

OCEAN COUNTY ENGLISH LANGUAGE ARTS
CURRICULUM

Content Area: ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE ARTS

Grade Level: 3

Unit 1: Fiction Reading
Descriptive/Narrative Writing
Open-Ended Response

September-October

Unit 2: Fiction/Nonfiction Reading
Explanatory Writing
Open-Ended Response

November-December

Unit 3: Fiction/ Informational Reading
Informative/Explanatory Writing
Open-Ended Response

January

Unit 4: Folktale/Legends/Myths Reading
Speculative/Narrative Writing
Open-Ended Response

February-March

Unit 5: Fiction/Nonfiction Reading
Narrative/Poetry Prompt Writing
Open-Ended Response

April

Unit 6: Nonfiction/ Fiction Reading
Opinion Piece/Persuasive Writing
Open-Ended Response

May-June

Date Created:
July 21, 2011

Board Approved on:

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM

Unit Overview

Content Area: English Language Arts

Unit 1: Fiction Reading and Descriptive/Narrative Writing

Target Course/Grade Level: 3

Unit 1 Summary: Fiction Reading and Descriptive/ Narrative Writing

Realistic Fiction will be the focus of this unit. In writing, students will follow the Writing Process, brainstorming ideas through various prewrites to develop multiple narrative pieces.

Primary Interdisciplinary Connections:

Reading Standards for Literacy in History/Social Studies 6-12 and Reading Standards for Literacy in Science and Technical Subjects 6-12 can be accessed through the following link:

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

- **Social Studies- Communities**
https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx
- **Science-** https://www13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx
- **Technology-** https://www13.state.nj.us/NJCCCS/ContentAreaView_Technology.aspx

21st Century Themes: https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx

- **9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.**
- **Global Awareness**
- **Civic Literacy**

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see

<http://www.corestandards.org/the-standards/english-language-arts-standards>.

Learning Targets

Content Standards: RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.6, RL 3.7, RL 3.9, RF 3.4, W 3.3, W3.4, W3.5, W3.8, W3.10, SL 3.2, SL 3.6, L 3.1, L 3.2, L 3.3, L 3.4 9.1 8.1

Number	Common Core Standard for Mastery
RL 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL 3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL 3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL 3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL 3.6	Distinguish their own point of view from that of the narrator or those of the characters.

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).
RL 3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.
W 3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W 3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to 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.
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.
W 3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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
SL 3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification
L 3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L 3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L 3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
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
9.1	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does understanding a text's structure help me better understand the meaning? • How does fluency affect comprehension? • How do readers construct meaning from text? • How do good writers express themselves? How does process shape the writer's product? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. • Fluent readers group words quickly to help them gain meaning from what they read. • Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful. • Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.

<ul style="list-style-type: none"> • How do writers develop a well written product? 	<ul style="list-style-type: none"> • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • The Writing Process <ul style="list-style-type: none"> ○ Brainstorming ○ Drafting ○ Revising ○ Publishing ○ Editing • How to work cooperatively in groups • How to write about their own ideas • How to communicate in writing • How to correctly use common spelling rules 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Listen for a variety of purposes • Identify setting, characters, and plot in a story • Retell a story in order listing the most important events • Make and confirm predictions • Determine what characters are like based on what they say and do • Identify Author’s Purpose • Read grade-level text with purpose and understanding • Use context to confirm or self-correct word recognition and understanding, reading as necessary • Determine meanings of unknown words using Context Clues • Use syllable patterns to decode multisyllabic words • Use new vocabulary learned from literature in classroom experience • Generate ideas for writing through recalling experiences, listening to stories, reading, brainstorming, and discussion • Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Use temporal words and phrases to signal event order. • Provide a sense of closure. • Use sensory details in their writing • Use sentence variety • Choose words and phrases for effect • Capitalize appropriate words in titles • Use punctuation correctly • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences • Use dialogue effectively • Edit with a partner

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments:

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

Summative Assessments

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

Modifications (ELLs, Special Education, Gifted and Talented)

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

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask “why” and “what if” questions
- use varied modes of pre-assessment and assessment
- **Follow all IEP modifications/504 plan**

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Curriculum documents of the following districts were referenced in the development of this curriculum:
Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp., Pt. Pleasant Boro, Berkeley Twp., Manchester Twp., Brick Twp., Plumsted Twp.
- Smart Board
- www.exchange.smarttech.com (Free Smart Board power point lessons and resources)
- Elmo
- Clickers
- <http://www.havefunteaching.com/reading-worksheets/graphic-organizers> (A list of different graphic organizers)
- http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4-PtRubricStudents_Eng.pdf (Student-Friendly 4-Point Rubric)
- <http://www.rubrics4teachers.com/languagearts.php> (A long list of useful Rubrics)
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader)
- www.internet4classrooms.com
- www.brainpop.com
- www.enchantedlearning.com
- www.hill.troy.k12.mi.us/staff/bnewingham/myweb3
- www.thirdgrade.okaloosaschools.wikispaces.net (Reading Resources)
- www.journalbuddies.com (tons of prompts to use)
- <http://www.wilmette39.org/central/CWSbinder/pdfs/CSWS3rdprompts.pdf>
- www.superteacherworksheets.com
- www.readinga-z.com
- http://teacher.depaul.edu/Fiction_Readings.htm (one page reading passages and questions)
- http://www.mytestbook.com/Grade3_Reading_Grammar_worksheets_test.html (use online)
- <http://www.topmarks.co.uk/Interactive.aspx?cat=46>
- <http://www.teachervision.fen.com/creative-writing/printable/54687.html>
- <http://www.gkbledsoe.com/articles/process/prompts.html>
- www.writingfix.com
- <http://it.pinellas.k12.fl.us/teachers3/murphys/writingprompts.html>
- http://www.liketoread.com/reading_strategies.php

Teacher Notes:

- Unit Objectives can be used as guides for your mini-lessons.
- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student. Include a narrative piece.

