

Mendham Township

Third Grade ELA Curriculum

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Philosophy

The Mendham Township Elementary School is committed to delivering a comprehensive and structured English Language Arts literacy curriculum for grades K-4. Based on the New Jersey Learning Standards and best practices supported by decades of research on evidence-based practice, MTES strives to close the national reading gap and ensure equity for all students through a content rich curriculum. MTES's knowledge-based content-driven curriculum will promote critical thinking through explicit classroom instruction and innumerable hands-on learning experiences. MTES aims to provide a comprehensive and rigorous educational experience that prepares students for academic success, fosters a love of learning, and equips them with essential skills that will last a lifetime.

Goals

The MTES English Language Arts content-driven curriculum was developed to support evidence based research within the Science of Reading and Writing. With explicit instruction and promotion of foundational phonics acquisition, students will develop deeper understanding of skills that will promote scaffolding for future learning experiences. The rigorous curriculum is copiously aligned with grade-specific New Jersey State Standards to promote essential life skills, literacy and career readiness.

1. **Multi-Discipline Approach to Learning:** Content areas such as literature, social studies and science are embedded into a culture rich curriculum with cross-over throughout the disciplines.
2. **Culturally Rich Text:** Students will be introduced to diverse cultures throughout various historical periods. Students will be encouraged to explore and discuss important works of art, influential figures, and significant events within diverse cultures.
3. **Scaffolding of Knowledge:** Learning models are designed to comprehensively and continuously build upon each other. This is a knowledge-building approach that allows students to take a deep dive into knowledge learning, comprehension, and application of new skills
4. **Language Arts Skills:** The ELA curriculum is research-based and aligned with the New Jersey State Standards to promote strong reading comprehension, fluency, vocabulary acquisition and writing mastery.
5. **Critical Thinking and Analytical Reasoning:** Automic decision making, problem solving, critical thinking, and analytical reasoning are fostered and supported through this curriculum.
6. **Active Collaboration:** Students will be fully engaged and work collaboratively

throughout all lessons. Continuous practice of sharing ideas, finding one's voice, and positive problem solving - conflict resolution are supported and encouraged. Kinesthetic learning through hands-on experience will create a genuine learning environment.

7. Formative and Summative Assessments: Each lesson embedded throughout the curriculum offers multi-level formative assessments to ensure full comprehension for each learner. Additional supports, enrichments, supplements, and varied reteach approaches will be implemented as needed. In addition to formative evaluations, benchmarks and summative assessments are utilized throughout the year to ensure academic progress and full comprehension of learned experiences.

Mendham Township School District
ELA Curriculum
Grade 3

Grade 3 Unit 1 Classic Tales: The Wind in the Willows
15 Days

Stage 1-Desired Results

Unit Summary:

Students explore classic tales from different parts of the world, including The Wind in the Willows, Alice in Wonderland, and “Aladdin and the Wonderful Lamp.” They study character development, themes, and narrative perspective, and they write text-based opinion paragraphs about characters and themes. Students review significant foundational skills, including short and long vowel sounds, r-controlled vowels, /er/ and its spelling, and syllables with ‘le.’ Students will also work on lower- and upper-case cursive writing.

Unit Goals:

- Review short and long vowel sounds, r-controlled vowels, alternate spellings, and syllables with ‘le’
- Analyze characters, perspective, and point of view
- Demonstrate understanding of plot and sequence
- Identify themes
- Demonstrate understanding of key vocabulary
- Write an opinion paragraph
- Beginning-of-the-Year Assessment

Essential Questions:

- What are the essential elements of classic tales?
- How does a story develop a theme?
- How does a character show theme development?

Enduring Understandings:

- Children’s stories come from around the world.
- Fictional narratives have common elements: dialogue, narration, characters, plot, and setting.
- Literary tools in fiction include personification, perspective, and point of view.
- Fiction has themes such as friendship, hospitality and responsibility

NJSLS:

Lesson 1:

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

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

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

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

Lesson 2:

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

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

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

Lesson 3:

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

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

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

Lesson 4:

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

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

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

Lesson 5:

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

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

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

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

Lesson 6:

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

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

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

Lesson 7:

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

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

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

Lesson 8:

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

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

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

Lesson 9:

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

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

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

Lesson 10:

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

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

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

Lesson 11:

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

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

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

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

Lesson 12:

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

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

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

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

Lesson 13:

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

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

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

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

Lesson 14:

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

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

Lesson 15:

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

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

Stage 2-Assessment

Assessment:

- Formative - Placement assessment: Beginning of Year Assessment parts 1 and 2 (CKLA), Exit Ticket, Character Analysis, Story Rewrite, Alternate Ending, Paragraph About Themes, student written work and participation in discussion, written comprehension responses
- Summative Assessment - Compare and Contrast Venn Diagram comparing stories
- Benchmark Assessment - DIBELS, STAR Reading (B/M/E)

Stage 3- Learning Plan

Lesson 1: The River Bank, Part I

Primary Focus of the Lesson:

Speaking and Listening - Students will determine the main idea and supporting details of a text read aloud.

Reading - Students will compare and contrast the two characters from *The Wind in the Willows*.

Foundational Skills - Students will review short vowel sounds and multisyllable words.

Reading - Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

Formative Assessments

Character Analysis - Venn Diagram: Compare and contrast Water Rat and Mole

Activity Page 1.2 - The Beginning: Answer questions about the text and cite evidence.

Core Vocabulary: backwater, bolted, contemplated, hesitating, interferes, meandered

Read Aloud: The Wind in the Willows

Activity Pages: 1.1 & 1.2

Lesson 2: The River Bank, Part II

Primary Focus of the Lesson:

Speaking and Listening - Students will determine the main idea and supporting details of a text read aloud.

Writing - Students will use descriptions of actions, thoughts, and feelings to rewrite a scene from Rat's perspective.

Foundational Skills - Students will review long and short vowels and write multisyllable words.

Reading - Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

Formative Assessments

Perspective - Story Rewrite: Rewrite a scene from the Read-Aloud from Rat's perspective

Activity Page 2.2 - The Thief: Answer questions about the text and cite evidence

Core Vocabulary: arranged, dejected, escorted, seized, stability

Read Aloud: The Wind in the Willows

Activity Pages: 2.1 & 2.2

Lesson 3: The Open Road

Primary Focus of the Lesson:

Speaking and Listening - Students will recount the events and themes of the story using images.

Reading - Students will identify the themes of the story.

Foundational Skills - Students will review long vowel sounds and practice reading multisyllable words.

Reading - Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for their answers.

Formative Assessments

Activity Page 3.2 - All's Well That Ends Well: Sequence the events of the story

Core Vocabulary: call on, common, mended, possessed, state

Read Aloud: The Wind in the Willows

Activity Pages: 3.1, 3.2, & 3.3

Lesson 4: The Wild Wood

Primary Focus of the Lesson:

Speaking and Listening - Students will discuss the main idea and supporting details of a text read aloud.

Writing - Students will write collaboratively to produce an alternate ending to a story.

Foundational Skills - Students will review long vowel sounds and practice writing multisyllable words.

Reading - Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

Formative Assessments

Story Ending - Alternative Ending: Write an alternative ending to the story

Activity Page 4.2 - The Hungry Troll: Answer questions and cite evidence

Core Vocabulary: domestic, evasively, feeble, heartily, postpone

Read Aloud: The Wind in the Willows

Activity Pages: 4.1 & 4.2

Lesson 5: Mr. Badger

Primary Focus of the Lesson:

Speaking and Listening - Students will describe how characters in a Read-Aloud demonstrate the story's theme of hospitality.

Reading - Students will explain how characters' actions demonstrate specific story themes.

Foundational Skills - Students will review sounds and syllables with 'le' and practice reading multisyllable words.

Reading - Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

Formative Assessments

Themes Description - Paragraph about Themes: Write a short paragraph explaining how a character is demonstrating a theme from the story

Activity Page 5.2 - Fire!: Answer questions about the text and cite evidence

Core Vocabulary: atmosphere, conducted, retired, summoned, thoroughly

Read Aloud: The Wind in the Willows

Activity Pages: 5.1 & 5.2

Lesson 6: Dulce Domum, Part I

Primary Focus of the Lesson:

Speaking and Listening - Students will identify a theme in a Read-Aloud text and provide examples to support the theme.

Speaking and Listening - Students will recount a story listening carefully to act out a character's actions and feelings.

Reading - Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

Formative Assessments

Activity Page 6.1 - Beginning-of-Year Assessment

Activity Page 6.2 - Beginning-of-Year Assessment

Core Vocabulary: advance, recollection, reproached, subtle, unerring

Read Aloud: The Wind in the Willows

Core Vocabulary: Aladdin, tailor, nephew, marchant, magician, treasure, glittering, precious

Read Aloud: Aladdin and the Wonderful Lamp, Part I

Activity Pages: 6.1, 6.2, 6.3, 6.4, & 6.5

Lesson 7: Dulce Domum, Part II

Primary Focus of the Lesson:

Speaking and Listening - Students will identify examples of the theme of hospitality in a Read-Aloud text.

Reading - Students will explain how characters' actions demonstrate specific story themes.

Reading - Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

Formative Assessments

Themes Description - Paragraph about Themes: Write a short paragraph explaining how a character is demonstrating a theme from the story

Activity Page 7.1 - Beginning-of-Year Assessment

Activity Page 7.8 - Aladdin and the Wonderful Lamp, Part 1: Answer questions and cite evidence from the text

Core Vocabulary: blues, capital, dismally, forage, perceive, slumber

Read Aloud: The Wind in the Willows

Activity Pages: 7.1, 7.2, 7.3, 7.4, 7.8, & 7.9

Lesson 8: Mr. Toad

Primary Focus of the Lesson:

Speaking and Listening - Students will listen to a Read-Aloud for details that describe a character.

Language - Students will demonstrate an understanding of the saying “One rotten apple spoils the whole barrel.”

Reading - Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

Formative Assessments

Activity Page 8.1 - Beginning-of-Year Assessment

Illustration - One Rotten Apple: Create an illustration to demonstrate the saying and add sentences to describe it

Core Vocabulary: conceited, gross, hour, impertinence, improvised, sensible

Read Aloud: The Wind in the Willows

Core Vocabulary: whisk, genie, monstrous, glimpse, sultan, astounding, radiant, servant, palace, celebrate

Read Aloud: Aladdin and the Wonderful Lamp, Part II

Activity Pages: 8.1, 8.3, 8.4, & 8.5

Lesson 9: Toad’s Adventures

Primary Focus of the Lesson:

Speaking and Listening - Students will make and confirm predictions for a Read-Aloud using details of the text.

Reading - Students will rewrite a passage, changing it from third-person to first-person point of view.

Reading - Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

Formative Assessments

Activity Page 9.5 - Point of View: Rewrite a passage from third- to first- person point of view

Activity Page 9.1 - Beginning-of-Year Assessment

Activity Page 9.4 - Aladdin and the Wonderful Lamp, Part III: Answer questions and cite evidence from the text.

Core Vocabulary: disguise, distress, dungeon, particularly, pursued

Read Aloud: The Wind in the Willows

Core Vocabulary: lurk, fortune, peddler, obey, storm, deed, thunder, celebration, pleasure, justly

Read Aloud: Aladdin and the Wonderful Lamp, Part III

Activity Pages: 9.1, 9.2, 9.3, 9.4, 9.5, & 9.6

Lesson 10: The Further Adventures of Toad, Part I

Primary Focus of the Lesson:

Speaking and Listening - Students will identify the main idea in a Read-Aloud text.

Writing - With assistance, students will complete a graphic organizer to prepare for writing an opinion paragraph.

Reading - Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

Formative Assessments

Activity Page 10.4 - Planning an Opinion Paragraph: Complete a graphic organizer to plan for writing an opinion paragraph

Core Vocabulary: deprive, fate, occupant, revenge, solitary, unrestrainedly

Read Aloud: The Wind in the Willows

Core Vocabulary: adventures, remarkable, peculiar, pop, cupboard, ma'am, spotted, custard, toffee

Read Aloud: Alice's Adventures in Wonderland, Part I

Activity Pages: 10.1, 10.2, 10.3, & 10.4

Lesson 11: The Further Adventures of Toad, Part II

Primary Focus of the Lesson:

Speaking and Listening - Students will use details of the story to describe Toad's personality.

Writing - With assistance, students will draft an opinion paragraph.

Reading - Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

Language - Students will review spellings for 'g' and 'c'.

Formative Assessments

Activity Page 11.8 - Planning an Opinion Paragraph: Draft an opinion paragraph

Activity Page 11.1 - Alice's Adventure in Wonderland, Part 1: Answer questions and cite evidence from the text

Activity Page 11.2 - Sound Spelling 'g': Identify two different sounds for the spelling 'g'.
Activity Page 11.5 - Sound Spellings 'c': Identify two different sounds for the spelling 'c'.

Core Vocabulary: ecstasies, gaining on, keenly, proposal, recklessly, spirit

Read Aloud: The Wind in the Willows

Activity Pages: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, & 11.9

Lesson 12: The Return of Toad, Part I

Primary Focus of the Lesson:

Speaking and Listening - Students will listen for examples of personification in a Read-Aloud text.

Writing - With assistance, students will revise an opinion paragraph.

Reading - Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

Foundational Skills - Students will review spelling alternatives 'kn', 'wr', 'wh', and 'qu'.

Formative Assessments

Activity Page 12.4 - Opinion Paragraph: Revise a draft of the previous lesson's writing.

Activity Page 12.1 - Alice's Adventures in Wonderland, Part II: Answer questions and cite evidence from the text.

Activity Page 12.2 - Alternative Spellings: Practice alternative consonant spellings.

Core Vocabulary: imprisoned, indignant, sentries, startled, surveyed, warily

Read Aloud: The Wind in the Willows

Core Vocabulary: odd, curious, currant, enthusiastically, patter, splendidly, muttering, duchess, cross, scurry, caterpillar, sternly, confusing, irritated, temper

Read Aloud: Alice's Adventures in Wonderland, Part II

Activity Pages: 12.1, 12.2, 12.3, 12.4, & 12.5

Lesson 13: The Return of Toad, Part II

Primary Focus of the Lesson:

Speaking and Listening - Students will discuss the main idea and details of a Read-Aloud text.

Writing - With assistance, students will write a final draft of an opinion paragraph.

Reading - Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

Foundational Skills - Students will review spelling alternatives 'ch', 'ph', 'sh', and 'th'.

Formative Assessments

Activity Page 13.4 - Opinion Writing: Edit and create a final copy.

Activity Pages 13.1 and 13.2 - Alternative Spellings: Review spelling alternatives.

Core Vocabulary: deafening, expedition, immense, modest, sentinels

Read Aloud: The Wind in the Willows

Core Vocabulary: mad, vanished, remained, dormouse, indignantly, civil, concluded

Read Aloud: Alice’s Adventures in Wonderland, Part III

Activity Pages: 13.1, 13.2, 13.3, 13.4, & 13.5

Lesson 14 Classic Tales Continued

Primary Focus of the Lesson:

Reading - Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

Foundational Skills - Students will review r-controlled vowels.

Reading - Students will identify the characters, setting, and plot in “The Open Road.”

Formative Assessments

Activity Page 14.1 - Alice’s Adventures in Wonderland: Answer questions and cite evidence from text.

Activity Page 14.3 - Yes or No?: Identify r-controlled vowels.

Read Aloud: The Open Road, Parts I and II

Activity Pages: 14.1, 14.2, 14.3, & 14.4

Lesson 15 Classic Tales Conclusion

Primary Focus of the Lesson:

Reading - Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

Foundational Skills - Students will review r-controlled vowels.

Reading - Students will identify the characters, setting, and plot in “The Open Road.”

Formative Assessments

Activity Page 15.1 - Mixed Practice: Identify r-controlled vowels.

Activity Page 15.3 - Alice’s Adventures in Wonderland, Part IV: Answer questions and cite evidence from text.

Core Vocabulary: courtier, croquet, chaos, furrow, hedgehog, mallet, witness, sentence, jury, verdict

Read Aloud: Alice’s Adventures in Wonderland, Part IV

Read Aloud: The Open Road, Parts III and IV

Activity Pages: 15.1, 15.2, & 15.3

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 1 - Lessons 1-15*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts:

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.:

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Science:

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Knowledge/Skills

Supplemental Materials

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Grade 3 Unit 2 Animal Classification

15 Days

Stage 1-Desired Results

Unit Summary:

This unit continues students' study of the natural world, explaining how scientists use animals' characteristics to classify and study them. Students apply their knowledge through text-based discussions, informal writing exercises in which they classify animals according to their characteristics, and formal informational writing assignments in which they use evidence to classify a particular vertebrate. Students learn and practice alphabetizing words to the second and third letters, and they spell words with suffixes such as –ed, –ing, and –es. In grammar, students review nouns, verbs, adjectives, subjects, predicates, fragments, and run-on sentences. They study concrete and abstract nouns and write compound sentences by adding subjects and predicates to simple sentences. Students also learn the prefixes un–, non–, re–, and pre–and discuss how adding prefixes changes the meaning of root words and how the parts of speech of words may change.

Unit Goals:

- Demonstrate understanding of key vocabulary
- Record observations and reflections based on informational reading
- Review suffixes and root words
- Alphabetization to the 2nd and 3rd letter
- Developing sentence structure and parts of speech
- Understanding concrete and abstract nouns
- Identifying and applying prefixes
- Writing an informational paragraph
- Unit Assessment

Essential Questions:

- How do animals' characteristics help us to classify them?
- How are animals organized in scientific study?

Enduring Understandings:

- Classification is important for organizing, analyzing, and understanding data.
- Observation and identification of key details and characteristics.
- Engagement in structured inquiry to make reasonable inferences from text evidence.
- Provides a foundation for future learning about classification, life cycles, oceans, marine life, and evolution.

NJSLS:

Lesson 1:

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

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

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

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

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

Lesson 2:

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

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

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

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

Lesson 3:

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

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

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

Lesson 4:

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

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

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

Lesson 5:

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

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

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

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

Lesson 6:

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

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

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

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

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

Lesson 7:

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

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

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

Lesson 8:

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

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

Lesson 9:

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

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

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

Lesson 10:

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

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

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

Lesson 11:

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

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

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

Lesson 12:

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

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

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

Lesson 13:

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

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

Lesson 14:

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

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

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

Lesson 15: Student Skills Assessment & Spelling Assessment

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

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

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

Stage 2-Assessment

Assessment:

- o Formative -Student written responses in filed journal, oral participation in discussions, written spelling work, written grammar work, written work in animal classification foldable, written work mammal web, written work informational paragraph, Exit Ticket, Check for Understanding, Activity Pages
- o Summative Assessment - End of Unit Skills Assessment, Spelling Assessment
- o Benchmark Assessment - DIBELS, STAR Reading (B/M/E)

Stage 3- Learning Plan

Lesson 1 Animal Researchers (Meet Rattenborough)

Primary Focus of the Lesson:

Core Connection - Students will observe and describe basic characteristics of animals at the zoo and record observations on a graphic organizer

Reading - Students will define and identify text features in the Reader.

Writing - Students will also write a short reflection on their experiences as animal researchers.

Language - Students will use conventional spelling when adding suffixes -ed and -ing to root words

Formative Assessments

Activity Page 1.2 - Animal Webcam Observations: Record animal observations and characteristics.

Activity Page 1.4 - Text Feature Project Hunt: Identify text features in the Reader.

Activity Page 1.5 - Field Journal: Explain what you liked and disliked about being an animal rescuer.

Core Vocabulary: carnivore, habitat, herbivore, omnivore

Read Aloud: Introduction: Meet Rattenborough

Activity Pages: 1.1, 1.2, 1.3, 1.4, 1.4A, 1.5, 1.6, 1.7, & 1.8

Lesson 2 Classifying Animals

Primary Focus of the Lesson:

Reading - Students will explain how text features help readers identify information about classifying living things.

