
W.3.8. (Choice) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	● 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
W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	● 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
Unit 3 Speaking and Listening Standards	**Unit 3 Speaking and Listening Critical Knowledge and Skills**

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
    SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion
    SL.3.1.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)
    SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
    SL.3.1.D. Explain their own ideas and understanding in light of the discussion
	● 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

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	● 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
SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	● 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
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	● 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
Unit 3 Language Standards	**Unit 3 Language Critical Knowledge and Skills**

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
   L.3.1.G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
   L.3.1.H. Use coordinating and subordinating conjunctions.
	● 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

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   L.3.2.C. Use commas and quotation marks in dialogue
   L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*)
   L.3.2.F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words
   L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
	● 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

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
   L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
   L.3.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
   L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.
	● 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

Unit 3 Grade 3	
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
Suggested Formative Assessments (optional) ● Daily independent practice ● Peer Discussions ● Student Portfolio ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes ● Open-Ended Responses ● Journal Entries ● Reading Logs ● Exit Tickets ● Writing products ● Reading summary/ response ● Writing Portfolio ● Graphic organizers ● Foldables	**Summative Assessments** ● Diagnostic Pretest ● Unit Benchmark Assessment ● Weekly Test ● Guided Reading Level ● Performance Task ● EdConnect Assessments
District/School Texts	**District/School Supplementary Resources**
Reading Street Reading Series (3.4/3.5)	Reading A-Z.com, Youtube, abcya.com, edhelpers.com, teachers pay teachers, starfall.com, abcmouse.com, Scholastic.com, abctech.com, IXL, https://www.pearsonrealize.com/#
Vocabulary	**Instruction and Pacing**

Recount, central message, lesson, moral, accuracy, fluency, explain, convey, text, determine, distinguish, refer, main idea, details, describe, cause, effect, sequence, develop, include, informational, narrative, support, text features, graphic features, dialogue, provide, produce, revise, edit, , fables, myths, folktales, recall, diverse cultures, poetry, recite	Central Message Cause and Effect Writing Process Respond to Poetry Figurative Language Story Elements	8 weeks
	Mid-Year Benchmark/GRL testing	1 week
	total	9 weeks

Differentiation and Accommodations	ELL Differentiation and Accommodations	
Provide graphic organizers Provide additional examples and opportunities of problems for repetition Provide tutoring opportunities Provide retesting opportunities after remediation (up to teacher and district discretion) Teach for mastery; not the test /Teaching concepts in different modalities/Adjust pace and homework assignments/Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall/Adjust pace and homework assignments/Offer performance tasks of varied levels/Include more scaffolding questions and tasks	Teach students to answer questions in the format of the test Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives Picture vocabulary/Picture books Simplified language for understanding Modify homework, assignments and assessment (can be oral if necessary)	Cooperative learning Read directions and stories Language support cards Read aloud retell and then progress to shared story retell for Benchmark practice and assessment Additional center work focusing on HFW/Additional phonemic awareness teaching and practice/Re-teach alphabet and alphabet sounds

Meaning	
Enduring Understanding	**Essential Questions**

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Students will understand that...	*Questions that will foster inquiry, understanding and transfer of learning.*
- Fables, Myths and Folktales are written for the reader to understand a central message, lesson or moral. - Planning and editing are important tools to process of writing.	- How can determining the moral of a story help you in everyday life? - How can I tell the difference between literal and nonliteral language?

Common Misconceptions	**Proper Conception**
Cause and effect are not related	The effect happens after a cause
Distinguish between characteristics of fables	Fables- animals as characters, contains moral
Not using text features to assist in answering the questions	Captions in a picture is directly related to what is happening in the picture
Confusing a metaphor with a simile	Simile uses like, or as to make a comparison; metaphor between two objects that are not alike

District/School Writing Tasks		
Primary Focus	**Secondary Focus**	**Routine Writing**
District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.	*Recount stories and determine the central message, lesson and moral of the story.* *Read with accuracy, expression and fluency to understand the text.* *Examine a topic and convey ideas and information clearly through the writing process.*	*Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.*

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively within reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students

- Using questioning and discussion techniques

- Engaging students in learning

- Using assessment in instruction

- Demonstrating Flexibility and Responsiveness

Unit 4 Grade 3		
Unit 4 Reading Standards		**Unit 4 Reading Critical Knowledge and Skills**
RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	- 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

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	RI.3.2.Determine the main idea of a text; recount the key details and explain how they support the main idea.	RL.3.2: ● Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details ● Determine central messages or theme ● Identify patterns in details
		RI.3.2: ● 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
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	● 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
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RL.3.5: ● 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)
		RI.3.5: ● 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
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	RI.3.6. Distinguish their own point of view from that of the author of a text.	● 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
RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.	RI.3.10. By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	● 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
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.		● Distinguish the base root from the affix ● Identify and define common prefixes and suffixes

RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3.B. Decode words with common Latin suffixes. RF.3.3.C. Decode multisyllable words. RF.3.3.D. Read grade-appropriate irregularly spelled words.	• 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
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. RF.3.4.A. Read grade-level text with purpose and understanding. RF.3.4.B. Read grade-level prose and poetry orally with accuracy. RF.3.4.C. Use an appropriate rate while reading aloud. RF.3.4.D. Read with expression on successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. RF.3.4.F. Reread as necessary.	• 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
Unit 4 Writing Standards	**Unit 4 Writing Critical Knowledge and Skills**