The following foundational skills should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions

- **Make connections: text to text, text to self, text to world**

Writing:

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
 - **Development:** the topic, theme, stand/perspective, argument or character is fully developed
 - **Organization:** the text exhibits a discernible progressions of ideas
 - **Style:** the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - **Word choice:** the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - **Sentence formation:** sentences are complete and varied in length and structure
 - **Conventions:** appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.
- The following note is referenced from www.Liketoread.com

When working with students, identify 9 goals - 9 units of study. Students use several strategies at once naturally and should not be limited to discussing one strategy only. Whereas the proficient reader strategies cannot be taught in isolation, it is helpful to identify a strategy a month on which to focus. It takes 4-6 weeks to study ONE strategy. Students need the in-depth study. There is so much to talk about and never enough time! The teacher should use mini-lessons and small groups to teach, demonstrate and investigate together how to use these strategies. Eventually, students understand the reading strategies and have the confidence to know when to apply each one.

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, **THERE IS NO ORDER FOR TEACHING THESE STRATEGIES.** Since we use them all at once anyway, create a timeline that works for you.

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to **summarize** a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to **ask questions** before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to **visualize** the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to **infer (and predict)** information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to **discriminate what is important from what is not**. Children will be able to use this information to **determine main ideas and themes** of texts.

Students will stop often while reading to **synthesize** the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM
Unit Overview

Content Area: Language Arts Literacy

Unit 2: Fiction/Nonfiction Reading and Explanatory Writing

Target Course/Grade Level: 3

Unit 2 Summary: Fiction/Nonfiction Reading and Explanatory Writing

The focus of this unit will be Nonfiction texts and their features. Nonfiction includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. However, fiction should still be infused throughout the unit. In writing, students will be able to explain their own point of view and create original works through explanatory writing.

Primary Interdisciplinary Connections:

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- **Social Studies- Humanities**
https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx
- **Science:** https://www13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx
- **Technology** https://www13.state.nj.us/NJCCCS/ContentAreaView_Technology.aspx

21st Century Themes: https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx

- **9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.**
- **Global Awareness**
- **Civic Literacy**

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Learning Targets

Content Standards: RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.6, RL 3.7, RI 3.1, RI 3.2, RI 3.3, RI 3.5, RI 3.7, RF 3.4, W 3.2, W 3.4, W 3.5, W 3.8, W 3.10, SL 3.2, SL 3.4, L 3.1, L3.2, L3.3, L 3.4, L3.6 9.1 8.1

Number	Common Core Standard for Mastery
RL 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL 3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL 3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL 3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL 3.6	Distinguish their own point of view from that of the narrator or those of the characters.
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).
RI 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI 3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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.
RI 3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI 3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.
W 3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W 3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to 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.
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.
W 3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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
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
L 3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L 3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L 3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
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 3.6	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 them).
9.1	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
Unit Essential Questions <ul style="list-style-type: none"> • How does understanding a text’s structure help me better understand the meaning? • How does fluency affect comprehension? • What do readers do when they do not understand everything in a text? • How do good writers express themselves? How does process shape the writer’s product? • How do writers develop a well written product? • Why does a writer choose a particular form of writing? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text. • Fluent readers group words quickly to help them gain meaning from what they read. • Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. • Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. • A writer selects a form based on audience and purpose.
Unit Objectives <i>Students will know...</i> <p>The Writing Process</p> <ul style="list-style-type: none"> ○ Brainstorming ○ Drafting ○ Revising ○ Publishing ○ Editing <ul style="list-style-type: none"> • Differences between Fiction and Nonfiction • Purposes for different types of Writing • How to work cooperatively in groups • How punctuation helps people understand what they read and write • How to communicate in writing 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • Listen for a variety of purposes • Identify setting, characters, and plot in a story • Retell a story in order listing the most important events • Make and confirm predictions • Determine what characters are like based on what they say and do • Identify Nonfiction selections and their text structure • Read factual material more slowly and carefully than fiction • Summarize the most important details from a nonfiction text • Distinguish Main Idea and supporting details in Expository text • Make inferences about texts, using text ideas, prior knowledge, and experience • Identify Author’s Purpose

- How to use writing to inform others
- How to correctly use common spelling rules

- Determine meanings of unknown words using Context Clues
- Infer word meaning from taught roots, prefixes, and suffixes
- Use syllable patterns to decode multisyllabic words
- Use knowledge of word relationships to determine or clarify word meanings
- Use new vocabulary learned from texts in classroom experience
- Write an explanatory using linking words to connect ideas within categories of information
- Develop a topic with facts, definitions, and details
- Introduce a topic and group related information together; include illustrations when useful to aid in comprehension
- Use sentence variety
- Use dialogue effectively
- Provide a concluding statement or section
- Utilize resources to help spell words correctly
- Edit with a partner

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

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

Summative Assessments

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

Modifications (ELLs, Special Education, Gifted and Talented)

- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
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Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment
- Follow all IEP modifications/504 plan

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Curriculum documents of the following districts were referenced in the development of this curriculum:
Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp., Pt. Pleasant Boro, Berkeley Twp., Manchester Twp., Brick Twp., Plumsted Twp.
- Smart Board
- www.exchange.smarttech.com (Free Smart Board power point lessons and resources)
- Elmo
- Clickers
- <http://www.havefunteaching.com/reading-worksheets/graphic-organizers> (A list of different graphic organizers)
- http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4-PtRubricStudents_Eng.pdf (Student-Friendly 4-Point Rubric)
- <http://www.rubrics4teachers.com/languagearts.php> (A long list of useful Rubrics)
- www.scholasticnews.com
- www.tfk.com (Time For Kids)
- www.animal.discovery.com
- www.billnye.com (Bill Nye The Science Guy)
- www.internet4classrooms.com
- www.brainpop.com
- www.enchantedlearning.com
- www.thirdgrade.okaloosaschools.wikispaces.net/ (Reading Resources)
- <http://jc-schools.net/write/ppt.html> (great Power Points for writing mini-lessons)
- <http://www.proteacher.com/redirect.php?goto=5585> (list of many writing prompts)
- www.thewritesource.com
- www.greatschools.org (this site has a list of all genres of reading and suggested reading)
- <http://www.teachervision.fen.com/creative-writing/graphic-organizers/33533.html> (how-to)

- <http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/>
- http://www.liketoread.com/reading_strategies.php

Teacher Notes:

- Unit Objectives can be used as guides for your mini-lessons.
- This would be a great opportunity to infuse your Social Studies and Science thematic units into the student's research for their Explanatory piece.
- Infuse various literary genres throughout this unit.
- Continue a writing portfolio for each student.