Speaking and Listening - Students will define and determine the author's point of view about animal classification

Language - Students will identify nouns, verbs, and adjectives to explain their functions in sentences

Formative Assessments

Activity Page 2.1 - Living Things: Text Features Scavenger Hunt: Identify and provide evidence of text features in the Reader.

Activity Page 2.2 - Nouns, Verbs, and Adjectives: Identify nouns, verbs, and adjectives in sentences.

Core Vocabulary: kingdom, life cycle, adapt, characteristic, classify

Read Aloud: Classifying Living Things

Activity Pages: 2.1, 2.2, 2.3, & 2.4

Lesson 3 Vertebrate or Invertebrate?

Primary Focus of the Lesson:

Reading - Students will identify the connection between vertebrates and invertebrates.

Speaking and Listening - Students will identify the important points from two informational texts on vertebrates and invertebrates.

Language - Students will determine the meaning of words formed when -ed or -ing are added to a known root word.

Formative Assessments

Activity Page 3.3 - Compare Two Texts: Identify how two texts are alike and different.

Core Vocabulary: spine, vertebrates, invertebrates

Read Aloud: Vertebrate or Invertebrate?

Activity Pages: 3.1, 3.2, 3.3, & 3.4

Lesson 4 Warm- or Cold-Blooded?

Primary Focus of the Lesson:

Speaking and Listening - Students will identify the main idea in a passage about warm- and cold-blooded animals.

Reading - Students will identify supporting details in a passage about warm- and cold-blooded animals.

Writing - Students will write a short reflection about an interesting animal to further research.

Language - Students will determine the meaning of words formed when un- and non- are added to a known root word.

Formative Assessments

Activity Page 4.2 - Warm-Blooded or Cold-Blooded Animals: List statements that refer to warm-blooded or cold-blooded animals.

Activity Page 4.3 Field Journal - Identify which animal you would want to be and why.

Activity Page 4.4 Prefixes un- and non-: Write the correct word in each sentence

Core Vocabulary: cold-blooded, constant, huddle, internal, warm-blooded

Read Aloud: Warm-Blooded and Cold-Blooded Animals

Activity Pages: 4.1, 4.2, 4.3, 4.4, & 4.5

Lesson 5 Fins and Gills

Primary Focus of the Lesson:

Language - Students will use conventional spelling for doubling or not doubling a final consonant when adding the suffixes -ed and -ing to root words.

Reading - Students will identify text features to gain greater understanding about fish.

Speaking and Listening - Students will identify information about fish and explain how specific text features support their learning about fish.

Speaking and Listening - Students will present their findings learned about fish from the text.

Language - Students will identify nouns, verbs, and adjectives in a sentence.

Formative Assessments

Activity Page 5.1 - Spelling Assessment: Use conventional spelling for doubling or not doubling a final consonant when adding the suffixes -ed and -ing to root words.

Activity Page 5.4 - Fish and Gills Exit Slip - Identify and explain text features in the Reader.

Core Vocabulary: aquatic, oxygen, gill, fin, school, migrate

Read Aloud: Fish

Activity Pages: 5.1, 5.2, 5.3, 5.4, & 5.5

Lesson 6 From Land to Water

Primary Focus of the Lesson:

Speaking and Listening - Students will identify clue words used to sequence the stages of metamorphosis.

Reading - Students will record key information about amphibians.

Language - Students will produce compound sentences.

Language - Students will determine the meaning of words formed when -ed and -ing are added to a known root word.

Formative Assessments

Activity Page 6.4 Compound Sentences: Write compound sentences

Core Vocabulary: amphibian, shed, transformation

Read Aloud: Amphibians: From Land to Water

Core Vocabulary: amphibian, hibernate, survive, tadpole

Read Aloud: Amphibians

Activity Pages: 6.1, 6.2, 6.3, 6.4, 6.5, & 6.6

Lesson 7 Frogs

Primary Focus of the Lesson:

Reading - Students will ask and answer questions to demonstrate understanding of tree frogs, referring

explicitly to the text.

Speaking and Listening - Students will compare and contrast two texts about frogs.

Writing - Students will write a short reflection about being a frog researcher.

Formative Assessments

Activity Page 7.2 - Frog Exit Ticket: Compare and contrast two texts.

Activity Page 7.3 - Field Journal: Explain which frog you would like to research.

Core Vocabulary: suction cup, nocturnal, climate, orchestra

Read Aloud: Tree Frogs

Core Vocabulary: secrete

Read Aloud: The Poison Dart Frog

Activity Pages: 7.1, 7.2, 7.3, & 7.4

Lesson 8 Cold-Blooded Scaly Vertebrates

Primary Focus of the Lesson:

Speaking and Listening - Students will determine the meaning of unknown words in the text.

Writing - Students will write a short reflection on being a herpetologist.

Language - Students will determine the meanings of words formed when re- and -pre are added to known root words.

Formative Assessments

Activity Page 8.1 - Reptile Vocabulary: Determine the meaning of unknown words.

Activity Page 8.2 - Field Journal: Write about being a herpetologist

Activity Page 8.3 - Prefixes re- and pre-: Write the correct word to complete the sentence.

Core Vocabulary: calcified, sensitive, venomous, reptile

Read Aloud: Reptiles: Cold-Blooded Scaly Vertebrates

Activity Pages: 8.1, 8.2, 8.3, & 8.4

Lesson 9 Reptiles

Primary Focus of the Lesson:

Reading - Students will closely read an informational text to learn more about reptiles.

Writing - Students will record key information about reptiles.

Language - Students will determine the meaning of words formed when -ed or -ing are added to a known root word.

Formative Assessments

Activity Page 9.1 - Reptile Web: Record key information about reptiles.

Activity Page 9.2 - Blank Busters: Create your own Blank Busters.

Core Vocabulary: poisonous, inject, venom, molt

Read Aloud: Reptiles

Activity Pages: 9.1, 9.2, 9.3, & 9.4

Lesson 10 Wings and Feathers, Part 1

Primary Focus of the Lesson:

Language - Students will use conventional spelling patterns when adding suffixes -ed or -ing to root words.

Speaking and Listening - Students will determine the definition of key vocabulary words about birds.

Writing - Students will write a short reflection about the most important thing about being a bird.

Formative Assessments

Activity Page 10.1 - Spelling Assessment: Use conventional spelling patterns when adding suffixes.

Activity Page 10.3 - Bird Vocabulary: Define key vocabulary words.

Activity Page 10.4 - Bird Web: Identify key characteristics of birds.

Activity Page 10.5 - Field Journal: Explain two new things you learned about birds.

Core Vocabulary: cavity, glide, insulation, nest

Read Aloud: Wings and Feathers

Activity Pages: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6

Lesson 11 Wings and Feathers, Part 2

Primary Focus of the Lesson:

Language - Students will use conventional spelling patterns when adding the suffix -es to root words.

Reading - Students will identify information about birds and explain how specific text features support their learning.

Writing - Students will write a short reflection on being a bird.

Language - Students will identify and use concrete and abstract nouns.

Formative Assessments

Activity Page 11.2 - Field Journal: Write a short reflection on being a bird.

Activity Page 11.3 - Abstract Nouns: Identify and use concrete and abstract nouns.

Core Vocabulary: flock, feather, plumage, nectar, attract

Read Aloud: Birds

Activity Pages: 11.1, 11.2, 11.3, & 11.4

Lesson 12 Live-Bearing Milk Producers

Primary Focus of the Lesson:

Speaking and Listening - Students will identify clue words used to signal a contrast or comparison of mammals.

Reading - Students will compare two texts on mammals using a graphic organizer.

Writing - Students will record key information about mammals.

Language - Students will use nouns, verbs, and adjectives, and explain their function in sentences.

Formative Assessments

Activity Page 12.1 - Text Structures: Identify clue words in sentences.

Activity Page 12.3 - Mammal Web: Identify key information about mammals.

Activity Page 12.4 - Grammar Review: Label different parts of speech.

Core Vocabulary: diaphragm, mammary glands, marine, stately

Read Aloud: Mammals: Live-Bearing Milk Producers

Core Vocabulary: communicate, language, sonar, predator

Read Aloud: Mammals

Activity Pages: 12.1, 12.2, 12.3, & 12.4

Lesson 13 Jane Goodall

Primary Focus of the Lesson:

Speaking and Listening - Students will identify information presented in a media clip about Jane Goodall.

Reading - Students will determine the main idea and supporting details about Jane Goodall from the media clip and reading.

Writing - Students will begin drafting an informative writing piece about a select vertebrate's characteristics and classification, clearly stating ideas, facts, and details.

Formative Assessments

Activity Page 13.2 - Jane Goodall: Main Idea and Supporting Details: Identify the main idea and supporting details presented in a reading and media clip.

Activity Page 13.3 - Animal Report: Draft a writing piece about an animal.

Core Vocabulary: primatologist, primate, behavior, intelligent, activist

Read Aloud: Jane Goodall

Activity Pages: 13.1, 13.2, 13.3, & 13.4

Lesson 14 “Scientists Who Classify Animals” and “Vertebrates around the World”

Primary Focus of the Lesson:

Reading - Students will use text features to quickly locate information about scientists who classify animals.

Speaking and Listening - Students will ask and answer questions about vertebrates around the world.

Writing - Students will continue drafting an informative writing piece about an animal’s characteristics and classification, clearly stating ideas, facts, and details.

Formative Assessments

Activity Page 14.1 - Text Feature Search: Locate text features.

Activity Page 14.2 - Questions and Answers: Ask questions throughout the reading and determine the correct answer.

Activity Page 14.4 - Informational Writing: Draft an informative writing piece.

Core Vocabulary: zoologist, observe

Read Aloud: Scientists Who Classify Animals

Core Vocabulary: delta, reproduction

Read Aloud: Vertebrate Animals Around the World

Activity Pages: 14.1, 14.2, 14.3, & 14.4

Lesson 15 Unit Assessment

Primary Focus of the Lesson:

Language - Students will use conventional spelling patterns when adding the suffix -es to root words.

Reading - Students will read on-level stories with purpose and understanding.

Foundational Skills - Students will read with sufficient accuracy and fluency to support comprehension.

Formative Assessments

Activity Page 15.1 - Spelling Assessment: Use conventional spelling patterns.

Read Aloud: Piranhas

Activity Pages: 15.1, 15.2, & 15.3

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 2 - Lessons 1-15*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts:

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.:

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Science:

- 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.
- 3-LS2-1 Construct an argument that some animals form groups that help members survive.
- 3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms
- 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment
- 3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Knowledge/Skills

Supplemental Materials

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Grade 3 Unit 3 The Human Body: Systems and Senses

14 Days

Stage 1-Desired Results

Unit Summary:

This unit immerses students in the study of the human body, building their scientific understanding of its skeletal, muscular, and nervous systems. Students read about the role of various body parts and organs associated with each system, such as bones, joints, muscles, nerves, the spinal cord, and the brain. Students also take an in-depth look at the senses of sight and hearing and the various body parts that enable these senses to function properly, and they learn about difficulties that may occur when vision and/or hearing are impaired and how people cope with these challenges. Students write paragraphs, focusing on sentence cohesion and sequence, identifying irrelevant sentences, and composing titles. They review the spelling of regular and irregular plural nouns, as well as adding –s or –es to certain verb forms, and they review changing the letter ‘f’ to ‘v’ and adding the suffix –es to create the plural form of words. This unit introduces students to pronouns and asks them to determine subject-verb agreement in sentences, recognizing the pattern of adding –s or –es to third person singular verbs. In this unit, students study the common prefixes dis– and mis– and review the prefixes un–, non–, re–, pre–, dis–, and mis–.

Unit Goals:

- Use a K-W-L chart to organize information
- Demonstrate understanding of key vocabulary
- Demonstrate ability to pluralize regular and irregular nouns
- Create sentences with subject-verb agreement
- Develop and order topic, detail, and concluding sentences in a paragraph with a title
- Identify and use pronouns and prefixes dis- and mis-
- Unit Assessment

Essential Questions:

- How are human bodies organized as a system?
- What are the roles of various body parts and organs?

Enduring Understandings:

- Learning can be expanded by looking at systems in greater depth and detail.
- Systems in the body are all closely interconnected.
- Preventative measures can ensure healthy, active bodies.
- Learning can be approached by identifying prior knowledge, setting a purpose for reading, and reviewing what was learned. (K-W-L)

NJSLS:

Lesson 1:

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

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

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

Lesson 2:

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

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

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

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

Lesson 3:

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

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

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

Lesson 4:

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

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

Lesson 5:

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

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

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

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

Lesson 6:

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

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

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

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

Lesson 7:

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

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

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

Lesson 8:

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

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

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

Lesson 9:

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

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

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

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

Lesson 10:

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

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

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

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

Lesson 11:

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

RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps

in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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

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

Lesson 12:

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

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

Lesson 13:

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

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

Lesson 14: Student Skills Assessment/Fluency Assessment/Spelling Assessment/Reflection

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

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

Stage 2-Assessment

Assessment:

- Formative - Student written work on topic and conclusion sentences, written work on regular and irregular spelling of nouns, written work sequence sentences in paragraphs, oral participation in reading discussions, written morphology work
- Summative Assessment - Unit Skills Assessment, Spelling Assessment, Fluency Assessment, Written Reflection
- Benchmark Assessment - DIBELS, STAR Reading (B/M/E)

Stage 3- Learning Plan

Lesson 1 Building Blocks and Systems

Primary Focus of the Lesson:

Core Connections - Students will describe and review the systems of the human body.

Speaking and Listening - Students will explain how the human body is an interconnected system.

Writing - Students will describe the ways various systems are working in one's own body.

Language - Students will write words using spelling patterns and rules for regular and irregular plural nouns.

Formative Assessments

Exit Ticket: Explain different systems and compare the human body to a complex machine.

Activity Page 1.2 - Topic and Concluding Sentences: Identify different components of a paragraph.

Quick Write: Describe ways various systems are working.

Core Vocabulary: cells, circulate, functions, organs, tissues

Read Aloud: Building Blocks and Systems

Activity Pages: 1.1, 1.2, 1.3, & 1.4

Lesson 2 The Skeletal System: Axial Bones

Primary Focus of the Lesson:

Speaking and Listening - Students will identify different axial bones within the skeletal system, as well as how the bones function inside the body

Reading - Students will read and answer comprehension questions about the body's skeletal system, including axial bones.

Writing - Students will identify sentences in paragraphs, including topic and concluding sentences

Formative Assessments

Activity Page 2.2 - Classification of Animals: Correctly rearrange sentences in a paragraph, paying attention to topic, body, and concluding sentences.

Core Vocabulary: axial bones, cartilage, cranium, spinal column, structure

Read Aloud: The Skeletal System: The Axial Bones

Core Vocabulary: cranium, expand, fibula, organs, pelvis, scapula, shoulder blades, skeletal system, skull, sternum, tibia, vertebrae

Read Aloud: The Skeletal System

Activity Pages: 2.1, 2.2, 2.3, & 2.4

Lesson 3 The Skeletal System: All About Bones, Part 1

Primary Focus of the Lesson:

Speaking and Listening - Students will identify different appendicular bones within the skeletal system, as well as how the bones function inside the body.

Reading - Students will read and answer comprehension questions about the body's skeletal system and appendicular bones.

Language - Students will spell words using spelling patterns and rules for regular and irregular plural nouns.

Formative Assessments

Exit Ticket: Identify joints and their functions.

Core Vocabulary: appendages, appendicular bones, femur, joint, ligaments

Read Aloud: The Skeletal System: Appendicular Bones

Core Vocabulary: calcium, cast, cell, dairy, marrow, tissue, x-ray

Read Aloud: All About Bones

Activity Pages: 3.1, 3.2, 3.3, & 3.4

Lesson 4 The Skeletal System: All About Bones, Part 2

Primary Focus of the Lesson:

Reading - Students will close-read and answer comprehension questions about the body's skeletal system.

Language - Students will spell words using spelling patterns and rules for regular and irregular plural nouns.

Language - Students will identify correct use of prefixes dis- and mis-.

Formative Assessments

Exit Ticket - Students respond in writing to three comprehension questions.

Activity Page 4.5 - Practice Prefixes dis- and mis-: Determine if the sentence shows a correct example of the definition.

Read Aloud: All About Bones

Activity Pages: 4.1, 4.2, 4.3, 4.4, 4.5, & 4.6

Lesson 5 The Muscular System

Primary Focus of the Lesson:

Speaking and Listening - Students will identify different components of the muscular system, as well as how the muscular system is part of a larger, connected system.

Reading - Students will read and answer comprehension questions about the body's muscular system.

Writing - Students will write topic and concluding systems.

Language - Students will use spelling patterns and rules for regular and irregular plural nouns.

Formative Assessments

Activity Page 5.2 - Spelling Assessment: Use spelling patterns and rules.

Core Vocabulary: cardiac muscle, contract, muscles, nerves, voluntary muscles

Read Aloud: The Muscular System

Core Vocabulary: automatically, digest, involuntary, realistic, stomach

Read Aloud: The Muscular System

Activity Pages: 5.1, 5.2, & 5.3

Lesson 6 Joints and Muscles

Primary Focus of the Lesson:

Reading - Students will read and answer comprehension questions about joints and muscles, and consider how they interact with other systems in the body.

Language - Students will correctly change ‘f’ to ‘v’ and add -es in plural nouns.

Writing - Students will create a piece of writing that includes a topic and concluding sentence.

Formative Assessments

Activity Page 6.1 - Joints and Muscles: Answer questions about joints and muscles.

Core Vocabulary: joint, cushion, cartilage, flexible, connective, model, ligament, tendon, Achilles, Achilles tendon, warrior, invulnerable, Trojan, vulnerable

Read Aloud: Joints and Muscles

Activity Pages: 6.1, 6.2, 6.3, & 6.4

Lesson 7 The Nervous System

Primary Focus of the Lesson:

Speaking and Listening - Students will describe the nervous system as part of a larger, interconnected system.

Reading - Students will read and answer comprehension questions about the nervous system.

Language - Students will form and use irregular plural nouns.

Language - Students will identify the meaning of the common prefixes un-, non-, re-, pre-, dis-, and mis-.

Formative Assessments

Activity Page 7.1 - The Nervous System: Answer comprehension questions about reflexes.

Core Vocabulary: command, consciously, coordinates, receptors, reflex

Read Aloud: The Nervous System

Core Vocabulary: cell body, dendrite, reflex, flinch

Read Aloud: The Nervous System

Activity Pages: 7.1, 7.2, 7.3, 7.4, & 7.5

Lesson 8 The Nervous System and the Brain, Part 1

Primary Focus of the Lesson:

Speaking and Listening - Students will describe the relationship between the nervous system and the brain using language that pertains to sequence and cause/effect.

Reading - Students will read and answer comprehension questions about the nervous system and the brain.

Language - Students will identify and use the meaning of the common prefixes un-, non-, re-, pre-, dis-, and mis-.

Formative Assessments

Activity Page 8.1 - Your Brain Signal: Identify answers to comprehension questions.

Activity Page 8.2 - Review Prefixes un-, non-, re-, pre-, dis-, and mis-: Identify correct prefixes.

Core Vocabulary: brain stem, hemispheres, cerebrum, cerebellum, accurate

Read Aloud: The Nervous System and the Brain

Core Vocabulary: cerebellum, cerebrum, hemisphere, paralyzed, hollow, concussion, medulla, cerebral cortex

Read Aloud: The Spinal Cord and the Brain

Activity Pages: 8.1, 8.2, & 8.3

Lesson 9 The Nervous System and the Brain, Part 2

Primary Focus of the Lesson:

Reading - Students will closely read and answer comprehension questions about the nervous system and the brain.