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
    W.3.2.B. Develop the topic with facts, definitions, and details.
    W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
    W.3.2.D. Provide a conclusion.
	• 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

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	• 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
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	• 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)
W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.	• Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing • Use technology to collaborate with others

W.3.7.(Choice) Conduct short research projects that build knowledge about a topic.	- 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
W.3.8.(Choice) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	- 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
W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	- 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
Unit 4 Speaking and Listening Standards	**Unit 4 Speaking and Listening Critical Knowledge and Skills**

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
     SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion
     SL.3.1.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)
     SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
     SL.3.1.D. Explain their own ideas and understanding in light of the discussion
	- 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

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace;	Use multimedia to create engaging audio recordings of stories or poems

add visual displays when appropriate to emphasize or enhance certain facts or details.	● 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
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	● 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
Unit 4 Language Standards	**Unit 4 Language Critical Knowledge and Skills**

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
    L.3.1.F. Ensure subject-verb and pronoun-antecedent agreement.*
	● 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

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.3.2.D. Form and use possessives.
    L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*)
    L.3.2.F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words
    L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
	● 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

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
    L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
    L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.
	● 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

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking*	● Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics ● Choose the most accurate word when describing actions, emotions, or states of

for them).	being ● Choose the most accurate word when discussing a particular topic ● Use spatial and temporal relationship words and phrases

Unit 4 Grade 3	
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
Suggested Formative Assessments (optional) ● Daily independent practice ● Peer Discussions ● Student Portfolio ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes ● Open-Ended Responses ● Journal Entries ● Reading Logs ● Exit Tickets	**Summative Assessments** ● Diagnostic Pretest ● Unit Benchmark Assessment ● Weekly Test ● Guided Reading Level ● Performance Task ● EdConnect Assessments

- Writing products
- Reading summary/ response
- Writing Portfolio
- Graphic organizers
- Foldables

District/School Texts	District/School Supplementary Resources
Reading Street Reading Series (3.5/3.6)	Reading A-Z.com, Youtube, abcya.com, edhelpers.com, teachers pay teachers, starfall.com, abcmouse.com, Scholastic.com, abctech.com, IXL, https://www.pearsonrealize.com/#

Vocabulary	Instruction and Pacing

Theme, character traits, setting, point of view, plot, dialogue, sequence of events, opinion, narrative, determine, contrast, recount, similar, prefix, topic, suffix, inform, compare, explain		
	Main Idea Informational Text Vocabulary Strategies (prefixes/suffixes) Compare/Contrast Linking Words Writing Process Character Traits Sequence of Events Opinion Writing	8 weeks
	End of Year Benchmark /GRL testing	1 week
	total	9 weeks

Differentiation and Accommodations	ELL Differentiation and Accommodations	
Provide graphic organizers Provide additional examples and opportunities of problems for repetition Provide tutoring opportunities Provide retesting opportunities after remediation (up to teacher and district discretion)/Teach for mastery; not the test /Teaching concepts in different modalities/Adjust pace and homework assignments/Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall/Adjust pace and homework assignments/Offer performance tasks of varied levels/Include more scaffolding questions and tasks	Teach students to answer questions in the format of the test Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives Picture vocabulary/Picture books Simplified language for understanding Modify homework, assignments and assessment (can be oral if necessary)	Cooperative learning Read directions and stories Language support cards Read aloud retell and then progress to shared story retell for Benchmark practice and assessment Additional center work focusing on HFW/Additional phonemic awareness teaching and practice/Re-teach alphabet and alphabet sounds

Meaning	
Enduring Understanding	**Essential Questions**
Students will understand that… ● Characters' personality traits and actions affect the sequence of events in a story. ● Writing events in proper order is essential and there are certain words we can use to help show order. ● Passages about the same topic can be very different. ● Informational texts include a topic supported with facts, definitions, and details.	*Questions that will foster inquiry, understanding and transfer of learning.* ● How do characters' personalities and actions make a story interesting? ● How are different books with the same characters alike and different? ● How can I determine the main idea and supporting details of a selection? ● What is included in an informational or explanatory writing piece?
Common Misconceptions	**Proper Conception**

Setting is always one place in a story	Setting can change throughout the story
Differences between fact/opinion	Fact is information from cited texts / Opinion is a thought, feeling, idea
Students are likely to relate comparing and contrasting as the same	Comparing is associating traits as the same & contrasting is finding differences
Confusing a complex sentence as a run-on sentence	Complex sentence is a combination as subjects and ideas
Students cannot analyze a character's point of view in a story.	Student is able to identify a character's point of view
Misuse of commas when writing	Commas in a listing sentence
Closure saying "this is the end"	Correctly tying the opening into the conclusion

District/School Writing Tasks

Primary Focus	Secondary Focus	Routine Writing
District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.	*Compare/contrast main ideas and details from two different texts on the same topic. Determine the main idea in informational text.* *Recount key details and explain how they support the main idea in informational text.* *Describe characters traits, motivations, or feelings to explain how characters' actions contribute to sequence of events.* *Compare themes, settings, and plots of stories written by the same author or about the same of similar characters* *Write opinions on familiar topics or texts,*	*Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.*

	including reasons for the point of view taken.	

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

 21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively within reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students

- Using questioning and discussion techniques

- Engaging students in learning

- Using assessment in instruction

- Demonstrating Flexibility and Responsiveness