The following foundational skills should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing:

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progressions of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
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- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.
- The following note is referenced from www.Liketoread.com

When working with my students, I identify 9 goals - 9 units of study. Students use several strategies at once naturally and should not be limited to discussing one strategy only. Whereas the proficient reader strategies cannot be taught in isolation, it is helpful to identify a strategy a month on which to focus. It takes 4-6 weeks to study ONE strategy. Students need the in-depth study. There is so much to talk about and never enough time! The teacher should use mini-lessons and small groups to teach, demonstrate and investigate together how to use these strategies. Eventually, students understand the reading strategies and have the confidence to know when to apply each one.

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, **THERE IS NO ORDER FOR TEACHING THESE STRATEGIES.**

Since we use them all at once anyway, create a timeline that works for you.

1. Children will **use a variety of fix-up strategies** to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by **accessing their prior knowledge** before reading a selection. While reading, they will learn to **make connections** from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of **retelling** to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to **summarize** a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to **ask questions** before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to **visualize** the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to **infer (and predict)** information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to **discriminate what is important from what is not**. Children will be able to use this information to **determine main ideas and themes** of texts.

Students will stop often while reading to **synthesize** the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM

Unit Overview

Content Area: English Language Arts

Unit 3: Fiction/Informational Reading & Informative/Explanatory Writing

Target Course/Grade Level: 3

Unit Summary: Fiction/Informational Reading & Informative/Explanatory Writing

During this unit, students will be reading Informational texts to become experts in topics they will then write about. Informational Texts includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. In writing the students will approach writing to share information in a way that readers will understand and learn. This type of writing presents facts clearly.

Continue to infuse Fiction, particularly Historical Fiction, throughout the unit.

Primary Interdisciplinary Connections:

Reading Standards for Literacy in History/Social Studies 6-12 and Reading Standards for Literacy in Science and Technical Subjects 6-12 can be accessed through the following link:

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

- **Social Studies- Biographies, Historical Fiction**
(https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx)
- **Science** (https://www13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx)
- **Technology** (https://www13.state.nj.us/NJCCCS/ContentAreaView_Technology.aspx)

21st century themes: (https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx)

- **9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.**
- **Global Awareness**
- **Civic Literacy**

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>.

Learning Targets

Content Standards: RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.5, RL 3.6, RI 3.1, RI 3.2, RI 3.4, RI 3.5, RI 3.7, RI 3.8, RI 3.9, RF 3.4, W 3.2, W 3.4, W 3.5, W 3.7, W 3.8, W 3.10, SL 3.1, SL 3.2, SL 3.4, SL 3.6, L 3.1, L 3.2, L 3.3, L 3.4, L 3.6, 8.1, 8.2, 9.1, 9.4

Number

Common Core Standard for Mastery

RL 3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL 3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL 3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL 3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from 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
RL 3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RI 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI 3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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
RI 3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI 3.7	Use information gained from illustrations (e.g., 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 3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)
RI 3.9	Compare and contrast the most important points and key details presented in two texts on the same topic
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.
W 3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W 3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to 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.
W 3.7	Conduct short research projects that build knowledge about a topic.
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.
W 3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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 3.2	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 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 3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

L 3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L 3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L 3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
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 3.6	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 them).
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
8.2	All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
9.1	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.4	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.
Unit Essential Questions <ul style="list-style-type: none"> • How do readers construct meaning from text? • How does fluency affect comprehension? • What do readers do when they do not understand everything in a text? • Why conduct research? • How do writers develop a well written product? • Why does a writer choose a particular form of writing? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make texts personally relevant and useful. • Fluent readers group words quickly to help them gain meaning from what they read. • Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. • Researchers gather and critique information on a topic from a variety of sources for specific purposes. • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. • A writer selects a form based on audience and purpose.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • The Writing Process <ul style="list-style-type: none"> ○ Brainstorming ○ Drafting ○ Revising ○ Editing ○ Publishing 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • Read a variety of nonfiction and fiction books and produce evidence of understanding • Listen for a variety of purposes • Identify setting, characters, and plot in a story • Retell a story in order listing the most important events • Make and confirm predictions

- **Differences between Fiction and Nonfiction**
- **Purposes for different types of Writing**
- **How to work cooperatively in groups**
- **How punctuation helps people understand what they read and write**
- **How to write Informational piece keeping their audience in mind**

- **Determine what characters are like based on what they say and do**
- **Identify Nonfiction selections and their text structure**
- **Read factual material more slowly and carefully than fictional pieces to understand the difference**
- **Summarize the most important details from a nonfiction text**
- **Use a glossary or index to locate information in a text**
- **Distinguish Main Idea and supporting details in Expository text**
- **Make inferences about texts, using text ideas, prior knowledge, and experience**
- **Draw conclusions from information and data gathered**
- **Identify Author's Purpose**
- **Determine meanings of unknown words using Context Clues**
- **Infer word meaning from taught roots, prefixes, and suffixes**
- **Use syllable patterns to decode multisyllabic words**
- **Use knowledge of word relationships to determine or clarify word meanings**
- **Use new vocabulary learned from texts in classroom experience**
- **Provide relevant text evidence when responding to an Open Ended question**
- **Write an explanatory using linking words to connect ideas within categories of information**
- **Develop a topic with facts, definitions, and details**
- **Introduce a topic and group related information together; include illustrations when useful to aid in comprehension**
- **Draw evidence from literary or information texts to support analysis, reflection, and research**
- **Reference resources, including technology, to locate information**
- **Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts Use dialogue effectively**
- **Provide a concluding statement or section**
- **Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words**
- **Utilize resources to help spell words correctly**
- **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing**
- **Edit with a partner**