Language - Students will form and use irregular plural nouns.

Writing - Students will identify and use parts of a paragraph, including a topic sentence, supporting details, and a concluding statement, in a written piece.

Formative Assessments

Activity Page 9.1 - The Spinal Cord and Brain: Answer questions about the nervous system and brain.

Core Vocabulary: brain stem, hemispheres, cerebrum, cerebellum, accurate, paralyzed, hollow, concussion, medulla, cerebral cortex

Read Aloud: The Spinal Cord and the Brain

Activity Pages: 9.1, 9.2, & 9.3

Lesson 10 Vision: The Parts of the Eye

Primary Focus of the Lesson:

Speaking and Listening - Students will describe the relationship between the parts of the eye in “Vision: The Parts of the Eye” using language that pertains to sequence and cause/effect.

Reading - Students will determine the main idea of “Eyes and Vision,” recount the key details, and explain how they support the main idea.

Language - Students will form and use irregular plural nouns.

Writing - Students will identify and use parts of a paragraph, including a topic sentence, supporting details, and a concluding statement, in a written piece.

Formative Assessments

Activity Page 10.1 - Help This Eye See!: Recall key details from the reading.

Core Vocabulary: iris, wondrous, lens, pupil, retina

Read Aloud: Vision: Parts of the Eye

Core Vocabulary: vision, cornea, optic nerve, rods and cones

Read Aloud: Eyes and Vision

Activity Pages: 10.1, 10.2, 10.3, & 10.4

Lesson 11 Hearing: Parts of the Ear

Primary Focus of the Lesson:

Speaking and Listening - Students will describe the relationship between the parts of the ear in “Hearing: The Parts of the Ear” using language that pertains to sequence and cause/effect.

Reading - Students will ask and answer questions to demonstrate understanding of “Ears and Hearing,” referring explicitly to the text as the basis for the answers.

Language - Students will use spelling patterns and generalizations (e.g. ending rules) in writing words.

Writing - Students will produce writing in which the development and organization are appropriate to task and purpose, i.e., ideas as presented clearly and in a logical order.

Formative Assessments

Activity Page 11.2 - Write a Paragraph: Writing topic, supporting, and concluding sentences.

Core Vocabulary: cochlea, eardrum, inner ear, middle ear, outer ear

Read Aloud: Hearing: The Parts of the Ear

Core Vocabulary: membrane, vibrate, gland, sensitive, auditory nerve

Read Aloud: Ears and Hearing

Activity Pages: 11.1 & 11.2

Lesson 12 A Clean Bill of Health

Primary Focus of the Lesson:

Speaking and Listening - Students will describe systems of the human body and the relationships between them in “A Clean Bill of Health.”

Language - Students will use spelling patterns and generalizations (e.g. ending rules) in writing words.

Formative Assessments

Lined Paper - Nervous System Comparison: Compare the nervous system to wiring in a house.

Core Vocabulary: delicate, miraculously, posture, wiring

Read Aloud: A Clean Bill of Health

Activity Pages: 12.1 & 12.2

Lesson 13 Overcoming Disabilities

Primary Focus of the Lesson:

Reading - Students will ask and answer questions to demonstrate understanding of “Overcoming Disabilities,” referring explicitly to the text as the basis for the answers.

Language - Students will use subject pronouns and explain their function in sentences.

Formative Assessments

Activity Page 13.1 - Overcoming Disabilities, Part I: Answer questions about the reading.

Core Vocabulary: disability, deaf, blind, overcoming, gesture

Read Aloud: Overcoming Disabilities, Part 1

Core Vocabulary: challenge, determined, breakthrough, tribute, courage

Read Aloud: Overcoming Disabilities, Part II

Activity Pages: 13.1, 13.2, & 13.3

Lesson 14 Unit Assessment

Primary Focus of the Lesson:

Writing - Students will write a short reflection passage

Language - Students will be able to identify and spell regular and plural nouns where the ‘f’ changes to ‘v’ and -es is added.

Formative Assessments

Activity Page 14.3 - Written Reflection: Write a short reflection.

Activity Page 14.4 - Spelling Assessment: Identify and spell regular and plural nouns where the ‘f’ changes to ‘v’ and -es is added.

Activity Pages: 14.1, 14.2, & 14.3

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 3 - Lessons 1-14*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts:

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.:

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Science:

- 4-ESS3-1 Over time, people's needs and wants change, as do their demands for new and improved technologies.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Knowledge/Skills

Supplemental Materials

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Grade 3 Unit 4 The Ancient Roman Civilization

15 Days

Stage 1-Desired Results

Unit Summary:

Students dive into ancient Rome in this unit, studying its historical events and culture and reading the legend of Romulus and Remus about Rome's founding and several myths about Roman gods and goddesses. They study the historical rise and fall of the Roman republic and empire, as well as key historical figures such as Hannibal, Julius Caesar, and Augustus. Students review the spelling patterns of r-controlled vowels as well as spellings of the sound /ee/. They review verb tenses and the verbs to be and to have as well as subject-verb agreement, learning to change the spelling of verbs to match various subjects. They also study the common suffixes -er, -or, -ist, -ian, -y, and -al, reviewing how suffixes change the meaning of root words and how they may change the part of speech of that word. Students develop their opinion writing skills in this unit, working on a range of opinion pieces that culminate in an opinion essay about Rome's most significant cultural contribution.

Unit Goals:

- Identify the point of view of a text
- Demonstrate understanding of main idea and key vocabulary
- Review r-controlled vowels and learn spelling patterns for the /ee/ sound
- Continue developing subject-verb agreement and correct verb tense usage
- Suffixes -y, -al, -ist, and -ian
- Write an opinion essay
- Unit Assessment

Essential Questions:

- What did ancient Rome contribute to modern day society?
- What events led to the rise and fall of the Roman Empire?

Enduring Understandings:

- This unit serves as a precursor to future, in-depth studies of the Roman Republic and leadership and the decline and fall of the Roman Empire.
- An introduction to ancient Roman culture, including food, religion, education, and class.
- Roman geography, history, government, and monumental battles of the Roman Empire.

NJSLS:

Lesson 1:

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

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

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

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

Lesson 2:

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

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

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

Lesson 3:

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

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

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

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

Lesson 4:

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

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

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

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

Lesson 5:

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

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

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

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

Lesson 6:

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

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

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

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

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

Lesson 7:

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

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

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

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

Lesson 8:

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

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

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

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

Lesson 9:

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

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

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

Lesson 10:

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

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

RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps

in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Lesson 11:

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

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

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

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

Lesson 12:

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

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

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

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

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

Lesson 13:

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

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

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

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

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

Lesson 14:

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

Lesson 15:

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

Stage 2-Assessment

Assessment:

- o Formative - Oral participation in read aloud discussions, written vocabulary work, written spelling work, opinion writing quick write, opinion essay work, written morphology work, written grammar work, written spelling work
- o Summative Assessment - Published opinion writing essay
- o Benchmark Assessment - DIBELS, STAR Reading (B/M/E)

Stage 3- Learning Plan

Lesson 1 “Rome, Then and Now”

Primary Focus of the Lesson:

Core Connections - Students will define *civilization* and the terms *BC/BCE* and *AD/CE*.

Speaking and Listening - Students will identify key information about the ancient Roman civilization and write their ideas in a graphic organizer.

Reading - Students will explain why Rome was a civilization, label a map of Rome, and explain how ancient Rome grew in size.

Language - Students will sort words with the r-controlled spelling pattern.

Formative Assessments

Activity Page 1.1 - Virtual Museum: Take notes on images before and after the Read Aloud.

Activity Page 1.2 - Rome, Then and Now: Answer questions about the reading and label a map of ancient Roman civilization.

Activity Page 1.3 - Spelling Patterns: Sort spelling words based on the spelling pattern.

Core Vocabulary: architecture, artifact, culture, ruins, vibrant

Read Aloud: What is Rome?

Core Vocabulary: BCE/CE, civilization, conquer, Mediterranean Sea

Read Aloud: Rome, Then and Now

Activity Pages: 1.1, 1.2, 1.3, 1.4, & 1.5

Lesson 2 The Legend of Romulus and Remus

Primary Focus of the Lesson:

Reading - Students will explain why the story of Romulus and Remus is considered a legend.

Speaking and Listening - Students will compare and contrast two stories about Romulus and Remus written by the same author.

Language - Students will identify past, present, and future tense and change words to represent past, present, and future tense.

Formative Assessments

Activity Page 2.2 - What We Know and Learned: List key points after listening to the Read Aloud.

Activity Page 2.3 - Past, Present, and Future Tense: Underline the verb and identify the verb tense.

Core Vocabulary: empire, historian, legendary, taunt, threat

Read Aloud: The Legend of Romulus and Remus

Core Vocabulary: alternative, defy, fortress, tender

Read Aloud: The Legend of Romulus and Remus

Activity Pages: 2.1, 2.2, 2.3, 2.4, & 2.5

Lesson 3 The Roman Gods and Goddesses

Primary Focus of the Lesson:

Reading - Students will identify and describe gods and goddesses worshipped by the Romans using a 3-column graphic organizer.

Speaking and Listening - Students will take notes on a graphic organizer and explain Roman life and their beliefs in a short essay response.

Language - Students will determine the meaning of words formed when -er or -or is added to a known root word.

Formative Assessments

Activity Page 3.2 - Roman Life and Beliefs: Write key details about Roman life and beliefs based on the reading.

Core Vocabulary: immortal, messenger, mission, rough, wisdom

Read Aloud: The Roman Gods

Core Vocabulary: boisterous, bountiful, elaborate, inhabitant, ritual, worship

Read Aloud: Roman Gods and Goddesses

Activity Pages: 3.1, 3.2, 3.3, & 3.4

Lesson 4 “The Roman Gods” and “The Roman Republic”

Primary Focus of the Lesson:

Reading - Students will analyze a Roman god and goddess family tree and add pertinent information.

Speaking and Listening - Students will identify the main ideas and supporting details presented orally.

Speaking and Listening - Students will also compare and contrast people in ancient Rome using a graphic organizer.

Writing - Students will form an opinion on the best type of government.

Language - Students will identify the present and past tense of *to be*.

Formative Assessments

Activity Page 4.1 - Roman Gods and Goddesses Family Tree: Complete the Family Tree of Greek and Roman Gods and Goddesses.

Activity Page 4.2 - Image Box Recording Sheet: Record information about the Read-Aloud text.

Activity Page 4.3 - Roman Empire Extended Response: Write a short-answer opinion response.

Activity Page 4.4 - The Verb *to be*: Determine the correct present tense form of the verb *to be*.

Read Aloud: The Roman Gods

Core Vocabulary: attribute, consuls, elite, lowly, rivalry, surplus

Read Aloud: The Roman Republic

Activity Pages: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, & 4.8

Lesson 5 The Punic Wars

Primary Focus of the Lesson:

Reading - Students will read to identify and record important information related to the previous lessons and the Punic Wars

Speaking and Listening - Students will listen to identify and record the main ideas related to the significance of the Punic Wars and Hannibal's role.

Reading - Students will continue reading, identifying, and recording important information related to the previous lessons and the Punic Wars.

Language - Students will use guide words to identify which words would appear on a page of a dictionary.

Formative Assessments

Activity Page 5.2 - The Punic Wars: Identify the main idea of the Punic Wars and Hannibal's Crossing of the Alps.

Activity Page 5.3 - Dictionary Skills: Identify guide words that would be on the same page.

Activity Page 5.4 - Spelling Assessment: Write out each spelling word in the correct header.

Core Vocabulary: conflict, disciplined, exotic, harass, peak

Read Aloud: The Punic Wars

Core Vocabulary: confront, counter-attack, invade, rival, victorious

Read Aloud: Hannibal Crosses the Alps

Activity Pages: 5.1, 5.2, 5.3, 5.4, 5.5

Lesson 6 "Daily Roman Life, Part 1" and "Cupid and Psyche"

Primary Focus of the Lesson:

Speaking and Listening - Students will use a note-taking organizer to summarize the main aspects of Roman

life.

Reading - Students will recount the myth “Cupid and Psyche” and compare outcomes to original predictions.

Writing - Students will identify the point of view of a passage.

Language - Students will sort words with two spellings of the sound /ee/.

Formative Assessments

Activity Page 6.1 - Picture Pause: “Daily Roman Life, Part 1”: Pause during the Read-Aloud to answer questions about the text.

Activity Page 6.2 - Anticipation Guide: “Cupid and Psyche”: Determine if statements are true or false before and after the reading.

Core Vocabulary: aqueduct, favors, import, ingenious, saunter

Read Aloud: Daily Roman Life in the City, Part 1

Core Vocabulary: aid, ambrosia, eager, jealousy, prick

Read Aloud: “Cupid and Psyche”

Activity Pages: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, & 6.8

Lesson 7 “Daily Roman Life, Part 2” and “The Sword of Damocles”

Primary Focus of the Lesson:

Speaking and Listening - Students will summarize what they learned about Roman life.

Reading - Students will analyze Samocles and explain how his actions caused events to occur in a certain order.

Writing - Students will outline an opinion essay.

Language - Students will utilize the proper verb tense of *to have*.

Formative Assessments

Activity Page 7.1 - Picture Pause: “Daily Roman Life, Part 2”: Answer questions about the text.

Activity Page 6.4 - Roman God or Goddess Statue: Opinion Map: Outline an opinion essay stating which Roman god or goddess should have a statue built.

Activity Page 7.3 - Practicing the Verb *to have*: Utilize the proper tense of the verb *to have*.

Core Vocabulary: brutal, chaos, gladiator, riot, shortage

Read Aloud: Daily Roman Life in the City, Part 2

Core Vocabulary: advisor, banquet, conduct, downfall, envy

Read Aloud: The Sword of Damocles

Activity Pages: 7.1, 7.2, 7.3, & 7.4

Lesson 8 “Julius Caesar: Great Fighter, Great Writer”

Primary Focus of the Lesson:

Reading - Students will identify key points about Julius Caesar.

Speaking and Listening - Students will compare key points from two texts on Julius Caesar using a graphic organizer.

Writing - Students will revise their opinion essay explaining why a statue of a god or goddess should be built, based on peer feedback and self-reflection.

Language - Students will be able to determine the meaning of words formed when -ist or -ian is added to a known root word.

Formative Assessments

Activity Page 8.1 - Julius Caesar: Comparing two texts: Identify the main ideas in two texts on the same topic.

Activity Page 8.2 - Julius Caesar: Great Fighter, Great Writer Vocabulary Web: Use strategies to determine the meaning of vocabulary words in the text.

Activity Page 8.3 - Self Reflection: Revise writing based on self-reflection and peer feedback.

Activity Page 8.4 - The suffix -ist means a person who plays or makes. The suffix -ian means a person who is skilled in: Determine the meaning of words formed when -ist and -ian is added to known words.

Core Vocabulary: barbarian, Latin, ransom, revolt, talent

Read Aloud: Julius Caesar: Great Fighter, Great Writer

Core Vocabulary: alliance, compromise, crude, feud, negotiate

Read Aloud: Julius Caesar

Activity Pages: 8.1, 8.2, 8.3, & 8.4

Lesson 9 “Julius Caesar: The Later Years” and “Crossing the Rubicon”

Primary Focus of the Lesson:

Speaking and Listening - Students will identify key points about Julius Caesar.

Reading - Students will compare key points from text texts on Julius Caesar using a graphic organizer.

Writing - Students will take a position on whether Julius Caesar is a hero or traitor.

Formative Assessments

Activity Page 9.1 - Julius Caesar: Comparing Two Texts: Identify the main ideas in two texts on the same topic.

Activity Page 9.3 - Organizing the Debate: Plan a debate about Julius Caesar.

Core Vocabulary: conqueror, dictator, resolve, siege, uncivilized

Read Aloud: Julius Caesar: The Later Years

Core Vocabulary: civil war, conspirator, defeat, traitor, unusual

Read Aloud: Crossing the Rubicon

Activity Pages: 9.1, 9.2, 9.3, 9.4, 9.5, & 9.6

Lesson 10 Julius Caesar/ Augustus Caesar and the Roman Empire

Primary Focus of the Lesson:

Reading - Students will analyze Julius Caesar as a leader.

Speaking and Listening - Students will summarize key contributions and events in the life of Augustus Caesar.

Reading - Students will identify missing events in a timeline of Julius and Augustus Caesar's lives.

Language - Students will correctly spell and sort words spelled /ee/.

Formative Assessments

Activity Page 10.1 - Leader: Julius Caesar: Determine if Julius Caesar was a good leader.

Activity Page 10.3 - Bingo with a Twist: Summarize Augustus Caesar's life.

Activity Page 10.4 - Sequence the lives of Julius and Augustus Caesar: Sequence the lives of Julius and Augustus Caesar

Activity Page 10.5 - Spelling Assessment: Spell and sort words spelled /ee/.

Read Aloud: Julius Caesar: The Later Years

Core Vocabulary: illustrious, influence, parched, predecessor, vast

Read Aloud: Augustus Caesar and the Roman Empire

Activity Pages: 10.1, 10.2, 10.3, 10.4, 10.5, & 10.6

Lesson 11 Augustus Caesar and the Decline of the Roman Empire

Primary Focus of the Lesson:

Reading - Students will identify key details in a text and cite the page where evidence was found.

Speaking and Listening - Using a graphic organizer, students will identify factors that led to the decline of the Roman Empire.

Reading - Students will compare their point of view with the author.

Language - Students will spell and sort words with /ee/.

Formative Assessments

Activity Page 11.1 - After Caesar: Augustus and the Roman Empire: Determine if statements about Augustus Caesar are true or false.

Activity Page 11.4 - Spelling Sound /ee/: Sort and spell words spelled /ee/.

Core Vocabulary: chariot, magnificent, reform, reign, tradition

Read Aloud: After Caesar: Augustus and the Roman Empire

Core Vocabulary: decline, horde, invasion, mercenary, witness

Read Aloud: Augustus Caesar and the Decline of the Roman Empire

Activity Pages: 11.1, 11.2, 11.3, 11.4, & 11.5

Lesson 12 The Western and Eastern Empires and the Second Rome

Primary Focus of the Lesson:

Speaking and Listening - Students will explain why the Roman Empire split using information from the text and images.

Reading - Students will compare illustrations and text to learn more about Justinian.

Students will compare their point of view with that of the author.

Language - Students will form and use irregular verbs.

Formative Assessments

Activity Page 12.2 - Justinian Image Comparison: Compare and contrast two illustrations of Justinian.

Core Vocabulary: complex, dominant, persecute, vision

Read Aloud: The Western and Eastern Empires

Core Vocabulary: collapse, illegal, Justinian's Code, mosaic, pillar

Read Aloud: The Second Rome: From Constantine to Justinian

Activity Pages: 12.1, 12.2, 12.3, 12.4, & 12.5

Lesson 13 “Androcles and the Lion”

Primary Focus of the Lesson:

Speaking and Listening - Students will describe “Androcles and the Lion” and explain how the characters’s actions contribute to the sequence of events.

Reading - Students will identify the parts of a play and read it aloud with accuracy, appropriate rate, and expression.

Writing - Students will provide reasons (logical and emotional) to support their opinion.

Formative Assessments

Activity Page 13.1 - “Androcles and the Lion”: Describe the characters and events in “Androcles and the Lion.”

Core Vocabulary: arena, befriend, crouch, emperor, vicious

Read Aloud: “Androcles and the Lion”

Activity Pages: 13.1, 13.2, & 13.3

Lesson 14 Roman Detectives: Cases 1 and 2

Primary Focus of the Lesson:

Reading: Case 1 - Students will identify the point of view of the author, state their own opinion, and identify facts and opinions about Roman architecture using a graphic organizer.

Reading: Case 2 - Students will identify the point of view of the author, state their own opinion, and identify facts and opinions about Latin using a graphic organizer.

Grammar - Students will determine the meaning of words formed when -y and -al are added to a known root word.

Activity Pages: 14.1, 14.2, 14.3, 14.4, 14.5, 14.6, 14.7, 14.8, & 14.9

Lesson 15 Roman Detectives: Cases 3 and 4

Primary Focus of the Lesson:

Reading: Case 3 - Students will identify the point of view of the author, state their own opinion, and identify facts and opinions about Rome’s greatest contribution using a graphic organizer.

Writing: Case 4 - Students will write an opinion paragraph explaining the most beneficial Roman contribution.

Language - Students will form and use irregular verbs in sentences and use spelling patterns in writing /ee/ words.

Activity Pages: 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, & 15.8

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 4 - Lessons 1-15*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts:

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.:

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country
- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
- 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation
- 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict
- 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to

place on individuals, communities, and regions.

- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations
- 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.
- 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.
- 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

Science:

- 4-ESS3-1 Over time, people's needs and wants change, as do their demands for new and improved technologies.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Knowledge/Skills

Supplemental Materials

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Grade 3 Unit 5 Light and Sound

17 Days

Stage 1-Desired Results

Unit Summary:

In this unit students learn the science behind light and sound, reading about light sources, shadows, mirrors, reflection, refraction, lenses, and color and studying the characteristics of sound and the human voice. They also read biographies of Alexander Graham Bell and Thomas Edison, famous inventors who worked with light and sound. Students spell words that include /ee/ and /ae/, and they learn to use guide words in dictionary searches. They review adverbs ending with -ly, study adverbs that tell when and where, and learn the meanings and usages of the conjunctions and and but. Students review the suffixes -er, -or, -ist, -ian, -y, and -al. In addition, students will learn the suffixes -ous and -ly. Students write newspaper articles in this unit, conducting research on their article topics and taking their writing through the steps of the writing process.

Unit Goals:

- Identify characteristics of biography genre, that biographies are nonfiction accounts of peoples' lives
- Demonstrate understanding of key vocabulary
- Review previous spellings for /ee/ and /ae/ and learn new spellings for the /ae/ sound
- Acquire dictionary skills, particularly guide words
- Demonstrate understanding of adverbs indicating when and where and conjunctions
- Review previously learned suffixes and identify meaning and usage of -ous and -ly
- Unit Assessment

Essential Questions:

- What is the science behind light and sound?
- Who are the famous inventors that worked with light and sound?
- How did Bell and Edison change society?

Enduring Understandings:

- This domain builds on a previous domain, The Five Senses, with more in-depth information about sight and hearing.
- This domain provides the foundation for future, in-depth learning about the human body and light and sound.
- Introduces the concept that light usually moves in waves, but occasionally can move as a stream of particles.

NJSLS:

Lesson 1:

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

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

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

Lesson 2:

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

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

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

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

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

Lesson 3:

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

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

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

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

Lesson 4:

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

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

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

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

Lesson 5:

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

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

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

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

Lesson 6:

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

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

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

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

Lesson 7:

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

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

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

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

Lesson 8:

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

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

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

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

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

Lesson 9:

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

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

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

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

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

Lesson 10:

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

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

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

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

Lesson 11:

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

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

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

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

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

Lesson 12:

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

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

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

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

Lesson 13:

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

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

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

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

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

Lesson 14:

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

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

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

Lesson 15:

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

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

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

Lesson 16:

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

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

Lesson 17:

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

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

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

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

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

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

Stage 2-Assessment

Assessment:

- Formative - Written compare and contrast work, written lab notes, written summaries, written vocabulary work, written spelling work, written morphology work
- Summative Assessment - Written Research Project
- Benchmark Assessment - DIBELS, STAR Reading (B/M/E)

Stage 3- Learning Plan

Lesson 1 What is Light?, Part 1

Primary Focus of the Lesson:

Core Connections - Students will describe the concept of light.

Reading - Students will find key details and details in the text introducing the concept of light.

Writing - Students will take notes and write in response to the text about light.

Language - Students will review the spelling sounds /ee/.

Formative Assessments

Activity Page 1.1 - Before and After Reading: Find the main idea and details from the reading.

Core Vocabulary: source, energy, wavelength, vacuum, speed, wave, white light, electricity

Read Aloud: What is Light?

Activity Pages: 1.1, 1.2, 1.3, 1.4, & 1.5

Lesson 2 What is Light?, Part 2

Primary Focus of the Lesson:

Speaking and Listening - Students will describe and compare characters in a narrative text about light.

Reading - Students will answer questions and provide evidence from an informational text about light.

Writing - Students will compare and contrast two texts about light.

Writing - Students will summarize the main idea and supporting details presented in a video.

Language - Students create adverbs that show “how” and end in -ly.

Formative Assessments

Activity Page 2.1 - What is Light?: Answer questions after reading the text about light.

Activity Page 2.3 - Comparing and Contrasting Organizer: Compare and contrast two texts about light.

Video summary - How Light Travels: Students identify the main idea in a video.

Core Vocabulary: illuminates, energy, light waves, particles, rays, shadow

Read Aloud: What is Light?

Activity Pages: 2.1, 2.2, 2.3, 2.4, 2.5, & 2.6

Lesson 3 How Are Shadows Made?

Primary Focus of the Lesson:

Speaking and Listening - Students will work collaboratively in small groups to complete and discuss an experiment about shadows.

Writing - Students will take notes and record observations about cause and effect from an experiment about light and different surfaces and write a reflection.

Reading - Students will demonstrate understanding of cause and effect after reading an informational text

about how light makes shadows.

Language - Students will identify adjectives and adverbs correctly.

Formative Assessments

Activity Page 3.2 - Light Experiment Reflection: Write a reflection based on a shadow experiment.

Activity Page 3.4 - Use Adjectives and Adverbs: Use adjectives and adverbs correctly.

Core Vocabulary: absorb, transparent, skylight, opaque, project

Read Aloud: How Are Shadows Made?

Activity Pages: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, & 3.7

Lesson 4 Reflection and Mirrors

Primary Focus of the Lesson:

Speaking and Listening - Students will discuss ideas and apply information gained from listening to text about mirrors and reflections.

Writing - Students will compare and contrast ideas based on a hands-on investigation with convex and concave reflections.

Reading - Students will find the main idea and details in a text about mirrors and reflections, and find connections between different paragraphs.

Language - Students will identify adverbs that tell *when* and *where*.

Formative Assessments

Activity Page 4.1 - Lab Notes: Compare and Contrast: Compare and contrast convex and concave mirrors

Activity Page 4.2 - Lab Notes: Main Idea and Details: Find connections between paragraphs from the text

Activity Page 4.3 - Adverbs That Tell *How, When, Where*: Identify adverbs that tell how, when, and where.

Core Vocabulary: angle, concave, convex, transmitted

Read Aloud: Reflections and Mirrors

Core Vocabulary: mirror, reflect, plane, kaleidoscope, distory

Read Aloud: Mirrors and Reflections

Activity Pages: 4.1, 4.2, 4.3, 4.4, 4.5, & 4.6

Lesson 5 Refraction and Lenses, Part 1

Primary Focus of the Lesson:

Spelling - Students will write words using spelling patterns and rules for words with the /ee/ sound.

Speaking and Listening - Students will use events and details from listening to the story about refraction and lenses and apply what they've learned to show cause and effect.

Reading - Students will ask and answer questions about ideas and details in a text about refraction and lenses.

Morphology - Students will use the suffixes -y and -al correctly.

Formative Assessments

Activity Page 5.1 - Spelling Assessment: Spell words with the /ee/ sound correctly.

Activity Page 5.3 - Lab Notes: Ask and answer questions about the main idea and details of the text using a graphic organizer.

Activity Page 5.4 - Words with Suffixes -y and -al: Use suffixes -y and -al correctly in words and sentences.

Core Vocabulary: instruments, lens, refraction, translucent

Read Aloud: Refraction and Lenses

Core Vocabulary: refract, dense, magnify, security

Read Aloud: Refraction and Lenses

Activity Pages: 5.1, 5.2, 5.3, 5.4, & 5.5

Lesson 6 Refraction and Lenses, Part 2

Primary Focus of the Lesson:

Reading - Students will demonstrate comprehension of the text about refraction and lenses during a Close Reading activity.

Writing - Students will write for a specific task, reflecting on what they've learned from the reading about refraction and lenses.

Language - Students will demonstrate understanding of the domain words opaque, translucent, and transparent.

Language - Students will write words using spelling patterns and rules for words with the sound /ae/.

Formative Assessments

Activity Page 6.1 - Think-Write-Share: Write a letter reflecting on what has been learned from reading.

Read Aloud: Refraction and Lenses

Activity Pages: 6.1 & 6.2

Lesson 7 What is Color?

Primary Focus of the Lesson:

Reading - Students will find key ideas and details about light and color by reading the text.

Writing - Students will synthesize what they have learned about light and color through research and hands-on activities to write a summary demonstrating understanding of key concepts and vocabulary.

Speaking and Listening - Students will listen to the story "What is Color?" and answer questions based on content and vocabulary in the text.

Language - Students will use the meaning of suffixes -ous and -ly to write words and sentences.

Formative Assessments

Activity Page 7.1 - Lab Notes-White Light Research: Find key ideas and details from reading.

Activity Page 7.3 - Lab Notes-Research Summary: Briefly research color and light and write a summary.

Activity Page 7.4-7.7 - Suffixes -our and -ly: Add -ous and -ly to words to change the meaning of words.

Core Vocabulary: prism, spectrum, indigo, ultraviolet, infrared

Read Aloud: Color and Light

Core Vocabulary: optometrist, x-ray

Read Aloud: What is Color?

Activity Pages: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10

Lesson 8 What is Sound? Part 1

Primary Focus of the Lesson:

Reading - Students will write to show the relationship between content vocabulary words about light, using information from a glossary, notes, and text.

Speaking and Listening - Students will discuss and answer comprehension and vocabulary questions related to the Read-Aloud text about how sound waves are created and how they travel.

Writing - Students will identify the correct sequence of events to explain how sound is created and how it travels.

Writing - Students will state an opinion about how sound travels after watching a video clip.

Morphology - Students will write words using suffixes -ous and -ly.

Formative Assessments

Activity Page 8.1 - Triangle Connections: Find connections between vocabulary words.

Activity Page 8.2 - Sequencing Sentences: Sequence and write about how sound travels.

Activity Page 8.3 - Exit Ticket-Visualizing Vibrations: Write an opinion after viewing a video.

Activity Page 8.4 - Suffixes -ous and -ly: Change words and their meaning by adding -ous and -ly.

Core Vocabulary: cacophony, medium, sound, sound waves, vibration

Read Aloud: What is Sound?

Activity Pages: 8.1, 8.2, 8.3, 8.4, 8.5, & 8.6

Lesson 9 What is Sound? Part 2

Primary Focus of the Lesson:

Reading - Students will compare and contrast sound and light energy.

Writing - Students will write questions based on reading about sound and how it travels and then answer questions in writing.

Speaking and Listening - Students will participate in a group discussion following a sound experiment and share ideas and information.

Language - Students will choose adjectives, adverbs, and synonyms to expand simple sentences.

Formative Assessments

Activity Page 9.2 - Compare and Contrast: Light and Sound: Compare and contrast using a graphic organizer.

Activity Page 9.3 - Question Wall: Ask and answer questions about the reading.

Discussion - Seeing Sounds Lab Notes: Explain ideas in a small group discussion.

Activity Page 9.4 - Building Sentences: Expand sentences by choosing specific words for effect.

Activity Page 9.5 - Dictionary Skills: Demonstrate dictionary skills.

Core Vocabulary: vocal cords, medium

Read Aloud: What is Sound?

Activity Pages: 9.1, 9.2, 9.3, 9.4, 9.5, & 9.6

Lesson 10 Characteristics of Sound

Primary Focus of the Lesson:

Language - Students will write words using spelling patterns and rules for words with the /ae/ sound.

Reading - Students will read and answer comprehension questions about sound and its characteristics.

Speaking and Listening - Students will listen to the story about sound qualities and answer listening comprehension questions.

Writing - Students will write a reflection about what they've learned about sound in the reading and through the read-aloud.

Formative Assessments

Activity Page 10.1 - Spelling Assessment: Spell words with the /ae/ sound correctly.

Activity Page 10.3 - 3-2-1 Reflection: Write in response to what they've learned through reading and listening.

Core Vocabulary: pitch, volume, intense, damage

Read Aloud: Characteristics of Sound

Core Vocabulary: audiologist, composing, frequency, intensity

Read Aloud: Qualities of Sound

Activity Pages: 10.1, 10.2, 10.3, & 10.4

Lesson 11 The Human Voice

Primary Focus of the Lesson:

Speaking and Listening - Students will listen to the story about the human voice and its variations and answer questions about the text.

Reading - Students will read and answer comprehension questions about the human voice and how it is produced.

Writing - Students will use vocabulary and concepts from the reading and read-aloud to write a descriptive paragraph about a particular sound.

Language - Students will read and write words using alternate spellings for the /ae/ sound.

Formative Assessment

Activity Page 11.1 - Can You Guess My Sound?: Write a descriptive paragraph about a specific sound.

Core Vocabulary: variations, voice box, diaphragm,

Read Aloud: Voice

Core Vocabulary: trachea, larynx, automatically

Read Aloud: The Human Voice

Activity Pages: 11.1, 11.2, & 11.3

Lesson 12 Alexander Graham Bell

Primary Focus of the Lesson:

Reading - Students will read text about Alexander Graham Bell and answer questions about the text. Students will write to a prompt based on the word inspiration from the text.

Writing - Students will categorize, define, and write sentences using new academic and domain-specific vocabulary words they learned from the text.

Language - Students will use the conjunction *and* to create compound sentences.

Formative Assessments

Activity Page 12.1 - What Inspires You?: Respond to a prompt based on the reading.

Activity Page 12.2 - Comprehension Questions: Answer questions by finding evidence in the text.

Activity Page 13.3 - Three New Words: Use new vocabulary words when writing sentences.

Core Vocabulary: hearing trumpet, Visible Speech, symbol, inspiration, telegraph, Morse code

Read Aloud: Alexander Graham Bell

Activity Pages: 12.1, 12.2, 12.3, 12.4, & 12.5

Lesson 13 Thomas Edison: The Wizard of Menlo Park

Primary Focus of the Lesson:

Reading - Students will read text about Thomas Edison and then compare and contrast Alexander Graham Bell and Thomas Edison.

Speaking and Listening - Students will work collaboratively and discuss ideas while analyzing a newspaper to identify informational text features.

Writing - Students will begin planning for researching and writing a newspaper article on the invention of the telephone or the incandescent light bulb.

Formative Assessments

Activity Page 13.1 - Planning a Research Article and Notes: Create a plan for a research article.

Core Vocabulary: scarlet fever, patent, phonograph, incandescent, kinoscope

Read Aloud: Thomas Edison: The Wizard of Menlo Park

Activity Pages: 13.1 & 13.2

Lesson 14 Research Writing: Newspaper Article

Primary Focus of the Lesson:

Writing - Students will conduct research on their topic, taking notes and categorizing the information in a graphic organizer.

Writing - Students will write their first draft of their research project.

Formative Assessments

Activity Page 14.1 - Unit Assessment: Demonstrate reading comprehension, grammar, and morphology skills.

Activity Page 13.1 - Planning a Research Article and Notes: Research and take notes on an invention and inventor.

Activity Page 14.2 - First Draft: A first draft of the research-writing project will be written.

Activity Page 14.3 - Optional Fluency Assessment: Demonstrate reading fluency

Activity Pages: 14.1, 14.2, & 14.3

Lesson 15 Drafting: Newspaper Article

Primary Focus of the Lesson:

Language - Students will spell words using alternate spellings for the sound /ae/.

Writing - Students will complete drafts of their newspaper articles and revise based on feedback and criteria on a checklist.

Formative Assessments

Activity Page 15.1 - Spelling Assessment: Use alternate spellings for the sound /ae/ to spell words correctly.

Activity Page 15.4 - Revision and Second Draft: Revise and write second drafts.

Activity Pages: 15.1, 15.2, 15.3, & 15.4

Lesson 16 Editing and Publishing: Newspaper Article

Primary Focus of the Lesson:

Writing - Students will edit and publish their final newspaper articles on either the invention of the telephone or the invention of the incandescent light bulb.

Writing - Students will produce and publish writing using technology (optional).

Formative Assessments

Activity Page 16.3 - Invention Gazette: Finish the final copy of a research writing project.

Activity Pages: 16.1, 16.2, & 16.3

Lesson 16 Presenting: Newspaper Article

Primary Focus of the Lesson:

Speaking and Listening - Students will present their newspaper articles in a group setting, speaking clearly and at an appropriate pace, and then answer questions from group members.

Speaking and Listening - Students will follow the rules of discussion, pose questions to the speaker, and make comments appropriate to the discussion.

Reading - Students will reread favorite texts aloud and share their opinions with others.

Formative Assessments

Speaking and Listening Checklist - Speaking and Listening Checklist: Share in groups, asking and answering questions and explaining ideas.

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 5 - Lessons 1-16*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts:

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.:

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Science:

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Knowledge/Skills

Supplemental Materials

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Grade 3 Unit 6 The Viking Age 11 Days

Stage 1-Desired Results

Unit Summary:

This unit immerses students in the lives of the ancient Norse, using both informational and literary text to convey information about the Vikings, their culture, and their exploration. During this unit, students also participate in a Quest, an immersive, digital, narrative experience that helps them experience what life was like in Viking communities and work collaboratively to make decisions in the Viking manner. Students spell words with /k/ and /s/, learn the conjunction because, and work with the suffixes –ly and –ive. Student writing focuses on the characters about which they are reading; students compare and contrast characters, analyze them, and imagine new narratives for them. Students also complete a Mid-Year assessment in this unit, allowing teachers to measure their progress toward mastering grade-level standards.

Unit Goals:

- Make predictions about a text
- Describe, compare and assign actions to characters
- Write informational piece on character description
- Review spelling patterns for /k/ and /s/
- Identify conjunction “because” as the signal of an answer to a “why” question
- Demonstrate understanding of key vocabulary
- Apply suffixes -ive and -ly to root words
- Mid-Year Assessment

Essential Questions:

- What lessons about people and humanity can we learn from stories about the Norse gods?
- What personalities did the Norse gods have?
- How did the people of the Viking Age imagine what the universe looked like?

Enduring Understandings:

- This unit serves as an introduction to the Viking Age.
- It builds upon prior knowledge and understandings of ancient civilizations.
- Students will learn about Norse culture, geography, and everyday life.
- Provides an introduction to Viking explorers.

NJSLS:

Lesson 1:

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

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

Lesson 2:

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

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

Lesson 3:

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

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

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

Lesson 4:

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

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

Lesson 5:

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

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

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

Lesson 6:

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

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

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

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

Lesson 7:

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

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

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

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

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

Lesson 8:

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

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

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

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

Lesson 9:

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

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

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

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

Lesson 10:

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

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

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

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

Lesson 11:

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

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

Stage 2-Assessment

Assessment:

- Formative - Midyear assessment, spelling assessment written responses making predictions, written grammar work, written morphology work, written responses to comprehension questions
- Summative Assessment - Written Guess My Character work
- Benchmark Assessment - DIBELS, STAR Reading (B/M/E)

Stage 3- Learning Plan

Lesson 1 Norse Mythology

Primary Focus of the Lesson:

Language - Students will categorize words using different spelling patterns for /k/

Reading - Students will make predictions about characters of Norse mythology

Formative Assessments

Mid-year Assessment - Activity Page 1.1

Journal Entry - Make predictions

Read Aloud: Gods, Giants, and Dwarves

Activity Pages: 1.1 & 1.2

Lesson 2 Sif's Golden Hair

Primary Focus of the Lesson:

Language - Students will write sentences using the conjunction because.