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

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

Summative Assessments

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

Modifications (ELLs, Special Education, Gifted and Talented)

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

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask “why” and “what if” questions
- use varied modes of pre-assessment and assessment
- Follow all IEP modifications/504 plan

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Curriculum documents of the following districts were referenced in the development of this curriculum.
Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt. Pleasant Boro, Berkeley Twp., Manchester Twp., Brick Twp., Plumsted Twp.
- Smart Board
- www.exchange.smarttech.com (Free Smart Board power point lessons and resources)
- Elmo
- Clickers
- <http://www.havefunteaching.com/reading-worksheets/graphic-organizers> (A list of different graphic organizers)

- http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4-PtRubricStudents_Eng.pdf (Student-Friendly 4-Point Rubric)
- <http://www.rubrics4teachers.com/languagearts.php> (A long list of useful Rubrics)
- <http://www.sikids.com/> (Sports Illustrated for Kids)
- <http://kids.nationalgeographic.com/kids/> (National Geographic Kids)
- www.scholasticnews.com (Current events, news, activities, on-line magazine)
- www.tfk.com (Time For Kids)
- www.animal.discovery.com
- www.billnye.com (Bill Nye The Science Guy)
- www.internet4classrooms.com (On-line tutorials, skill builders, project idea links)
- www.brainpop.com
- www.enchantedlearning.com
- www.topmarks.co.uk/(Educational Search Engine)
- <http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/> (A fabulous class website)
- <http://thirdgrade.okaloosaschools.wikispaces.net/Reading+Resources> (A list of Reading Resources)
- <http://www.epcae.org/literacy/curriculum/informational/InfoThird.pdf> (Resources for Informational Text)
- <http://www.readwritethink.org/classroom-resources/lesson-plans/reading-informational-texts-using-951.html?tab=3#tabs> (Informational Texts: Lesson Plans, Graphic Organizers, Rubrics)
- <http://www.cool-science-projects.com> (Science Projects and Links)
- <http://fun.familyeducation.com/womens-history/holidays/33330.html> (Women’s History resources, pintables, and activities)
- <http://www.readingrockets.org/calendar/blackhistory/> (Black History Month resources, pintables, and activities)
- http://www.liketoread.com/reading_strategies.php

Teacher Notes:

- **Unit Objectives can be used as guides for your mini-lessons.**
- **This would be a great opportunity to infuse your Social Studies and Science thematic units into the student’s research for their Informational piece.**
- **Suggestions for Informational Writing**
 - **How-To Book**
 - **ABC Book**
 - **Animal Report**
 - **Biographies for Black History or Women’s History Month**
 - **Interview**
 - **Science Projects**
- **Infuse various literary genres throughout this unit.**
- **Continue a writing portfolio for each student.**

- **The following foundational skills should be developed continuously throughout the year:**
 - **Reading:**
 - **Make use of schema**
 - **Reread for clarification**
 - **Seeking meaning of unknown vocabulary**
 - **Make and revise predictions**
 - **Draw conclusions**
 - **Make connections: text to text, text to self, text to world**
 - **Writing**
 - **Use written and oral English appropriate for various purposes and audiences.**
 - **Create and develop texts that include the following text features:**
 - **Development: the topic, theme, stand/perspective, argument or character is fully developed**
 - **Organization: the text exhibits a discernible progressions of ideas**
 - **Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice**
 - **Word choice: the words are precise and vivid**
 - **Create and develop texts that include the following language conventions:**
 - **Sentence formation: sentences are complete and varied in length and structure**
 - **Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.**

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2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM

Unit Overview

Content Area: English Language Arts

Unit 4: Folktale/Legends/Myths Reading & Speculative/Narrative Writing

Target Course/Grade Level: 3

Unit Summary: Folktale/Legends/Myths Reading & Speculative/Narrative Writing

Students will discover the stories and traditions of cultures across the globe as they read Folktales, Legends, and Myths, comparing and contrasting them. The Speculative writing is a narrative story. The story the students write may be true or fictional. Students should describe a clear setting, develop character with vivid personality traits, and unfold a plot that includes a story problem, rising action, climax, and concludes with a solution.

Primary interdisciplinary connections:

Reading Standards for Literacy in History/Social Studies 6-12 and Reading Standards for Literacy in Science and Technical Subjects 6-12 can be accessed through the following link:

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- **Social Studies- Biographies, Historical Fiction**
(https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx)
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- **Technology** (https://www13.state.nj.us/NJCCCS/ContentAreaView_Technology.aspx)

21st century themes: (https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx)

- **9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.**
- **Global Awareness**
- **Civic Literacy**

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>.

Learning Targets

Content Standards: RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.7, RL 3.9, RF 3.3, RF 3.4, W 3.3, W 3.4, W 3.5, W 3.6, W 3.8, W 3.10, SL 3.1, SL 3.4, SL 3.5, L 3.1, L3.2, L3.3, L 3.4, L 3.5, 8.1, 8.2, 9.1, 9.4

Number	Common Core Standard for Mastery
RL 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL 3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL 3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL 3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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).
RL 3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
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 3.4	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 3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details
RF 3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.
W 3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
W 3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to 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.
W 3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and 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.
W 3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
L 3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L 3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L 3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
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 3.6	Demonstrate understanding of figurative language, word relationships and nuances in word meanings
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
8.2	All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
9.1	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.4	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does understanding a text’s structure help me better understand its meaning? • How does fluency affect comprehension? • Why do readers need to pay attention to a writer’s choice of words? • How do writers develop a well written product? • How do rules of language affect communication? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text. • Fluent readers group words quickly to help them gain meaning from what they read. • Words powerfully affect meaning. • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. • Rules, conventions of language, help a reader understand what is being communicated.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The Writing Process <ul style="list-style-type: none"> ○ Brainstorming ○ Drafting ○ Revising ○ Editing ○ Publishing • Characteristics of genres • Purposes for different types of Writing • Characteristics of a strong narrative piece • How to work cooperatively in groups • How punctuation helps people understand what they read and write 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Listen for a variety of purposes • Identify setting, characters, and plot in a story • Identify chronological order of events in a selection by using time order words and other unstated clues • Identify the conflict or problem and its resolution in a work of literature • Make, confirm, and revise predictions • Understand that creating mental images while reading can help a reader understand characters and story events • Compare and contrast story plots, characters, settings, and themes • Determine what characters are like based on what they say and do • Identify cause and effect relationships in a literary text and use them to understand plot development • Identify Author’s Purpose • Identify Author’s message/theme using text evidence • Recognize an Author’s use of Figurative Language • Determine meanings of unknown words using Context Clues • Infer word meaning from taught roots, prefixes, and suffixes • Use syllable patterns to decode multisyllabic words • Use knowledge of word relationships to determine or clarify word meanings

- Use new vocabulary learned from texts in classroom experience
- Provide relevant text evidence when responding to an Open Ended question
- Use graphic organizers to assist with planning writing
- Write a narrative piece based on personal experiences
- Develop strong introductions that grab readers' attention
- Include a conclusion where the main character has learned a lesson
- Write the events of a narrative sequentially
- Develop author's voice in their own writing
- Include sensory details
- Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts Use dialogue effectively
- Form and use regular and irregular plural nouns
- Ensure subject-verb and pronoun-antecedent agreement
- Form and use regular and irregular verbs
- Produce simple, compound, and complex sentences
- Use commas and quotation marks in dialogue
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words
- Utilize resources to help spell words correctly
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Edit with a partner

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM
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- Rubrics
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- Teacher Observation
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- Portfolio
- Anecdotal Notes
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Summative Assessments

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading Piece
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Modifications (ELLs, Special Education, Gifted and Talented)

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

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask “why” and “what if” questions
- use varied modes of pre-assessment and assessment
- Follow all IEP modifications/504 plan

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Curriculum documents of the following districts were referenced in the development of this curriculum. Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt. Pleasant Boro, Berkeley Twp., Manchester Twp., Brick Twp., Plumsted Twp.
- Smart Board
- www.exchange.smarttech.com (Free Smart Board power point lessons and resources)
- Elmo
- Clickers
- <http://www.havefunteaching.com/reading-worksheets/graphic-organizers> (A list of different graphic organizers)
- http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4-PtRubricStudents_Eng.pdf (Student-Friendly 4-Point Rubric)
- <http://www.rubrics4teachers.com/languagearts.php> (A long list of useful Rubrics)
- www.storvit.com
- www.kidsfables.com
- www.internet4classrooms.com
- www.njaskprompts.wordpress.com
- http://www2.scholastic.com/browse/lessonplan.jsp?id=578&FullBreadCrumb=%3Ca+href%3D%22http%3A%2F%2Fwww2.scholastic.com%2Fbrowse%2Fsearch%2F%3FNtx%3Dmode%2Bmatchallpartial%26N%3D665%26Ntk%3Dschl30_SI%26query%3DFolktales%26Nr%3DOR%2528Resource_Type%253ALesson%2BPlan%252CResource_Type%253AInformal%2BLesson%2BArticle%252CResource_Type%253AUnit%2BPlan%2529%26N%3D0%26Ntt%3DFolktales%22+class%3D%22endecaAll%22%3EAll+Results%3C%2Fa%3E+%26gt%3B+Grade+3+-+5 (A lesson plan on Folktales from Scholastic)
- www.atozteacherstuff.com
- www.teachingheart.net/readerstheater
- www.aaronshep.com/rt/RTE
- www.readinglady.com
- www.edhelper.com
- www.busyteacherscafe.com
- <http://thirdgrade.okaloosaschools.wikispaces.net/Reading+Resources> (A list of Reading Resources)
- <http://www.epcae.org/literacy/curriculum/informational/InfoThird.pdf>
- http://www.educationworld.com/a_lesson/02/lp279-02.shtml
- www.teachingheart.net/FOLKTALES.doc
- <http://www.frankserafini.com/Units/Folktales.htm>
- <http://www.huntel.net/rsweetland/literature/genre/fiction/folktales/list.html> (A list of Folktales)

Teacher Notes:

- Unit Objectives can be used as guides for your mini-lessons.
- These genres lend themselves to Reader's Theater
- This would be a good opportunity to celebrate different cultures within your classroom.
- Infuse various literary genres throughout this unit.
- Continue a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

- **Reading:**
 - Make use of schema
 - Reread for clarification
 - Seeking meaning of unknown vocabulary
 - Make and revise predictions
 - Draw conclusions
 - Make connections: text to text, text to self, text to world
- **Writing**
 - Use written and oral English appropriate for various purposes and audiences.
 - Create and develop texts that include the following text features:
 - **Development:** the topic, theme, stand/perspective, argument or character is fully developed
 - **Organization:** the text exhibits a discernible progressions of ideas
 - **Style:** the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - **Word choice:** the words are precise and vivid
 - Create and develop texts that include the following language conventions:
 - **Sentence formation:** sentences are complete and varied in length and structure
 - **Conventions:** appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.
- The following note is referenced from www.Liketoread.com

When working with my students, I identify 9 goals - 9 units of study. Students use several strategies at once naturally and should not be limited to discussing one strategy only. Whereas the proficient reader strategies cannot be taught in isolation, it is helpful to identify a strategy a month on which to focus. It takes 4-6 weeks to study ONE strategy. Students need the in-depth study. There is so much to talk about and never enough time! The teacher should use mini-lessons and small groups to teach, demonstrate and investigate together how to use these strategies. Eventually, students understand the reading strategies and have the confidence to know when to apply each one.