Reading - Students will examine a Norse myth and identify characters, setting, and plot.

Formative Assessments

Activity Page 1.1 - Midyear Assessment

Activity Page 2.3 - Cause and Effect: Conjunction because: Combine simple sentences to form a new sentence

Activity Page 2.2 "Sif's Golden Hair": Answer questions about the text

Core Vocabulary: mead, veil, scoundrel, hideous, dwarf, awry, assembly, summon

Read Aloud:

Gods Giants and Dwarves

"Sif's Golden Hair"

Activity Pages: 1.1, 2.3, 2.1, 2.2, & 2.4

Lesson 3 Loki and the Dwarves

Primary Focus of the Lesson:

Language - Students will determine the meaning of words formed when -ive or -ly is added to a root word.

Reading - Students will answer questions, orally and in writing, about main ideas and details from a Norse myth.

Formative Assessments

Activity Page 3.1 - Mid-year assessment

Activity Page 3.4 - Suffix -ive: Add to root words and determine meanings

Activity Page 3.6 - Suffix -ly: Add to root words and determine meanings

Activity Page 3.2 - Loki and the Dwarves: Respond to questions about the text

Core Vocabulary: realm, creature, surly, craftsman, flatter, anvil, forge, master, guardian

Read Aloud: "Loki and the Dwarves"

Activity Pages: 3.1, 3.4, 3.2, 3.6, & 3.7

Lesson 4 Stolen Thunder

Primary Focus of the Lesson:

Language - Students will interpret the meaning of sentences that use the conjunction because

Reading - Students will answer questions, orally and in writing about main ideas and details from Norse myths

Formative Assessments

Activity Page 4.1 - Midyear assessment

Activity Page 4.3 - Conjunction because: Answer comprehensions questions about a conjunction

Activity Page 4.2 - “Stolen Thunder”: Respond to questions about the text

Core Vocabulary: boomerang, journey, what a pity, mince words, villainy, beast, wisdom

Read Aloud: Gods, Giants, and Dwarves

Activity Pages: 4.1, 4.2, 4.3, 4.4, & 4.5

Lesson 5 A Plan is Made

Primary Focus of the Lesson:

Language - Students will write words using spelling patterns and rules for the sound /k/

Reading - Students will answer questions about a text and explicitly cite the text as the basis for their answers

Reading - Students will write a description of a character from a Norse myth.

Formative Assessments

Activity page 4.1 - Mid-Year assessment

Activity page 5.1 - Spelling assessment

Activity Page 5.2 - “A Plan is Made”: answer questions and cite evidence

Journal Entry - Character description

Core Vocabulary: rogue, maid of honor, massive, barrel-chested, corset, dainty, conceal, adventure

Read Aloud: Chapter 4”A Plan is Made”

Activity Pages: 4.1, 4.1.E.1-E.4, 5.1, 5.2, 2.1, & Journal

Lesson 6 The Wedding Feast

Primary Focus of the Lesson:

Reading - Students will make and confirm predictions about the concluding events of a story, Students will answer questions about a text and explicitly cite the text as the basis for their answers

Writing - Students will compare and contrast two characters from Norse mythology and plan a short narrative about one character

Language - Students will categorize words using different spelling patterns for /s/

Formative Assessments:

Activity page 6.1 - The Wedding Feast: Answer questions and cite evidence from the text

Journal Entry - Character comparison: Complete a Venn Diagram comparing and contrasting characters

Core Vocabulary: belch, fast

Read Aloud: Giants, Gods, and Dwarves

Activity Pages: 6.1, journal, 6.2, 6.3, & 6.4

Lesson 7 Balder, the Beautiful

Primary Focus of the Lesson:

Reading - Students will identify a series of cause and effect relationships in a Norse myth. Students will answer questions about a text and explicitly cite the text as the basis for their answer

Writing - Students will draft a paragraph to describe a character from a Norse myth

Language - Students will interpret the meaning of sentences that use the conjunction because

Formative Assessments

Activity Page 7.1 - “Balder the Beautiful”: Answer questions and cite text evidence

Journal entry - Character Paragraph: Draft a paragraph to describe a character

Activity page 7.2 - Practice conjunction because: Answer comprehension questions about using a conjunction

Core Vocabulary: disguises, rumor, swear, mistletoe

Read Aloud: Gods, Giants, and Dwarves

Activity Pages: 7.1, Cause and Effect Chart, Journal, 7.2, & 7.3

Lesson 8 The Death of Balder

Primary Focus of the Lesson:

Reading - Students will describe a character from a Norse myth, Students will answer questions about a text and explicitly cite text for their answers

Writing - Students will complete a paragraph describing characters from a Norse myth

Language - Students will choose words with the correct suffix

Formative Assessments

Notecard - Describe a Character: Write three words or phrases to describe Balder

Activity page 8.1 - The Death of Balder: Answer questions and cite text evidence

Journal entry - Character Description: Write a paragraph describing one character

Activity page 8.2 - Suffix Puzzle: Choose correct word to fill in the blanks

Core Vocabulary: despair, steed, mourn

Read Aloud: Gods, Giants and Dwarves

Activity Pages: 8.1, 8.2, & 8.3

Lesson 9 Loki's Punishment

Primary Focus of the Lesson:

Reading - Students will analyze how a character changes over time. Students will answer questions about a text and cite evidence as basis for answers

Writing - Students will revise writing based on feedback

Language - Students will create sentences using the conjunction because

Formative Assessments

Activity page 9.1 Loki's Punishment: Answer questions and cite evidence

Journal Entry - Character Description: Revise writing to strengthen description

Activity page 9.2 - Building Sentences: Create new sentences with the conjunction because

Core Vocabulary: patine, vow, serpent, writhe, prophecy, triumph, fate

Read Aloud: Giants, Gods, and Dwarves

Activity Pages: 9.1, 9.2, & 9.3

Lesson 10: Concluding Norse Mythology

Primary Focus of the Lesson:

Language - Students will write words using spelling patterns and rules for the sounds /s/. Students identify cause and effect in sentences and create sentences using the conjunction because

Writing - Students will write a final draft of a character description and create illustrations to support their writing

Reading - Students will reread a chapter of their choice independently or with a partner

Formative Assessments

Activity page 10.1 - Spelling Assessment

Activity page 10.2 - Cause and Effect

Character description - Final Paragraph and Illustrations

Read Aloud: Gods, Giants, and Dwarves

Activity Pages: 10.1 & 10.2

Lesson 11 Presenting Character Descriptions

Primary Focus of the Lesson:

Speaking and Listening - Students will present their character description paragraphs and explain the supporting illustrations

Reading - Students will create comic book pages based on literary text

Formative Assessments

Character Descriptions - Final Paragraph with Illustrations

PR Activity Pages 46-54 - Comic Book Organizer

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 6 - Lessons 1-11*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts:

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.:

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.

Science:

- 4-ESS3-1 Over time, people's needs and wants change, as do their demands for new and improved technologies.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Knowledge/Skills

Supplemental Materials

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Grade 3 Unit 7 Astronomy: Our Solar System and Beyond

20 Days

Stage 1-Desired Results

Unit Summary:

Students learn about astronomy and the universe around us, reading about the sun, planets, our moon, asteroids, comets, meteors, galaxies, stars, and important figures in the history of space exploration, including Nicolaus Copernicus and Mae Jemison. They review words with spelling patterns /j/, /n/, /ae/, /k/, and /s/ and learn the conjunctions so and or as part of their continuing study of conjunctions. They also review the use of quotation marks in dialogue and learn about singular and plural possessive nouns and the correct punctuation needed for presenting items in a series. The formal writing piece for the Astronomy unit is a multi-day informative writing project that describes a day in the life of an astronaut on the International Space Station. Students will gather information, take and organize notes, and use the writing process to plan, draft, revise, edit, and publish the final piece.

Unit Goals:

- Compare and contrast two people, things or ideas
- Write an informative piece about the life of an astronaut
- Identify cause and effect in a text
- Demonstrate proficiency in dictionary skills using guide words
- Demonstrate understanding of singular and plural possessive nouns
- Apply knowledge of suffixes to unfamiliar words in text and content
- Demonstrate understanding of key vocabulary
- Unit Assessment

Essential Questions:

- What celestial objects make up our solar system?
- What are the features of the eight planets in our solar system?
- Where are certain constellations visible in the night sky?
- How do we know that the planets orbit the sun?
- What is an ordinary day like on the International Space Station?

Enduring Understandings:

- Gravity is a force that has different effects on Earth than it does in space.
- The difference between a hypothesis and a theory.
- Introduction of the Big Bang Theory as a theory of the origin of the universe.
- Key people and events from the study and exploration of space.

NJSLS:

Lesson 1:

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

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

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

Lesson 2:

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

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

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

Lesson 3:

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

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

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

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

Lesson 4:

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

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

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

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

Lesson 5:

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

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

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

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

Lesson 6:

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

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

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

producing written work routinely.

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

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

Lesson 7:

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

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

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

Lesson 8:

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

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

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

Lesson 9:

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

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

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

Lesson 10:

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

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

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

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

Lesson 11:

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

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

information to include while planning to write about a topic.

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

Lesson 12:

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

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

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

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

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

Lesson 13:

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

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

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

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

Lesson 14:

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

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

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

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

Lesson 15:

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

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

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an

informational text, referring explicitly to textual evidence as the basis for the answers.

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

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

Lesson 16:

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

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

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

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

Lesson 17:

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

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

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

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

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

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

Lesson 18:

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

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

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

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

Lesson 19:

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

RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the

same author about similar characters (e.g., in books from a series).

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

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

Lesson 20:

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

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

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

Stage 2-Assessment

Assessment:

- Formative - comprehension questions, student written responses, spelling assessment, student written paragraphs, contribution to class discussion, reader's theatre performance
- Summative Assessment - Student written Performance Task Parts 1 and 2 "The Big Bang Theory"
- Benchmark Assessment - DIBELS, STAR Reading (B/M/E)

Stage 3- Learning Plan

Lesson 1 The Sun, Earth and Our Solar System

Primary Focus of the Lesson:

Core Connections - students will identify objects in our solar system

Speaking and Listening - Students will listen to an informational text introducing them to the solar system and sequence the steps of a solar and lunar eclipse

Reading - Students will read and answer comprehension questions about the sun, Earth, and our solar system

Language - Students will write words using spelling patterns and rules for words with the /j/ sound

Formative Assessments

Activity page 1.1 - A Solar Eclipse: Sequence events of a solar eclipse

Activity page 1.2 - A Lunar Eclipse: Sequence events of a lunar eclipse

Core Vocabulary: atmosphere, axis, eclipse, hemisphere, universe, planet, solar system, orbit, rotate, tilted

Read Aloud: "Our Planet Earth", "The Sun, Earth, and Our Solar System"

Activity Pages: 1.1, 1.2, 1.3, 1.4, 1.5, & 1.6

Lesson 2 Our Solar System, Part 1

Primary Focus of the Lesson:

Reading - Students will read and answer comprehension question about the moon

Speaking and Listening - Students will compare and contrast a video and a text read aloud about the solar system

Language - Students will use conjunctions so to understand cause and effect and combine sentences

Formative Assessments

Activity Page 2.1 - The Moon: Answer questions using evidence in the text

Activity Page 2.2 Compare and Contrast: Compare a video and text on the same topic

Core Vocabulary: eclipse, celestial bodies, core, debris, meteoroids, satellites, terrain

Read Aloud: What is Our Universe?

Activity Pages: 2.1, 2.2, 2.3, 2.4, & 2.5

Lesson 3 The Planets Closest to the Sun

Primary Focus of the Lesson:

Speaking and Listening - Students will listen to and discuss informational text about the planets in our solar system

Reading - Students will read informational text about the inner planets and make connections between main ideas in paragraphs

Writing - Students will write a summary statement of paragraphs in an informational text about the inner planets

Language - Students will write words using spelling patterns and rules for words with the /j/ sound

Formative Assessments

Activity page 3.1 - Main Ideas in Paragraphs: Students will write a summary statement connecting paragraphs in a text

Core Vocabulary: frigid, greenhouse, NASA, polar, naked eye, probe

Read Aloud: What's in Our Universe?

Activity Pages: 3.1, 3.2, 3.3, & 3.4

Lesson 4 The Outer Planets

Primary Focus of the Lesson:

Reading - Students will read informational text about the outer planets in the solar system and make connections between main ideas in paragraphs

Writing - Students will compare and contrast texts about the inner and outer planets in the solar system

Language - Students will add suffixes - ful and -less to change the meaning of words

Formative Assessments

Activity page 4.1 - Main Ideas in Paragraphs: Write a summary statement connecting paragraphs

Writing - Comparing and Contrasting Inner and Outer Planets

Core Vocabulary: gas giant, hydrogen,

Read Aloud: What's Our Universe?

Activity Pages: 4.1, 4.2, 4.3, 4.4, 4.5, & 4.6

Lesson 5 Asteroids, Comets, and Meteors

Primary Focus of the Lesson:

Language - Students will write words using spelling patterns and rules for the sound /j/

Reading - Students will read informational text and use a graphic organizer to compare and contrast asteroids, comets, and meteors

Writing - Students will differentiate between meteors, meteoroids, and meteorites

Language - Students will write sentences using the conjunction so

Formative Assessments

Activity page 5.1 - Spelling Assessment: Spell words with sound /j/

Activity Page 5.2 - Exit Ticket: Meteors, Meteoroids, Meteorites

Activity Page 5.3 - Building Sentences with the Conjunction so

Core Vocabulary: asteroid, comet, meteor, asteroid belt, Halley's Comet, meteorite

Read Aloud: What's in Our Universe?

Activity Pages: 5.1, 5.2, & 5.3

Lesson 6 Galaxies and Stars

Primary Focus of the Lesson:

Reading - Students will gather key ideas and details from text and answer questions about galaxies and stars

Writing - Students will respond to text about galaxies and stars in a variety of ways and different purposes

Language - Students will combine sentences using the conjunctions and and or. Students will write words using spelling patterns and rules for the sound /n/

Formative Assessments

Activity Page 6.2 - Galaxies and Stars: Students will answer questions from the text

Activity Page 6.3 - Reading /Writing Choice Board: Students will respond to text through writing activities

Core Vocabulary: galaxy, astronomer, Milky Way Galaxy, Andromeda Galaxy

Read Aloud: What's in Our Universe?

Activity Pages: 6.1, 6.2, 6.3, 6.4, 6.5, & 6.6

Lesson 7 Compare and Contrast: Galaxies

Primary Focus of the Lesson:

Speaking and Listening - Students will listen to and read text about galaxies to find key ideas, details, words, and phrases

Reading - Students will compare and contrast two text on the same topic

Language - Students will change the meaning of root words by adding suffixes -ful and -less

Formative Assessments

Activity Page 7.2 - Compare and Contrast: Students will complete a graphic organizer comparing two texts about galaxies

Core Vocabulary: light-years, atoms, astronomical, cluster, fuse, irregular, spiral

Read Aloud: What's in Our Universe?

Activity Pages: 7.1, 7.2, 7.3, & 7.4

Lesson 8 Constellations and Stars

Primary Focus of the Lesson:

Reading - Students will read informational text about constellations and answer comprehension questions by finding evidence in the text

Speaking and Listening - Students will listen to an informational text and a poem read aloud about constellations and stars and compared ideas in the text

Language - Students will show cause and effect by writing sentences using the conjunction so

Formative Assessments

Activity Page 8.1 - Constellations: Students will answer questions about constellations using text evidence

Activity Page 8.2 - Practice Conjunction *so*: Students will create an effect to go with a cause by adding the conjunction so to make a compound sentence

Core Vocabulary: constellation, Ursa Major, Ursa Minor, Polaris, ladle, magnetic, navigate, orient, orienteering

Read Aloud: What's in Our Universe?

Activity Pages: 8.1, 8.2, 8.3, & 8.4

Lesson 9 Space Exploration

Primary Focus of the Lesson:

Speaking and Listening - Students will make before and after responses to text ea aloud about space exploration

Writing - Students will write an opinion about the future of space exploration

Language - Students will write words with spelling /n/ and add the appropriate suffixes to make sense in sentences

Formative Assessments

Activity Page 9.1 - Anticipatory Guide: Students will make before and after responses

Activity Page 9.2 - Future of Space Travel - Opinion: Students will write an opinion about the future of space travel

Core Vocabulary: module, probes, spacecraft, reusable, triumph

Read Aloud: What's in Our Universe?

Activity Pages: 9.1, 9.2, & 9.3

Lesson 10 Exploring Space

Primary Focus of the Lesson:

Language - Students will write words using spelling patterns and rules for the sound /n/

Reading - Students will read informational text about space exploration and answer comprehension questions by finding text evidence. Students will find the relationship between content vocabulary and words about astronomy using information gathered from reading and from the glossary

Writing - Students will respond to the text about space exploration in a variety of ways and for different purposes

Formative Assessments

Activity Page 10.1 - Spelling Assessment: Students will correctly spell words with the sound /n/

Activity Page 10.2 - Comprehension Questions: Students will answer questions after reading a text about exploring space

Activity Page 10.3 - Triangle Connections: Students will find connections between vocabulary words

Activity Page 10.4 - Reading/Writing Choice Boards: Students will respond to text through writing activities

Core Vocabulary: observatory, launch, Hubble Telescope, astronaut, manned, Apollo 11, gravity, attraction

Read Aloud: What's in Our Universe?

Activity Pages: 10.1, 10.2, 10.3, 10.4, & 10.5

Lesson 11 Gravity - Close Reading Part 1

Primary Focus of the Lesson:

Reading - Students will read informational text about gravity to find the key ideas, details, words, and phrases

Writing - Students will write a summary about their experiences during a gravity experiment

Language - Students will write words using spelling patterns and rules for the sounds /ae/, /k/, /s/, /j/, /n/

Formative Assessments

Writing - Gravity Experiment: Students will write a summary about their experiences during a gravity

experiment

Core Vocabulary: gravity, force, matter, gravitational pull, black hole, tides

Activity Pages: 11.1, 11.2, & 11.3

Lesson 12 Gravity - Close Reading Part 2

Primary Focus of the Lesson:

Reading - Students will demonstrate comprehension of the text about gravity during a close reading activity

Writing - Students will write a reflection about what they've learned about gravity from the reading

Language - Students will use correct punctuation in sentences with dialogue

Formative Assessments

Activity Page 12.1 - Reflection 3-2-1: Students will write about what they have learned about gravity

Read Aloud: What's in Our Universe?

Activity Pages: 12.1, 11.1, & 12.2

Lesson 13 Gravity - Reader's Theatre Nicolaus Copernicus

Primary Focus of the Lesson:

Reading - Students will demonstrate comprehension of a text read aloud about Nicholas Copernicus

Writing - Students will collaborate to write a narrative script based on informational text about Nicholas Copernicus.

Speaking and Listening - Students will read narrative text aloud with accuracy, appropriate rate, and expression

Formative Assessments

Activity Page 13.2 - What's My Line?: Students will write out the dialogue they are responsible for delivering during their group's Reader's Theatre presentation.

Core Vocabulary: diurnal, geocentric, heliocentric, hypothesis, calculations, logical, opposed

Read Aloud: What's in Our Universe?

Activity Pages: 13.1, 13.2, & 13.2

Lesson 14 Gravity - What's it Like in Space?

Primary Focus of the Lesson:

Reading - Students will compare and contrast two texts about the moon landing and what it's like in space.