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, **THERE IS NO ORDER FOR TEACHING THESE STRATEGIES.** Since we use them all at once anyway, create a timeline that works for you.

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.
9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM

Unit Overview

Content Area: English Language Arts

Unit 5: Fiction/Nonfiction Reading & Narrative/Poetry Prompt Writing

Target Course/Grade Level: 3

- **Unit Summary:** Fiction/Nonfiction Reading & Narrative/Poetry Prompt Writing
- The focus of this reading unit is Fiction. You may choose either to focus on Mysteries or Fantasy/Fairy Tales. As always, continue to infuse Nonfiction throughout the unit.
- Poetry includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem.
- The poem-linked prompt asks students to explore an idea from the poem and to relate the idea to their experience and or/understanding in a sustained text. The poem prompt uses such words as describe, explain, and analyze in order to encourage students to develop their ideas more fully.

Primary interdisciplinary connections:

Reading Standards for Literacy in History/Social Studies 6-12 and Reading Standards for Literacy in Science and Technical Subjects 6-12 can be accessed through the following link:

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

- Social Studies: https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx
- Science: https://www13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx
- Technology: https://www13.state.nj.us/NJCCCS/ContentAreaView_Technology.aspx

21st century themes: (https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx)

- **9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **Global Awareness**
- **Civic Literacy**

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>.

Learning Targets

Content Standards: RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.5, RL 3.6, RL 3.7, RL 3.9, RI 3.1, RI 3.2, RI 3.4, RI 3.5, RI 3.7, RF 3.3, RF 3.4, W 3.3, W 3.4, W 3.5, W 3.6, W 3.10, SL 3.2, SL 3.3, SL 3.4, SL 3.5, L 3.1, L 3.2, L 3.3, L 3.5, 9.1, 9.4, 8.1, 8.2

Number	Common Core Standard for Mastery
RL 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL 3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL 3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL 3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from 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
RL 3.6	Distinguish their own point of view from that of the narrator or those of the characters.
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).
RL 3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RI 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI 3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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
RI 3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI 3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RF3.3	Know and apply grade-level phonics and word analysis skills in decoding words
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.
W 3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W 3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to 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.
W3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others
W 3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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
SL 3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail
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
SL 3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details
L 3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L 3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L 3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
L 3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings
9.1	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.4	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
8.2	All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does understanding a text’s structure help me better understand its meaning? • Why do readers need to pay attention 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text. • Words powerfully affect meaning.

<p>to a writer's choice of words?</p> <ul style="list-style-type: none"> • How does fluency affect comprehension? • How do readers construct meaning from text? • Why does a writer choose a particular form of writing? • How do rules of language affect communication? 	<ul style="list-style-type: none"> • Fluent readers group words quickly to help them gain meaning from what they read. • Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful. • A writer selects a form based on audience and purpose. • Rules, conventions of language, help the reader understand what is being communicated.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • The Writing Process <ul style="list-style-type: none"> ○ Brainstorming ○ Drafting ○ Revising ○ Editing ○ Publishing • Purposes for different types of Writing • How to work cooperatively in groups • How punctuation helps people understand what they read and write • How to correctly use common spelling rules • How to communicate with writing 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Read a variety of nonfiction and fiction books and produce evidence of understanding • Recognize a purpose for reading • Listen for a variety of purposes • Identify setting, characters, and plot in a story • Identify chronological order of events in a selection by using time order words and other unstated clues • Make and confirm predictions • Determine what characters are like based on what they say and do • Interpret figurative language • Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). • Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered). • Use reading strategies (e.g., questioning, clarifying, predicting) • Identify Nonfiction selections and their text structure • Read factual material more slowly and carefully than fiction • Summarize the most important details from a nonfiction text • Make judgments, form opinions, and draw conclusions from the text • Identify a stated and unstated Main Idea and supporting details • Make inferences about texts, using text ideas, prior knowledge, and experience • Draw conclusions from information and data gathered

- **Identify Author's Purpose**
- **Determine meanings of unknown words using Context Clues**
- **Infer word meaning from taught roots, prefixes, and suffixes**
- **Use syllable patterns to decode multisyllabic words**
- **Use knowledge of word relationships to determine or clarify word meanings**
- **Use new vocabulary learned from texts in classroom experience**
- **Provide relevant text evidence when responding to an Open Ended question**
- **Write a narrative piece based on personal experiences**
- **Develop strong introductions that grab readers' attention**
- **Include a conclusion where the main character has learned a lesson**
- **Write the events of a narrative sequentially**
- **Develop author's voice in their own writing**
- **Include similes and metaphors in their Narrative piece**
- **Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts Use dialogue effectively**
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- Smart Board
- www.exchange.smarttech.com (Free Smart Board power point lessons and resources)
- Elmo
- Clickers
- <http://www.havefunteaching.com/reading-worksheets/graphic-organizers> (A list of different graphic organizers)
- http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4-PtRubricStudents_Eng.pdf (Student-Friendly 4-Point Rubric)
- <http://www.rubrics4teachers.com/languagearts.php> (A long list of useful Rubrics)
- www.scholasticnews.com
- www.tfk.com
- www.animal.discovery.com
- www.billnye.com
- www.internet4classrooms.com
- www.brainpop.com
- www.enchantedlearning.com
- www.topmarks.co.uk/
- <http://www.hill.troy.k12.mi.us/staff/bnewingham/myweb3>
- <http://thirdgrade.okaloosaschools.wikispaces.net/Reading+Resources>
- <http://www.epcae.org/literacy/curriculum/informational/InfoThird.pdf>
- http://undsci.berkeley.edu/lessons/mystery_boxes.html (Creating mystery boxes in Science)
- http://www.richlandone.org/resources/teacher_resources/connections/grade3/solve_mystery.htm (a lesson on solving mysteries in texts)
- <http://www.cyberkids.com/cw/sto/my/> (Online mysteries submitted by other students)
- <http://www.carolhurst.com/subjects/mysteries.html> (A list of recommended mysteries and activities)
- <http://www.montereybayaquarium.org/PDFfiles/activities/teachingunits/aquariummysteryfishpoetry.pdf> (A lesson on creating a “Mystery Fish” poem)
- <http://www.slideshare.net/kmack924/mystery-unit-3rd-grade> (Power Point on the characteristics of a Mystery)
- <http://teacher.scholastic.com/maven/index.htm> (Math Mysteries)
- <http://printables.scholastic.com/printables/search/?query=mystery> (Mystery printables)
- <http://www.terrificscience.org/lessonpdfs/MysteriesofThirdEdit.pdf> (Science mysteries)
- <http://www.greatschools.org/cgi-bin/showarticle/625> (Third grade book list)
- <http://teachers.net/lessons/posts/4335.html> (Mystery drink pictograph)
- <http://www.dositey.com/2008/math/mistery2.html#s> (Mystery Math Fraction pictures)
- <http://www.kidsloveamystery.com/>
- <http://www.derry.k12.nh.us/eds/staff/gr3/msheil/MysteryBagBookReportGradeSheet.html> (Mystery Bag Book Report)