Speaking and Listening - Students will read narrative text aloud during Reader's Theatre about Nicolaus Copernicus.

Language - Students will use the meaning of suffixes to choose the correct word in sentences.

Formative Assessments

Activity Page 14.1 - Compare/Contrast: Students will write a summary about what is most similar about two texts

Activity Page 14.2 - Reflection: Students will write a reflection about the reading, writing, and performing experience during Reader's Theatre

Activity Page 14.3 - Review Suffixes: Students will determine if the correct word is being used in a sentence using suffix meaning

Read Aloud: What's in Our Universe?

Activity Pages: 13.2, 14.1, 14.2, 14.3, & 14.4

Lesson 15 Gravity - The Space Shuttle

Primary Focus of the Lesson:

Language - Students will write words using spelling patterns and rules for the sounds /ae/, /k/, /s/, /j/, /n/

Speaking and Listening - Students will work collaboratively to make connections between sentences in the text about the space shuttle and explain their ideas and reasoning

Reading - Students will demonstrate comprehension of an informational text about the space shuttle.

Students will make connections between sentences in paragraphs from text about Jupiter

Writing - Students will write a brief informational paragraph using words that connect the sentences together in a logical sequence.

Formative Assessments

Activity Page 15.1 - Spelling Assessment: Students will spell words correctly for the sounds /ae/, /k/, /s/, /j/, /n/

Activity Page 15.2 - Comprehension Questions: Students will answer questions by finding evidence in the text

Activity Page 15.3 - Connecting Sentences: Students will determine how sentences are connected in a paragraph

Core Vocabulary: space shuttle, booster rocket, shuttle, especially, unmanned

Read Aloud: What's in Our Universe?

Activity Pages: 15.1, 15.2, 15.3, & 15.4

Lesson 16 Gravity - Mae Jemison (Amistad)

Primary Focus of the Lesson:

Speaking and Listening - Students will listen to text read aloud about astronaut Mae Jemison and answer questions about her life

Reading - Students will read about astronaut Mae Jemison and put the events of her life in sequence

Writing - Students will write an opinion about a famous quote by Mae Jemison

Formative Assessments

Activity Page 16.1 - Mae Jemison: Students will answer questions about Mae Jemison's life during the read aloud

Activity Page 16.2 - Sequencing and Reflection: Students will put Mae Jemison's life events in order

Writing - Opinion: Students will write about a famous quote and what it means to them

Core Vocabulary: aeronautics, engineering, applications, pursue, refugees, tragedy, chemical engineering, African-American studies, Peace Corps, Endeavour, health care

Read Aloud: What's in Our Universe?

Activity Pages: 16.1, 16.2, & 16.3

Lesson 17 Gravity -A Tour of the International Space Station

Primary Focus of the Lesson:

Speaking and Listening - Students will identify key ideas and details from websites and videos about the International Space Station

Writing - Students will plan to write an informative piece about a day in the life of an astronaut aboard the ISS

Reading - Students will read a story about a girl who goes to an astronomy camp and answer questions about the text. Students will read a passage out loud.

Language - Students will use the correct punctuation to indicate singular possessive nouns.

Formative Assessments

Activity Page 17.2 - Planning: Students will plan an informative writing piece using a graphic organizer

Activity Page 17.3 - "Stargirl": Students will read and answer questions about the story

Activity Page 17.4 - Optional Fluency Assessment: Students will demonstrate reading fluency

Read Aloud: What's in Our Universe?

Activity Pages: 17.1, 17.2, 17.3, 17.4, & 17.5

Lesson 18 Informative Writing: A Day in the Life of an Astronaut on the International Space Station

Primary Focus of the Lesson:

Reading - Students will read about the International Space Station and respond in a variety of ways and for different purposes.

Language - Students will use correct punctuation to indicate plural possessive nouns.

Writing - Students will plan and draft an informative piece about a day in the life of an astronaut aboard the ISS.

Formative Assessments

Activity Page 18.1 - Reading/Writing Choice Board: Students will respond to text through various activities

Core Vocabulary: international

Read Aloud: What's in Our Universe?

Activity Pages: 18.1, 18.2, & 17.2

Lesson 19 Performance Task: The Big Bang Theory - Part 1

Primary Focus of the Lesson:

Reading - Students will identify cause and effect and sequence ideas about the Big Bang theory. Students will compare and contrast two texts about the Big Bang theory.

Writing - Students will complete their drafts and revise an informative piece describing a day in the life of an astronaut on the ISS.

Formative Assessments

Activity Page 19.1 - The Big Bang theory Performance Task part 1 a: Identify cause and effect and sequence

Activity Page 19.2 - The Big Bang theory Performance Task part 1 b: Identify cause and effect and sequence

Activity Page 19.3 - The Big Bang theory Performance Task part 1 c: Compare and contrast two texts

Core Vocabulary: data, expanding, phenomenon, compressed, big bang theory, astrophysicists, theory, matter, sphere

Read Aloud: What's in Our Universe?

Activity Pages: 19.1, 19.2, 19.3, & 19.4

Lesson 20 Performance Task: The Big Bang Theory - Part 2

Primary Focus of the Lesson:

Reading - Students will gather evidence from two texts on the Big Bang theory to write an extended response in the form of an informative paragraph

Writing - Students will edit and publish an informative text describing a day in the life of an astronaut on the ISS

Formative Assessments

Activity Page 20.2 - The Big Bang Theory Performance Task Part 2: Students will draft an informative paragraph about the big bang theory.

Writing Paper - A Day on the International SPace Station: Students will edit and publish an informative piece on the day in the life of an astronaut on the International Space Station

Activity Pages: 19.1, 19.2, 19.3, 20.1, & 20.2

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 7 - Lessons 1-20*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts:

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.:

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Science:

- 4-ESS3-1 Over time, people's needs and wants change, as do their demands for new and improved technologies.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Knowledge/Skills

Supplemental Materials

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Grade 3 Unit 8 Native Americans: Regions and Cultures

13 Days

Stage 1-Desired Results

Unit Summary:

Students read how Native Americans spread through the continents, changing their ways of life as they did so. They learn about Native Americans who settled in the Greater Mississippi River areas as well as in the Southwest, Northeast, Southeast, and Arctic/Subarctic. Students review words with /ə/ and /sh/ + /ə/ + /n/ spelled 'tion.' They study possessive nouns and pronouns, plural possessive nouns not ending in 's' or 'es,' and singular and plural possessive nouns. They also learn the difference between the possessive pronoun its and the contraction it's. Students learn the suffixes -ish, -ness, -able, and -ible. Students use writing to compare and contrast, assemble information, and reflect on what they have learned.

Unit Goals:

- Demonstrate understanding of key vocabulary
- Review various spelling patterns for mastery
- Identify possessive nouns and pronouns
- Understanding of suffixes -ish, -ness, -able, and -ible
- Strengthen dictionary skills by determining key words, the function of entry words, and the meaning of different homographs
- Unit Assessment

Essential Questions:

- How did Native Americans spread through the continents?
- Why did Native Americans change their way of life when they settled in different areas?

Enduring Understandings:

- Scientists believe that the first people in North and South America migrated there from Asia.
- Native Americans had to adapt to the climate and geography of the land on which they lived.
- That adaptation shaped their culture, including the methods they used to obtain food, the shelters they built, and the clothing they wore.

NJSLS:

Lesson 1:

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

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

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

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

Lesson 2:

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

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

information to include while planning to write about a topic.

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

Lesson 3:

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

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

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

Lesson 4:

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

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

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

Lesson 5:

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

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

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

Lesson 6:

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

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

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

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

Lesson 7:

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

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

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

Lesson 8:

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

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

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

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

Lesson 9:

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

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

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

Lesson 10:

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

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

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

Lesson 11:

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

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

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

Lesson 12:

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

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

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

Lesson 13:

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

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

Stage 2-Assessment

Assessment:

- o Formative - Student oral responses and participation with discussion questions, written responses to comprehension questions, written grammar work, written morphology responses, written spelling work,
- o Summative Assessment - Student Skills Assessment, Oral Reading Fluency Assessment, Compare and Contrast Writing
- o Benchmark Assessment - DIBELS, STAR Reading (B/M/E)

Stage 3- Learning Plan

Lesson 1 Spreading Through the Continents

Primary Focus of the Lesson:

Core Connections - Students will identify North America, South America, and Asia on a map.

Speaking and Listening - Students will identify the cause and effect relationship related to the change from nomadic Native Americans to Native Americans who settled in one place.

Reading - Students will describe characters in “Etu, the Hunter” and explain how their actions contribute to the sequence of events.

Language - Students will use spelling patterns and generalizations in writing words with the /ə/ spelled ‘a’ and ‘e.’

Formative Assessments

Activity Page 1.2 - Ice Age Cause and Effect Chain: Identify the cause and effect events.

Core Vocabulary: nomadic, prey, regions, woolly mammoth

Read Aloud: Spreading Through the Continents

Core Vocabulary: stampede

Read Aloud: “Etu, the Hunter”

Activity Pages: 1.1, 1.2, 1.3, 1.4, & 1.5

Lesson 2 Changing Ways of Life

Primary Focus of the Lesson:

Speaking and Listening - Students will explain the connection between words and illustrations in a text about Native Americans.

Writing - Students will make personal connections to the text by describing the cultural identity of present-day communities.

Language - Students will form and use plural possessive nouns.

Formative Assessments

Activity Page 2.2 - Changing Ways of Life Illustrations: Explain connections between the illustration and the text.

Activity Page 2.5 - Plural Possessive Nouns Not Ending in -s or -es: Form plural possessive nouns.

Core Vocabulary: generation, lush

Read Aloud: Changing Ways of Life

Activity Pages: 2.1, 2.2, 2.3, 2.4, 2.5, & 2.6

Lesson 3 “Akando and Aponi, the Gatherers”

Primary Focus of the Lesson:

Reading - Students will explain how specific aspects of illustrations in “Akando and Aponi, the Gatherers” contribute to what is conveyed by the words in the story.

Speaking and Listening - Students will be able to identify qualities of engaging audio recordings of stories.

Language - Students will determine the meaning of words formed when -ish or -ness is added to the known root word.

Formative Assessments

Activity Page 3.1 - Akando and Aponi Illustrations: Explain illustrations.

Core Vocabulary: ceremonial, construct, Shaman

Read Aloud: Akando and Aponi, the Gatherers

Activity Pages: 3.1, 3.2, 3.3, 3.4, & 3.5

Lesson 4 Native Americans of the Greater Mississippi Areas

Primary Focus of the Lesson:

Speaking and Listening - Students will ask and answer questions about Native Americans of the Greater Mississippi areas.

Writing - Students will recall information about Mound Builders in order to share key points about a mound that exists today.

Language - Students will determine the meaning of words formed when -ish and -ness are added to the root words.

Formative Assessments

Activity Page 4.1 - Finding the 5 Ws and How: Identify the 5 Ws and How.

Activity Page 4.2 - Mound Guide: Identify the key details about mounds.

Activity Page 4.3 - Suffixes -ish and -ness: Determine the meaning of words with -ish and -ness.

Core Vocabulary: effigy, evident, ritual, teeming

Read Aloud: Native Americans of the Greater Mississippi River Areas

Activity Pages: 4.1, 4.2, 4.3, 4.4, & 4.5

Lesson 5 Native Americans of the Southwest, Part 1

Primary Focus of the Lesson:

Language - Students will use spelling patterns and generalizations in writing words spelling with /ə/ spelled ‘a’ and ‘e.’

Speaking and Listening - Students will describe cause and effect events of the Native Americans of the Southwest.

Reading - Students will ask and answer questions requiring literal recall and understanding of the details of “Alemeda, the Basket Weaver” by explicitly referring to the text.

Formative Assessments

Activity Page 5.2 - Cause-and-Effect Relationship Quick Writes: Describe the cause-and-effect relationships.

Activity Page 5.3 - Summary Chart: Summarize the story.

Core Vocabulary: adobe, arid, mesas, pueblo

Read Aloud: Native Americans of the Southwest, Part 1

Core Vocabulary: generation

Read Aloud: Alemeda, the Basket Weaver

Activity Pages: 5.1, 5.2, 5.3, & 5.4

Lesson 6 Alemeda, the Basket Weaver

Primary Focus of the Lesson:

Language - Students will use spelling patterns and generalizations in writing words with the /ə/ sound spelled ‘al,’ ‘le,’ and ‘el,’ and /sh/ + /ə/ + /n/ spelled ‘tion.’

Reading - Students will closely read “Alemeda, the Basket Weaver.”

Speaking and Listening - Students will read aloud stories from the Native American Reader using their own voice to make the story come to life.

Language - Students will form and use plural possessive nouns and use a beginning dictionary to determine key words.

Formative Assessments

Activity Page 6.2 - “Alemeda, the Basket Weaver”: Make inferences based on the reading.

Read Aloud: Alameda, the Basket Weaver

Activity Pages: 6.1, 6.2, 6.3, 6.4, & 6.5

Lesson 7 Native Americans of the Southwest, Part 2

Primary Focus of the Lesson:

Reading - Students will describe characters in “Alo, the Spirit Giver.”

Speaking and Listening - Compare and contrast the key details presented in “Native Americans of the Southwest, Part 2” about cultural identity to those in “Native Americans of the Southwest, Part 1”

Language - Students will form and use plural possessive nouns.

Formative Assessments

Activity Page 7.2 - “Alo, the Spirit Giver”: Identify internal and external traits.

Activity Page 7.3 - Compare and Contrast: Paper Plate Project: Compare and contrast Hopi and ancestral tribes.

Core Vocabulary: spirit, ancestor

Read Aloud: Alo, The Spirit Giver

Core Vocabulary: kachinas, maintain

Read Aloud: Native Americans of the Southwest, Part 2

Activity Pages: 7.1, 7.2, 7.3, 7.4 & 7.5

Lesson 8 Native Americans of the Northeast

Primary Focus of the Lesson:

Reading - Students will explain how specific aspects of the illustrations in “Meda and Flo, the Forest Children” contribute to what is conveyed by the words in the story.

Speaking and Listening - Students will determine the main idea and supporting details in “Native Americans of the Northeast.”

Writing - Students will recall information from the reading and write a short reflection.

Language - Students will determine the meaning of words formed when -able or -ible is added to a known root word.

Formative Assessments

Activity Page 8.1 - “Meda and Flo, the Forest Children” Illustrations: Identify information from illustrations and the connection between the reading.

Activity Page 8.2 - KWL “Native Americans of the Northeast”: Identify the main idea and supporting details.

Core Vocabulary: sap, trickle

Read Aloud: “Meda and Flo, the Forest Children”

Core Vocabulary: Shamans, wigwam

Read Aloud: Native Americans of the Northeast

Activity Pages: 8.1, 8.2, 8.3, & 8.4

Lesson 9 Native Americans of the Southeast

Primary Focus of the Lesson:

Speaking and Listening - Students will compare and contrast the climate of the Southeast to that in the Northeast as presented in “Native Americans of the Southeast.”

Language - Students will determine the meaning of words formed when -able or -ible is added to a known root word.

Speaking and Listening - Students will practice reading aloud a text in order to create an engaging audio recording.

Formative Assessments

Activity Page 9.1 - Compare and Contrast the Northeast and Southeast: Compare and contrast the Northeast and Southeast tribes.

Activity Page 9.2 - -able and -ible: Identify the correct use of -able and -ible.

Core Vocabulary: compelled

Read Aloud: Native Americans of the Southeast

Activity Pages: 9.1, 9.2, 9.3, & 9.4

Lesson 10 “Adoette and Awan, the Bird Chasers”

Primary Focus of the Lesson:

Language - Students will use spelling patterns and generalizations in writing words with the /ə/ sound spelled ‘al,’ ‘le,’ and ‘el,’ and /sh/ + /ə/ + /n/ spelled ‘tion.’

Reading - Students will ask and answer questions, orally and in writing, requiring recall and understanding of the details of “Adoette and Awan, the Bird Chasers” by explicitly referring to the text.

Speaking and Listening - Students will practice reading aloud a text in order to create an ongoing audio recording.

Language - Students will form and use singular and plural possessive nouns.

Formative Assessments

Activity Page 10.1 - Spelling Assessment: Use spelling patterns to correctly spell words.

Activity Page 10.3 - Grammar Skills: Identify the singular possessive noun.

Core Vocabulary: horizon, channel, store, germinate, scuttle

Read Aloud: “Adoette and Awan, the Bird Chasers”

Activity Pages: 10.1, 10.2, 10.3, & 10.4

Lesson 11 Native Americans and the Arctic/Subarctic

Primary Focus of the Lesson:

Reading - Students will describe characters in “Yutu, the Dog Trainer” and explain how their actions contribute to the sequence of events.

Speaking and Listening - Students will describe steps in procedures by identifying sequenced events related to the Native Americans of the Arctic/Subarctic region.

Speaking and Listening - Students will practice reading aloud a text in order to create an engaging audio recording.

Formative Assessments

Activity Page 11.1 - Yutu: Describe how Liki changed.

Core Vocabulary: litter, wits, craft, arctic, lead

Read Aloud: “Yutu, the Dog Trainer”

Core Vocabulary: enabled

Read Aloud: Native Americans and the Arctic/Subarctic

Activity Pages: 11.1 & 11.2

Lesson 12 “The Hunting of the Great Bear”

Primary Focus of the Lesson:

Reading - Students will explain how specific aspects of the illustrations in “The Hunting of the Great Bear: An Iroquois Tale” contribute to what is conveyed by the words of the story.

Speaking and Listening - Students will practice reading a text aloud in order to create an engaging audio recording.

Reading - Students will describe characters in “The Hunting of the Great Bear: An Iroquois Tale.”

Formative Assessments

Activity Page 12.1 - “The Hunting of the Great Bear: An Iroquois Tale”: Identify information from illustrations and the words in the reading.

Core Vocabulary: hind, urge, pemmican, weary

Read Aloud: “The Hunting of the Great Bear: An Iroquois Tale”

Activity Pages: 12.1, 12.2, & 12.3

Lesson 13 Unit Assessment

Primary Focus of the Lesson:

Reading - Students will demonstrate comprehension of stories they read independently.

Reading - Students will use information learned in the unit to compare and contrast Native American groups.

Formative Assessments

Unit Assessment

Activity Pages: 13.1, 13.2, 13.3, & 13.4

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 8 - Lessons 1-13*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

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- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts:

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.:

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict
- 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations
- 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.
- 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.
- 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

Science:

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Knowledge/Skills

Supplemental Materials

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Grade 3 Unit 9 Early Explorations of North America

14 Days

Stage 1-Desired Results

Unit Summary:

Students in this unit explore reasons for European exploration, what exploration was like, and who went exploring. They read about aspects of navigation, life on a ship, the journeys of and locations reached by specific explorers, explorers' interactions with native people, and lasting contributions as a result of European exploration. Students spell words with /ue/, /oo/, and /f/. They practice using sentence context to determine word meanings and then consulting a dictionary to see if the definition matches the usage of the word in a sentence. They write sentences to match specific definitions and practice the linking words for example, in the same way, and in contrast. Students are also introduced to comparative and superlative adjectives using the suffixes –er and –est as well as more and most; they also learn about irregular comparative and superlative adjectives. Students study the prefixes pro– and anti– and review the suffixes –ish, –ness, –able, and –ible. Students write text-based opinion pieces explaining who they believe was the most important explorer they have studied.

Unit Goals:

- Demonstrate understanding of key vocabulary
- Determine the meaning of a word in context
- Identify linking words and regular and irregular comparative and superlative adjectives
- Further proficiency with dictionary skills including pronunciation, part of speech, and various meanings
- Understand and use prefixes pro- and anti-
- Write an opinion piece
- Unit Assessment

Essential Questions:

- Why did Europeans engage in exploration?
- What was life like during European expeditions?
- What are the impacts of European explorations?