- http://clow.ipspd.org/spotlight_3_writing.html (Samples of 3rd Grade writing)
- <http://mrsdingman.homestead.com/PoetryTableOfContents.html> (Different types of Poems)
- <http://www.canteach.ca/elementary/songspoems.html> (A list of songs and poems)
- <http://www.poetry4kids.com/>
- <http://ettcweb.lr.k12.nj.us/forms/newpoem.htm> (Create different types of Poems using the online template)
- <http://www.evgschool.org/NJASK%20LAL%20FOR%202010.htm> (Writing Prompts and Poems)
- <http://www.teachthechildrenwell.com/language.html> (Many different links to genres and language activities)
- http://www.liketoread.com/reading_strategies.php.

Teacher Notes:

- Unit Objectives can be used as guides for your mini-lessons.
- Invite “Mystery Readers” into your classroom and give clues to the students to see if they can guess who the reader will be.
- Infuse various literary genres throughout this unit.
- Continue a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing:

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progressions of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

LikeToRead.com

http://www.liketoread.com/reading_strategies.php

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When working with my students, I identify 9 goals - 9 units of study. Students use several strategies at once naturally and should not be limited to discussing one strategy only. Whereas the proficient reader strategies cannot be taught in isolation, it is helpful to identify a strategy a month on which to focus. It takes 4-6 weeks to study ONE strategy. Students need the in-depth study. There is so much to talk about and never enough time! The teacher should use mini-lessons and small groups to teach, demonstrate and investigate together how to use these strategies. Eventually, students understand the reading strategies and have the confidence to know when to apply each one.

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1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
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8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
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Exceptionally skilled readers never use only one of the strategies described in this model; rather they fluidly coordinate a number of strategies to ensure maximum comprehension of the text.

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OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM
Unit Overview

Content Area: English Language Arts

Unit 6: Nonfiction/Fiction Reading & Opinion Piece/Persuasive Writing

Target Course/Grade Level: 3

Unit Summary: Nonfiction/Fiction Reading & Opinion Piece/Persuasive Writing

The focus of the reading will be nonfiction as students gather information to support their Opinion/Persuasive piece. Continue to infuse Fiction reading throughout the unit. Persuasive writing requires students to state their point of view on a given controversy or topic related to self, school/community, or social situations.

Primary interdisciplinary connections:

Reading Standards for Literacy in History/Social Studies 6-12 and Reading Standards for Literacy in Science and Technical Subjects 6-12 can be accessed through the following link:

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

- Social Studies: https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx
- Science: https://www13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx
- Technology: https://www13.state.nj.us/NJCCCS/ContentAreaView_Technology.aspx

21st century themes:(https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx)

- **9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.**
- **Global Awareness**
- **Civic Literacy**

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>.

Learning Targets

Content Standards: RL 3.1, RL 3.4, RL 3.5, RL 3.6, RL 3.7, RL 3.9, RL 3.10, RI 3.1, RI 3.2, RI 3.3, RI 3.4, RI 3.5, RI 3.6, RI 3.7, RI 3.8, RI 3.9, RI 3.10, RF 3.3, RF 3.4, W 3.1, W 3.4, W 3.5, W 3.6, W 3.10, SL 3.2, SL 3.3, SL 3.4, L 3.1, L 3.2, L 3.3, L 3.4, 9.1, 9.4, 8.1, 8.2

Number	Common Core Standard for Mastery
RL 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL 3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from 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
RL 3.6	Distinguish their own point of view from that of the narrator or those of the characters.
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).
RL 3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RL 3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently
RI 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI 3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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
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
RI 3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI 3.6	Distinguish their own point of view from that of the author of a text.
RI 3.7	Use information gained from illustrations (e.g., 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 3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)
RI 3.9	Compare and contrast the most important points and key details presented in two texts on the same topic
RI 3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