Enduring Understandings:

- This is a continuation of learning from previous grade levels and provides the foundation for future learning.
- Europeans explored different parts of the world for many reasons.
- Navigating a ship and living on a ship was much different during the age of exploration than it is now.
- There were many explorers from all over Europe, and their journeys were very different.
- Some of the words we use today came from the explorers and their native languages.

NJSLS:

Lesson 1:

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

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

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

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

Lesson 2:

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

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

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

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

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

Lesson 3:

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

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

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

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

Lesson 4:

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

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

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

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

Lesson 5:

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

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

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

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

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

Lesson 6:

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

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

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

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

Lesson 7:

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

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

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

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

Lesson 8:

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

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

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

Lesson 9:

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

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

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

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

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

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

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

Lesson 10:

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

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

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

Lesson 11:

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

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

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

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

Lesson 12:

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

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

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

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

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

Lesson 13:

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

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

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

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

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

Lesson 14:

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

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

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

Stage 2-Assessment

Assessment:

- o Formative - Student written responses to pre-assessment opinion writing, oral responses and participation with discussion questions, written responses to comprehension questions, written grammar work, written morphology responses, written spelling work,
- o Summative Assessment - Explorers Unit Review Assessment, Opinion Writing
- o Benchmark Assessment - DIBELS, STAR Reading (B/M/E)

Stage 3- Learning Plan

Lesson 1 Introduction to Early Explorations of North America

Primary Focus of the Lesson:

Core Connections - Students will locate key places visited by early explorers.

Reading - Students will answer questions about the European quest for spices and Toscanelli's map.

Writing - Students will write an opinion piece on the motivating factors of the early explorers supporting their point of view with reasons.

Language - Students will use spelling patterns and rules for words with the /ue/ sound.

Formative Assessments

Activity Page 1.1 - The Lure of Spices: Answer comprehension questions.

Lined Paper - Opinion Piece Draft: Write an opinion response.

Core Vocabulary: explorer, conquistador, funding

Read Aloud: "The Age of Exploration"

Core Vocabulary: spice, overwhelm, import

Read Aloud: "The Lure of Spices"

Core Vocabulary: whiz, voyage

Read Aloud: "Toscanelli's Map"

Activity Pages: 1.1, 1.2, & 1.3

Lesson 2 1492: A Year That Changed the World

Primary Focus of the Lesson:

Speaking and Listening - Students will determine the main idea of “1492: A Year That Changed the World” and recount the key details using the 5 Ws (who, what, when, where, why).

Reading - Students will answer questions about navigation in the Age of Exploration and explain how explorers kept track of where they were going by explicitly referring to the text.

Writing - Students will use linking words *for example* to connect reasons and to connect ideas with categories of information.

Language - Students will use a glossary to determine or clarify the precise meaning of key words and phrases.

Formative Assessments

Activity Page 2.1 - Navigation in the Age of Exploration: Answer comprehension questions.

Core Vocabulary: enterprise, fleet, sphere, sponsors, uncharted

Read Aloud: “1492: A Year That Changed the World”

Core Vocabulary: landmark, magnetic field, dead reckoning, compass, hourglass, forerunner, estimate, method

Read Aloud: “Navigation in the Age of Exploration”

Activity Pages: 2.1, 2.2, 2.3, 2.4, & 2.5

Lesson 3 Columbus and the Conquistadors

Primary Focus of the Lesson:

Speaking and Listening - Students will categorize and organize facts about the explorations of Christopher Columbus.

Reading - Students will closely read “Navigation in the Age of Exploration” and determine the meaning of words and phrases relevant to navigation.

Language - Students will identify and use the meaning of prefixes pro- and -anti.

Writing - Students will use the linking words *in conclusion* to connect reasons and to connect ideas with categories of information.

Formative Assessments

Activity Page 3.1 - Expedition Log: Explain in writing what you learned about Columbus.

Activity Page 3.2 - “Navigation in the Age of Exploration” Close Reading: Define vocabulary and answer key questions from the reading

Activity Page 3.7 - Linking Words *in conclusion*: Create sentences using linking words *in conclusion*

Core Vocabulary: conquering, conquistadors, immune, quantities, raided, recruiting, trek

Read Aloud: “Columbus and the Conquistadors”

Core Vocabulary: landmark, magnetic field, dead reckoning, compass, hourglass, forerunner, estimate, method

Read Aloud: “Navigation in the Age of Exploration”

Activity Pages: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, & 3.8

Lesson 4 Juan Ponce de León

Primary Focus of the Lesson:

Speaking and Listening - Students will summarize facts about Juan Ponce de León’s explorations.

Reading - Students will read “El Castillo de San Marcos” and answer questions by referring explicitly to the text as the basis for answers.

Writing - Students will use linking words *in the same way* and *in contrast* to connect reasons.

Language - Students will use the prefixes pro- and anti-.

Formative Assessments

Activity Page 4.1 - Expedition Log: Write down information you heard about Ponce de León.

Activity Page 4.2 - “El Castillo de San Marcos”: List five facts from the reading.

Core Vocabulary: colonization, expedition, intriguing, mistreatment, rebellion

Read Aloud: “Juan Ponce de León”

Core Vocabulary: establish, bastion, occupied, shatter, ravelin

Read Aloud: “El Castillo de San Marcos”

Activity Pages: 4.1, 4.2, 4.3, 4.4, 4.5, & 4.6

Lesson 5 Hernando de Soto

Primary Focus of the Lesson:

Language - Students will use spelling patterns and generalizations in writing words with /ue/ spelled ‘u,’ ‘u_e,’ and ‘ue.’

Speaking and Listening - Students will demonstrate understanding of the text using information gained from images and words presented about Hernando de Soto.

Reading - Students will compare Hernando de Soto’s expeditions with those of Ponce de León.

Writing - Students will connect ideas with categories of information using linking words.

Formative Assessments

Activity Page 5.2 - Expedition Log: Answer questions about Hernando de Soto.

Activity Page 5.3 - Spanish Explorer Routes: Identify routes of Hernando de Soto and Ponce de León's routes.

Activity Page 5.4 - Compare and Contrast: Compare and contrast voyages about two explorers.

Core Vocabulary: demoralized, disastrous, mutiny, outposts, party, scouting, translator

Read Aloud: "Hernando de Soto"

Activity Pages: 5.1, 5.2, 5.3, 5.4, & 5.5

Lesson 6 Francisco Vasquez de Coronado

Primary Focus of the Lesson:

Speaking and Listening - Students will listen to "Francisco Vasquez de Coronado" and summarize facts about his explorations.

Reading - Students will identify areas Francisco Vasquez de Coronado explored.

Writing - Students will categorize and organize facts about the Spanish explorers based on reading and notes.

Language - Students will write words using spelling patterns and rules for words with the /oo/ sound.

Formative Assessments

Activity Page 6.1 - Expedition Log: Answer questions about Francisco Vasquez de Coronado.

Activity Page 6.3 - Spanish Explorers Chart: Categorize the Spanish explorers' motivations, interactions, and achievements.

Core Vocabulary: blazed, convert, stunned, suspicious

Read Aloud: "Francisco Vasquez de Coronado"

Core Vocabulary: plain, tan, barbarous, humble, vassal

Read Aloud: "Coronado Reports to the King"

Activity Pages: 6.1, 6.2, 6.3, 6.4, & 6.5

Lesson 7 Spanish Settlements

Primary Focus of the Lesson:

Speaking and Listening - Students will summarize facts about Spanish missions.

Reading - Students will write an opinion paragraph about Spanish explorers using facts from the reading.

Writing - Students will write their opinion of the Spanish explorers' interactions and achievements.

Language - Students will use linking words *for example* to connect reasons and to connect ideas with categories of information.

Formative Assessments

Activity Page 7.1 - Spanish Missions: Summarize information about Spanish missions in North America.

Activity Page 7.2 - Spanish Settlements: Write an opinion paragraph using facts about Spanish explorers.
Activity Page 7.3 - Short Answer/Opinion: Spanish Explorers: Opinion of explorers' interactions and achievements.

Core Vocabulary: established, extinguish, investment, mainland, missions

Read Aloud: "Spanish Settlements"

Activity Pages: 7.1, 7.2, 7.3, 7.4, & 7.5

Lesson 8 John Cabot, Part I

Primary Focus of the Lesson:

Speaking and Listening - Students will compare and contrast the motivating factors and travel trajectories of John Cabot and Christopher Columbus.

Reading - Based on a preview of the reading and background knowledge, students will make predictions about the chapter.

Language - Students will apply suffixes -er and -est to make comparisons.

Formative Assessments

Anecdotal Observation - Teacher Observation: Observe student participation completing the graphic organizer comparing Christopher Columbus and John Cabot.

Exit Card - John Cabot: Describe Cabot's plans for navigation.

Core Vocabulary: circumference, commodity, embark, geometry, merchandise, navigational, profits

Read Aloud: "John Cabot"

Core Vocabulary: substantially, equator, charter, landmass, page, bilge pump, hardtack, spoil, scurvy, watch

Read Aloud: John Cabot"

Activity Pages: 8.1, 8.2, & 8.3

Lesson 9 John Cabot, Part 2 (Close Reading)

Primary Focus of the Lesson:

Speaking and Listening - Students will interpret a painting illustrating John Cabot's journey to find the Northwest Passage, using complete sentences and domain vocabulary.

Reading - Students will closely read and correctly answer comprehension questions about John Cabot with supporting evidence from the text.

Writing - Students will use examples from the chapter to support their opinions of whether or not the hardships of life as a sailor on Cabot's crew would be worth the glory or adventure.

Language - Students will apply spelling patterns to correctly spell words containing the /oo/ sound.

Formative Assessments

Activity Page 9.1 - Opinion Prewriting: Use the text to support whether or not the hardships of Cabot's journey were worth the adventure.

Activity Page 9.2 - John Cabot Close Reading: Use specific evidence from the text to answer comprehension close reading questions.

Activity Page 9.3 - Spelling Assessment: Apply spelling patterns to correctly spell words containing the /eu/ sound.

Read Aloud: "John Cabot"

Activity Pages: 9.1, 9.2, 9.3, & 9.4

Lesson 10 Henry Hudson

Primary Focus of the Lesson:

Speaking and Listening - Students will evaluate the success of Henry Hudson's explorations of North America.

Speaking and Listening - Students will compare the journeys and experiences of Henry Hudson to other explorers.

Reading - Students will determine cause and effect relationships between the events in the exploration and journey of Henry Hudson.

Language - Students will apply spelling patterns to correctly spell words containing the /f/ sound.

Formative Assessments

Observation - Teacher Observation: Take note of students' participation while completing the graphic organizer comparing Hudson and the Conquistadors.

Activity Page 10.1 - Henry Hudson: Identify cause and effect relationships between events in Hudson's expeditions.

Exit Card - Henry Hudson: Evaluate the success of Hudson's expeditions

Core Vocabulary: embarked, abounds, archipelago, trading company, Algonquian, cultivation, narrowed, unfamiliar, strait

Read Aloud: "Henry Hudson"

Core Vocabulary: solid, iceberg, rebel, maize, expanse

Read Aloud: "Henry Hudson"

Activity Pages: 10.1, 10.2, 10.3, & 10.4

Lesson 11 Samuel de Champlain

Primary Focus of the Lesson:

Speaking and Listening - Students will describe the long term effects of Champlain's expeditions in North

America.

Speaking and Listening - Students will evaluate and compare the success of European explorers in North America.

Reading - Students will interpret information from the text to assign character traits to Samuel de Champlain.

Language - Students will apply words *more* and *most* to comparative and superlative adjectives.

Formative Assessments

Exit Card - Samuel de Champlain: Evaluate the accomplishments of Champlain and other explorers

Exit Card - Comparative and Superlative Adjectives: Write the correct form of a given adjective as it would appear in the given sentence

Core Vocabulary: envisioned, honorary, landfall, navigator, pelts, reputation, status

Read Aloud: “Samuel de Champlain”

Read Aloud: “Samuel de Champlain”

Activity Pages: 11.1, 11.2, 11.3, & 11.4

Lesson 12 The Fur Trade and Explorers Review

Primary Focus of the Lesson:

Speaking and Listening - Students will describe the discoveries and contributions of European explorers from Unit 9.

Reading - Students will explain the role of trading posts in the development of French colonies in present day Canada.

Writing - Students will use examples from the unit to support their opinions of which explorer had the greatest success in North America.

Language - Students will use the correct forms of words containing the prefixes pro- and -anti within a response.

Formative Assessments

Activity Page 12.4 - Prewriting Graphic Organizer for Opinion Writing: Prewrite an opinion paragraph

Core Vocabulary: barter, felt, fine, income, lush, trade, trading post, treaty, in exchange

Read Aloud: The Fur Trade and Samuel de Champlain

Activity Pages: 12.1, 12.2, 12.3, 12.4, 12.5, & 12.6

Lesson 13 A History of People in North America

Primary Focus of the Lesson:

Speaking and Listening - Students will describe the discoveries and contributions of European explorers from Unit 9.

Reading - Students will explain the differing opinions on the origin of Europeans on North America.

Writing - Students will use examples from the unit to support their opinions of which explorer had the greatest success in North America.

Language - Students will demonstrate knowledge of how to properly use a dictionary to define words.

Formative Assessments

Anecdotal Observation - Teacher Observation: Observe student participation during explorers review and discussion of the chapter.

Writing Assignment - Opinion Writing: Write an opinion paragraph.

Core Vocabulary: abandon, evidence, raid

Read Aloud: “A History of People in North America”

Activity Pages: 13.1 & 13.2

Lesson 14 Unit Assessment

Primary Focus of the Lesson:

Reading - Students will independently read an informational text.

Language - Students will apply spelling patterns to correctly spell words containing the /f/ sound.

Foundational Skills - Students will read with sufficient accuracy and fluency to support comprehension.

Formative Assessments

Unit Assessment

Activity Pages: 14.1, 14.2, & 14.3

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 9 - Lessons 1-14*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts:

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.:

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions
- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications)
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.

- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations
- 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.
- 6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities
- 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.
- 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.
- 6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world
- 6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey
- 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
- 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by

people with different cultural or individual perspectives.

- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

Science:

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Knowledge/Skills

Supplemental Materials

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Grade 3 Unit 10 Colonial America

16 Days

Stage 1-Desired Results

Unit Summary:

Throughout this unit students learn about different colonies in early America, including how each colony was started, what life was like when people first arrived, and progress colonists made in the few years after the land was initially settled. Students observe similarities and differences among the colonies in North Carolina, Virginia, South Carolina, Massachusetts, New Jersey, and Pennsylvania. Students spell words with / e/, / e/ + /l/, /sh/ + / e/ + /n/, /ue/, /oo/, /f/, /oi/, and /ou/. Students also practice dictionary skills, identifying entry words and their definitions, parts of speech, and affixed root words and then selecting the correct form of the word to use in a sentence. They practice comparative and superlative adjectives and learn comparative and superlative adverbs, subject pronouns and their antecedents, and object pronouns and their antecedents. Students learn the common prefixes uni-, bi-, tri-, multi-, over-, mid-, and under-. During the unit, students practice formal and informal narrative writing. They learn about and apply characteristics of narratives to their own stories, including building a plot, developing characters, using dialogue, and creating an ending. They write a narrative using the writing process by planning, drafting, revising, editing, and publishing.

Unit Goals:

- Produce a polished, narrative piece
- Identify the similarities and differences between the thirteen colonies
- Identify the entry word, definition, part of speech and affixed root word in a dictionary and determine the correct form
- Demonstrate understanding of key vocabulary
- Demonstrate understanding of subject and object pronouns and their antecedents
- Unit Assessment

Essential Questions:

- Why do people choose to leave one place and move to another?
- How was community organized in Colonial America?
- Who were the leaders in Colonial America?

Enduring Understandings:

- Each colony was started by different Europeans for different reasons.
- Each colony had its own unique culture based on the climate, geography, and motivation of its settlers.
- Colonists faced many challenges, and life was much different then from the way we live now.
- There were many important events that led up to the signing of the Declaration of Independence, the Revolutionary War, and the establishment of the United States of America.

NJSLS:

Lesson 1:

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

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

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

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

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

Lesson 2:

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

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

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

Lesson 3:

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

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

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

Lesson 4:

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

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

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

Lesson 5:

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

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

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

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

Lesson 6:

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

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

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

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

Lesson 7:

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

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

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

Lesson 8:

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

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

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

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

Lesson 9:

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

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

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

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

Lesson 10:

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

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

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

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

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

Lesson 11:

SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in

diverse media and formats, including visually, quantitatively, and orally.

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

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

Lesson 12:

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

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

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

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

Lesson 13:

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

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

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

Lesson 14:

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

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

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

Lesson 15:

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

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

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

Lesson 16:

RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a

literary text, referring explicitly to textual evidence as the basis for the answers.

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

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

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

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

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

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

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

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

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

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

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

Stage 2-Assessment

Assessment:

- o Formative - Student oral responses and participation with discussion questions, written responses to comprehension questions, written grammar work, written morphology responses, written spelling work, narrative writing pre-writing organizer,
- o Summative Assessment - Colonial America Unit Review Assessment, Narrative Writing piece
- o Benchmark Assessment - DIBELS, STAR Reading (B/M/E)

Stage 3- Learning Plan

Lesson 1 Introduction to Living in Colonial America

Primary Focus of the Lesson:

Core Connections - Students will ask and answer questions about colonial America from a speaker.

Reading - Students will ask and answer questions requiring literal recall and understanding of details of the “Introduction Living in Colonial America.”

Speaking and Listening - Students will make predictions prior to “The English Colonies” about why Roanoke Island is called the Lost Colony based on the text heard thus far, and then compare the actual outcomes to predictions.

Language - Students will use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with spelling patterns /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/.

Formative Assessments

Activity Page 1.3 - Timeline of Early Colonization in North America: Fill in the missing information on a timeline of events of early colonization in North America.

Core Vocabulary: creation, colony, distinct, originally

Read Aloud: “Introduction to Living in Colonial America”

Core Vocabulary: alarmed, climate, colony, established, false start, plantations, reliant

Read Aloud: “The English Colonies”

Activity Pages: 1.1., 1.2, 1.3, & 1.4

Lesson 2 The First English Colony

Primary Focus of the Lesson:

Reading - Students will retell the story of the Lost Colony in their own words.

Writing - Students will explain the basic parts of a narrative plot.

Language - Students will form and use comparative and superlative adjectives.

Formative Assessments

Activity Page 2.2 - “Retelling: The First English Colony”: Retell important points from the story.

Activity Page 2.4 - Parts of a Narrative: Describe the parts of a narrative.

Activity Page 2.5 - Mixed Review of Comparative and Superlative Adjectives: Review the use of comparative and superlative adjectives.

Core Vocabulary: persuade, overgrown, alarming, harshest

Read Aloud: “The First English Colony”

Activity Pages: 2.1, 2.2, 2.3, 2.4, 2.5, & 2.6

Lesson 3 The Founding of Jamestown

Primary Focus of the Lesson:

Reading - Students will ask and answer questions, orally or in writing, requiring literal recall and understanding of the details of “Jamestown, Part I: A New Life” to explicitly referring to the text.

Speaking and Listening - Students will make personal connections to the experience of setting sail on a voyage in “The Founding of Jamestown.”

Language - Students will identify and use the meaning of prefixes uni-, bi-, tri-, and multi-.

Formative Assessments

Activity Page 3.1 - “Jamestown, Part I: A New Life”: Ask and answer questions related to the text.