RF3.3	Know and apply grade-level phonics and word analysis skills in decoding words		
RF 3.4	Read with sufficient accuracy and fluency to support comprehension.		
W 3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.		
W 3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to 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.		
W3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others		
W 3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
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		
SL 3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail		
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		
L 3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking		
L 3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing		
L 3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening		
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		
9.1	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.		
9.4	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.		
8.2	All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px;"> Unit Essential Questions <ul style="list-style-type: none"> • Why do readers need to pay attention to a writer’s choice of words? </td> <td style="width: 65%; padding: 5px;"> Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Words powerfully affect meaning. </td> </tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> • Why do readers need to pay attention to a writer’s choice of words? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Words powerfully affect meaning.
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<ul style="list-style-type: none"> • How does fluency affect comprehension? • How do readers construct meaning from text? • Why does a writer choose a particular form of writing? • How do rules of language affect communication? 	<ul style="list-style-type: none"> • Fluent readers group words quickly to help them gain meaning from what they read. • Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful. • A writer selects a form based on audience and purpose. • Rules, conventions of language, help the reader understand what is being communicated.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • The Writing Process <ul style="list-style-type: none"> ○ Brainstorming ○ Drafting ○ Revising ○ Editing ○ Publishing • How to work cooperatively in groups • Purposes for different types of Writing • How punctuation helps people understand what they read and write • The importance of word choice when writing an Opinion/Persuasive piece • The importance of Audience when writing an Opinion/Persuasive piece • When reading it is important to read fluently in order to fully comprehend the story • How to write three persuasive reasons in their letter • How to create their own web for pre-writing 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Read a variety of nonfiction and fiction books and produce evidence of understanding • Recognize a purpose for reading • Listen for a variety of purposes • Identify setting, characters, and plot in a story • Identify chronological order of events in a selection by using time order words and other unstated clues • Make and confirm predictions • Use reading strategies (e.g., questioning, clarifying, predicting) • Summarize the most important details from a nonfiction text • Make judgments, form opinions, and draw conclusions from the text • Make inferences about texts, using text ideas, prior knowledge, and experience • Classify arguments as either fact or opinion • Draw conclusions from information and data gathered • Identify Author's Purpose • Identify Point of View and how that affects the information presented to the reader • Determine meanings of unknown words using Context Clues • Use knowledge of word relationships to determine or clarify word meanings • Use new vocabulary learned from texts in classroom experience • Provide relevant text evidence when responding to an Open-Ended question • Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • Provide reasons that support the opinion.

- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section
- Develop strong introductions that grab readers' attention
- Develop author's voice in their own writing
- Choose words and phrases for effect
- Form and use possessives
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words
- Utilize resources to help spell words correctly
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Edit with a partner

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

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

Summative Assessments

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

Modifications (ELLs, Special Education, Gifted and Talented)

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

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask “why” and “what if” questions
- use varied modes of pre-assessment and assessment
- **Follow all IEP modifications/504 plan**

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Curriculum documents of the following districts were referenced in the development of this curriculum. Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp., Pt. Pleasant Boro, Berkeley Twp., Manchester Twp., Brick Twp., Plumsted Twp.
- Smart Board
- www.exchange.smarttech.com (Free Smart Board power point lessons and resources)
- Elmo
- Clickers
- <http://www.havefunteaching.com/reading-worksheets/graphic-organizers> (A list of different graphic organizers)
- http://www.cde.state.co.us/cdeassess/documents/csap/rubrics/Kid-Friendly4-PtRubricStudents_Eng.pdf (Student-Friendly 4-Point Rubric)
- <http://www.rubrics4teachers.com/languagearts.php> (A long list of useful Rubrics)
- www.scholasticnews.com
- www.tfk.com
- www.animal.discovery.com
- www.billnye.com
- www.internet4classrooms.com
- www.enchantedlearning.com
- www.topmarks.co.uk/
- www.greatsource.com
- <http://www2.asd.wednet.edu/Pioneer/barnard/wri/per.htm> (53 Essay prompts)
- <http://jc-schools.net/writeaway/prompts.html>
- <http://www.wilmette39.org/central/CWSbinder/pdfs/CSWS3rdprompts.pdf>
- <http://www.pkwy.k12.mo.us/candd/curriculumareas/CommArts/documents/FINAL3WritingPersuasiveLetters.pdf>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/convince-developing-persuasive-writing-56.html> (click on the Power Point presentation link)
- <http://www.vrml.k12.la.us/graphorgan/>
- http://www.edhelper.com/persuasive_writing_third_grade.htm
- <https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/3%20Persuasive%20Unit.pdf> (Persuasive Unit)
- <http://www.unitsofstudy.com/workshophelpdesk/teaching.asp>
- www.doe.k12.ga.us/DMGetDocument.aspx/Grade%203%20Persuasive%20Writing.ppt?p=6CC6799F8C (Persuasive PowerPoint that includes student samples)
- http://www1.kent.k12.wa.us/curriculum/writing/elem_writing/bib/persuasive.htm (Persuasive Writing websites)
- [http://enlearn.eastnoble.net/mhoffar1/Writing%20Workshop%20Focus%20Lessons/Persuasive%20Writing%20Unit%20of%20Study%20\(grades%203-8\)/persuasive%20writing%20unit%20all%20lessons.pdf](http://enlearn.eastnoble.net/mhoffar1/Writing%20Workshop%20Focus%20Lessons/Persuasive%20Writing%20Unit%20of%20Study%20(grades%203-8)/persuasive%20writing%20unit%20all%20lessons.pdf)
- http://www.smbd.org/uploaded/reading/files/Third_grade_reading/3rd_grade_Theme_6_RWW_Persuasive_essay.pdf
- <http://www.hill.troy.k12.mi.us/staff/bnewingham/myweb3>

- <http://www.thirdgrade.okaloosaschools.wikispaces.net/Reading+Resources>
- <http://www.epcae.org/literacy/curriculum/informational/InfoThird.pdf>
- http://www.liketoread.com/reading_strategies.php .

Teacher Notes:

- Unit Objectives can be used as guides for your mini-lessons.
- Suggestions for Opinion/Persuasive Topics
 - Year Round School
 - Uniforms/Dress Code
 - Write a letter to Mom/Dad getting them to buy you whatever you want
 - Raise Allowance
 - Later bedtime
 - Going on a trip/vacation
 - Should the school be able to sell candy/sweets during lunch?
 - Extra recess time
 - Longer lunch period
 - Getting a cell phone
 - Banning homework or limiting homework given by teachers
 - Should boys and girls go to separate schools, or should they go to the same school? Decide what you think. Then persuade others to agree with you.
- Continue a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing:

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progressions of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

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