Activity Page 3.2 - Making Connections: “The Founding of Jamestown”: Make connections between a passage from the text and the Reader, the word, or another text.

Core Vocabulary: gulp, squint, tattered, transplant

Read Aloud: “Jamestown, Part I: A New Life”

Core Vocabulary: ambition, disputes, laden, moor, perilously, safe haven, seasoned

Read Aloud: “The Founding of Jamestown”

Activity Pages: 3.1, 3.2, 3.3, 3.4, & 3.5

Lesson 4 “Jamestown and the Powhatan”

Primary Focus of the Lesson:

Speaking and Listening - Students will ask and answer questions in writing requiring literal recall and understanding of details of “Jamestown and the Powhatan.”

Reading - Students will retell the story of “Jamestown , Part II: Hunting the Powhatan Way” in their own words.

Language - Students will form and use comparative and superlative adverbs.

Formative Assessments

Activity Page 4.1 - Ask and Answer Questions: Jamestown: Ask and answer questions.

Activity Page 4.2 - Retelling: “Jamestown”: Retell stories.

Activity Page 4.4 - Writing Sentences with Adverbs: Write sentences with adverbs ending in -er and -est.

Core Vocabulary: amend, anxiously, consequently, devoured

Read Aloud: “Jamestown and Powhatan”

Core Vocabulary: trod, illuminate, scurry

Read Aloud: “Jamestown, Part II: Hunting the Powhatan Way”

Activity Pages: 4.1, 4.2, 4.3, 4.4, 4.5, & 4.6

Lesson 5 “Plantation Life”

Primary Focus of the Lesson:

Language - Students will use spelling patterns and generalizations (e.g. word families, position-based spelling) in writing words with spelling patterns /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/.

Speaking and Listening - Students will determine the main idea of “Cash Crops, the Carolinas, and Slavery”; recount the key details and explain how they support the main idea.

Reading - Students will determine the main idea of “Plantation Life”; recount the key details and explain how they support the main idea.

Writing - Students will develop character(s) in a narrative.

Formative Assessments

Activity Page 5.1 - Spelling Assessment: Use spelling patterns and generalization.

Activity Page 5.2 - Main Idea and Supporting Details: “Cash Crops, the Carolinas, and Slavery”: Identify the main idea and supporting details.

Core Vocabulary: transformed, pivotal, flourished, slavery

Read Aloud: “Cash Crops”

Core Vocabulary: transport, heap, tend, plantation, rickety

Read Aloud: “Plantation Life”

Activity Pages: 5.1, 5.2, 5.3, & 5.4

Lesson 6 “The Founding of Maryland and Georgia”

Primary Focus of the Lesson:

Speaking and Listening - Students will determine the main ideas and supporting details of “The Founding of Maryland and Georgia.”

Reading - Students will ask and answer questions, in writing, requiring literal recall and understanding of the details of “Early Days in Georgia” be explicitly referring to the text.

Writing - Students will use dialogue in their writing to show the thoughts, feelings, and actions or reactions of characters.

Language - Students will form and use comparative and superlative adverbs.

Formative Assessments

Activity Page 6.1 - Main Idea and Supporting Details: “The Founding of Maryland and Georgia”: Identify the main idea and supporting details.

Activity Page 6.2 - “Early Days in Georgia”: Comprehend text-based questions about the reading.

Activity Page 6.3 - Narrative Writing: Dialogue: Use dialogue in writing.

Activity Page 6.4 - Adverbs that Compare Action: Form and use comparative and superlative adverbs.

Core Vocabulary: confirmed, inevitable, interference, debtors

Read Aloud: “The Founding of Maryland and Georgia”

Core Vocabulary: debtor, bitterly, devour, threat

Read Aloud: “Early Days in Georgia”

Activity Pages: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, & 6.7

Lesson 7 “The Pilgrims, Part I: Arrival”

Primary Focus of the Lesson:

Reading - Students will demonstrate preparedness for a discussion, having read and studied “The Pilgrims, Part I: Arrival,” then explore content under discussion.

Speaking and Listening - Students will make predictions about “Religious Freedom and the First Thanksgiving” and then compare the actual outcomes to predictions.

Writing - Students will sequence events in a narrative.

Language - Students will form and use comparative and superlative adverbs.

Formative Assessments

Activity Page 7.1 - “The Pilgrims, Part I: Arrival”: Answer questions regarding the text in preparation for a discussion.

Activity Page 7.2 - Predictions: Read and confirm predictions.

Activity Page 7.5 - Comparative and Superlative Adverbs: Using *more* and *most*: Form and use comparative and superlative adverbs.

Core Vocabulary: anxiously, indicate, intend, reveal, witness, worship

Read Aloud: “The Pilgrims, Part I”

Core Vocabulary: battered, boarded, Mayflower Compact, pilgrimage, pure, self-government

Read Aloud: “Religious Freedom and the First Thanksgiving”

Activity Pages: 7.1, 7.2, 7.3, 7.4, 7.5, & 7.6

Lesson 8 “The Pilgrims, Part II: Thanksgiving Celebration”

Primary Focus of the Lesson:

Speaking and Listening - Students will make predictions about “Religious Freedom and the First Thanksgiving” and then compare the actual outcomes to predictions.

Reading - Students will ask and answer questions, in writing, requiring literal recall and understanding of “The Pilgrims, Part II: The Thanksgiving Celebration” by explicitly referring to the text.

Writing - Students will write a conclusion to a narrative.

Language - Students will form and use comparative and superlative adverbs.

Formative Assessments

Activity Page 8.2 - Narrative Writing: Conclusion: Write a conclusion to a narrative.

Activity Page 8.4 - Blank Busters: Use spelling patterns and generalizations.

Core Vocabulary: optimistic

Read Aloud: “Religious Freedom and the First Thanksgiving”

Core Vocabulary: foreigner, tribe

Read Aloud: “The Pilgrims, Part II: Thanksgiving Celebration”

Activity Pages: 8.1, 8.2, 8.3, 8.4, & 8.5

Lesson 9 Pilgrims and Puritans

Primary Focus of the Lesson:

Speaking and Listening - Students will compare and contrast the Pilgrims and the Puritans in “Religious Dissent and the New England Colonies.”

Reading - Students will read a narrative about Puritan life and answer questions about the text.

Writing - Students will revise a draft of a narrative using a revision checklist.

Formative Assessments

Activity Page 9.1 - Compare and Contrast Pilgrims and Puritans: Students will complete questions comparing and contrasting Pilgrims and Puritans.

Activity Page 9.2 - Puritan Life: Students will answer comprehension questions about the chapter “Puritan Life.”

Core Vocabulary: dissenter, preach, senior, society, recant

Read Aloud: “Religious Dissent in the New England Colonies”

Core Vocabulary: pure, harbor, glorious, sacrifice, mend my ways

Read Aloud: “Puritan Life”

Activity Pages: 9.1, 9.2, 9.3, 9.4, & 9.5

Lesson 10 “The Middle Colonies”

Primary Focus of the Lesson:

Language - Students will spell words correctly using spelling patterns and rules for sound /oi/.

Speaking and Listening - Students will ask and answer questions about reading a text about the Middle colonies.

Language - Students will write sentences using comparative and superlative adverbs.

Writing - Students will complete editing and publishing their narrative stories.

Formative Assessments

Activity Page 10.1 - Spelling Assessment: Students will spell words correctly using the /oi/ sound.

Activity Page 10.2 - Ask and Answer Questions: “Jamestown, Part I”: Students will ask and answer questions using evidence from the text.

Activity Page 10.3 - Comparative and Superlative Adverbs: Students will write sentences using comparative and superlative adverbs.

Core Vocabulary: concentrated, ultimately, diverse, occupation

Read Aloud: “The Middle Colonies”

Activity Pages: 10.1, 10.2, 10.3, 10.4, & 10.5

Lesson 11 The Quakers

Primary Focus of the Lesson:

Speaking and Listening - Students will listen to and discuss a text about William Penn and the Quakers.

Reading - Students will read and answer questions about the Quakers and the Lenni Lenape using evidence in the text.

Language - Students will determine the meaning of words with prefixes over-, mid-, and under-.

Language - Students will spell words correctly using spelling patterns and rules for the sound /ou/.

Formative Assessments

Activity Page 11.1 - “The Quakers and the Lenni Lenape”: Students will answer comprehension questions using evidence from the text.

Core Vocabulary: founding, outrageous, privileges, Quakers, treason

Read Aloud: “Pennsylvania and the Quakers”

Core Vocabulary: astonished, outskirts, persecute, admire

Read Aloud: “The Quakers and the Lenni Lenape”

Activity Pages: 11.1, 11.2, 11.3, & 11.4

Lesson 12 Colonial Life

Primary Focus of the Lesson:

Speaking and Listening - Students will listen to a text about colonial life and compare and contrast colonial life with present day.

Reading - Students will read a story and answer questions about a young apprentice in Colonial America.

Writing - Students will write a letter in response to reading the story “Matthew, the Apprentice.”

Language - Students will identify subject pronouns and pronoun antecedents.

Formative Assessments

Activity Page 12.1 - Compare and Contrast: Colonial Life and Today: Students will complete a graphic organizer.

Writing - Letter to Matthew’s Father: Students will write from Matthew to his father.

Core Vocabulary: compulsory, curable, imitated, manufacture, potential, public

Read Aloud: “Colonial Life”

Core Vocabulary: apprentice, craftsman, tannin, delivery

Read Aloud: “Matthew the Apprentice”

Activity Pages: 12.1 & 12.2

Lesson 13 Life on the Farm

Primary Focus of the Lesson:

Reading - Students will read two texts and gather the main ideas and details about life on a farm in the Middle Atlantic colonies.

Writing - Students will conduct research to write a brief narrative about life in one of the thirteen colonies.

Language - Students will identify the meaning of words with prefixes over-, mid-, and under-.

Formative Assessments

Activity Page 13.1 - Main Ideas and Supporting Details: “Life on a Farm”: Students will record the main idea and details from two chapters about life on a farm in the Middle Atlantic colonies.

Activity Page 13.2 - Prefixes over-, mid-, and under-: Students will complete sentences using words with prefixes and identify the part of speech.

Core Vocabulary: rye, barley, occasion, advice, custom, mill, obediently

Read Aloud: “Life on a Farm in the Middle Atlantic Colonies, Part I” and “Life on a Farm in the Middle Atlantic Colonies, Part II”

Activity Pages: 13.1, 13.2, & 13.3

Lesson 14 “The Road to Revolution, Part I”

Primary Focus of the Lesson:

Speaking and Listening - Students will read and listen to a text about the beginnings of the American Revolution and identify cause and effect of certain events.

Writing - Students will write the next chapter to one of the stories about the colonies studied in the unit.

Language - Students will identify object pronouns in sentences.

Formative Assessments

Activity Page 14.1 - American Revolution: Cause and Effect: Students will identify cause and effect for a series of events.

Activity Page 14.2 - Object Pronouns: Students will replace words in a sentence with the correct object pronoun.

Core Vocabulary: influx, outspoken, representation, taxing

Read Aloud: “The Road to Revolution, Part I”

Activity Pages: 14.1 & 14.2

Lesson 15 “The Road to Revolution, Part II”

Primary Focus of the Lesson:

Language - Students will spell words correctly using the /ou/ sound.

Reading - Students will read and listen to a text about the beginnings of the American Revolution and identify the cause and effect of certain events.

Speaking and Listening - Students will present and listen to stories written during the shared writing activity and pose questions to the presenter.

Formative Assessments

Activity Page 15.1 - Spelling Assessment - Students will correctly spell words with the /ou/ sound.

Activity Page 15.2 - American Revolution: Cause and Effect: Students will identify cause and effect for a series of events.

Activity Page 15.3 - What Questions Do I Have?: Students will generate questions after listening to stories being read aloud.

Core Vocabulary: boycott, independence, issues, tension, unjust

Read Aloud: “The Road to Revolution, Part II”

Activity Pages: 15.1 & 15.2

Lesson 16 Unit Assessment

Primary Focus of the Lesson:

Reading - Students will demonstrate reading comprehension, grammar, and morphology skills.

Reading - Students will reread text for a specific purpose.

Writing - Students will write a narrative about one of the characters from Living in Colonial America.

Speaking and Listening - Students will share their writing with a partner.

Formative Assessments

Activity Page 16.1 - Unit Assessment: Students will demonstrate reading comprehension, grammar, and morphology skills.

Activity Page 16.2 - Optional Fluency Assessment: Students will demonstrate decoding and fluency skills.

Activity Page 16.3 - My Chapter: Students will write another chapter about one of the characters Living in Colonial America.

Activity Pages: 16.1, 16.2, & 16.3

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 10 - Lessons 1-16*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

504

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts:

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.:

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country
- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how selfdiscipline and civility contribute to the common good.
- 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict
- 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas,

- resources and events.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
- 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era

Science:

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

List of Core Instructional and Supplemental Materials

Core Materials:

- Amplify CKLA
- Knowledge/Skills

Supplemental Materials

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Grade 3 Unit 11 Ecology

12 Days

Stage 1-Desired Results

Unit Summary:

Students learn about different aspects of ecology, including food chains, the balance of nature, changes to the environment, and protecting the environment. Students also read a biography of John Muir. They spell words with /aw/, /oi/, /ou/, and /aw/. They focus on word meanings and parts of speech found in dictionary entries, and they practice subject and object pronouns and comparative and superlative adjectives and adverbs. Students review the prefixes uni-, bi-, tri-, multi-, over-, mid-, and under-. Students write Ecologist's Journals in which they summarize what they have learned, apply concepts from the reading to examples from their lives or research, and extend the knowledge in creative ways. Students also complete an End-of-Year assessment to measure their progress throughout the academic year.

Unit Goals:

- Demonstrate understanding of key vocabulary
- Review and apply dictionary skills
- Identify subject and object pronouns and comparative and superlative adjectives and adverbs
- Review and apply prefix and suffix skills
- Annotate an Ecologist Journal to summarize and apply unit learning
- End-of-the-Year Assessment

Essential Questions:

- What are the different aspects of ecology?
- How does the food chain maintain the balance in nature?
- What are ways in which humans have changed the environment?
- How can humans help protect the environment?

Enduring Understandings:

- Habitats, ecosystems, and food chains are all important parts of our environment.
- There is a balance in nature that must be achieved despite changes to the environment.
- Producers, consumers, and decomposers all play an important role in that balance.
- It is important to protect and preserve our environment.

NJSLS:

Lesson 1:

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

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

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

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

Lesson 2:

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an

informational text, referring explicitly to textual evidence as the basis for the answers.

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

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

Lesson 3:

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

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

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

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

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

Lesson 4:

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

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

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

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

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

Lesson 5:

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

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

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

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

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

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

Lesson 6:

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

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

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

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

Lesson 7:

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

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

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

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

Lesson 8:

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

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

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

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

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

Lesson 9:

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

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

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

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

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

Lesson 10:

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

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

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

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

Lesson 11:

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

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

Lesson 12:

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

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

Stage 2-Assessment

Assessment:

- Formative - Student written responses to pre-assessment opinion writing, oral responses and participation with discussion questions, written responses to comprehension questions, written grammar work, written morphology responses, written spelling work, partner journals
- Summative Assessment - Spelling Assessment, Grammar Assessment, Morphology Assessment, Ecology Presentation
- Benchmark Assessment - DIBELS, STAR Reading (B/M/E)

Stage 3- Learning Plan

Lesson 1 Living Things and Their Habitats

Primary Focus of the Lesson:

Reading - Students will answer questions to demonstrate understanding of “Living Things and Their Habitats” referring explicitly to the text as the basis for the answers.

Reading - Students will determine the meaning of general academic and domain-specific words and phrases relevant to living things and their habitats in “Living Things and Their Habitats.”

Writing - Students will introduce a topic and group related information together.

Writing - Students will develop the topic with facts, definitions, and details.

Language - Students will use conventional spelling for words with the sound /aw/ spelled ‘au,’ ‘aw,’ ‘al,’ ‘ough,’ and ‘augh.’

Formative Assessments

Activity Page 1.1 - Anticipation Guide for “Living Things and Their Habitats”: Predicting and comprehension

Core Vocabulary: ecology, environment, ecosystem, organism, depend on, survival, pollen, survive, skitter, sprout

Read Aloud: “Living Things and Their Habitats”

Activity Pages: 1.1, 1.2, & 1.3

Lesson 2 Food Chains

Primary Focus of the Lesson:

Reading - Students will read “Food Chains” and answer questions (including *what* questions) to show their understanding of key details by referring explicitly to the text as the basis for the answers.

Reading - Students will determine the meaning of general academic and domain-specific words relevant to food chains in “Food Chains.”

Writing - Students will introduce a topic and group related information together.

Writing - Students will develop the topic with facts, definitions, and details.

Formative Assessments

Activity Page 2.3 - “Food Chains” Reading Comprehension

Core Vocabulary: food chain, sapling, mighty, wander, nutrient, protect, predator, defense, prey, microscopic, apex

Read Aloud: “Food Chains”

Activity Pages: 2.1, 2.2, 2.3, & 2.4

Lesson 3 Producers, Consumers, and Decomposers

Primary Focus of the Lesson:

Reading - Students will answer questions to demonstrate understanding of “Producers, Consumers, and Decomposers” referring explicitly to the text as the basis for the answers.

Reading - Students will determine the meaning of general academic and domain-specific words relevant to producers, consumers, and decomposers in “Producers, Consumers, and Decomposers.”

Writing - Students will introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

Writing - Students will develop the topic with facts, definitions, and details.

Language - Students will identify and use the meaning of uni-, bi-, tri-, multi-, over-, mid-, and under-.

Language - Students will use this week’s spelling words for adding suffixes -s, -ed, -ing, -er, and -ly to base words.

Formative Assessments

Activity Page 3.2 - Anticipation Guide for “Producers, Consumers, and Decomposers”: Make predictions and comprehend the reading.

Activity Page 3.3 - Prefix Review uni-, bi-, tri-, multi-, over-, mid-, and under-: Complete root words with correct prefixes.

Activity Page 3.4 - Blank Busters: Use spelling words correctly in sentences.

Core Vocabulary: producer, consumer, decomposer, soil, photosynthesis, safety, organic, bacteria, fungus, abundant, decompose, vitamin, mineral

Read Aloud: “Producers, Consumers, and Decomposers”

Optional Assessment: word reading, fluency, oral comprehension

Activity Pages: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, & 3.10

Lesson 4 The Balance of Nature

Primary Focus of the Lesson:

Reading - Students will answer questions to demonstrate understanding of “The Balance of Nature” referring explicitly to the text as the basis for the answers.

Reading - Students will determine the meaning of general academic and domain-specific words and phrases relevant to nature in “The Balance of Nature.”

Writing - Students will introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

Writing - Students will develop the topic with facts, definitions, and details.

Language - Students will use subject and object pronouns and explain their function in sentences.

Language - Students will use conventional spelling for words with the sound /aw/ spelled ‘au’, ‘aw’, ‘al’, ‘ough’, and ‘augh’.

Formative Assessments

Activity Page 4.2 - “The Balance of Nature” Comprehension Questions

Core Vocabulary: balance, wildlife, safari, reserve, herd, wildebeest, acacia, rely on, upset, gazelle, extinction

Read Aloud: “The Balance of Nature”

Activity Pages: 4.1, 4.2, 4.3, 4.4, & 4.5

Lesson 5 Natural Changes to the Environment

Primary Focus of the Lesson:

Reading - Students will answer questions to demonstrate understanding of “Natural Changes to the Environment” referring explicitly to the text as the basis for the answers.

Reading - Students will determine the meaning of general academic and domain-specific words relevant to nature in “Natural Changes to the Environment.”

Writing - Students will introduce a topic and group related information together, including illustrations when useful to aiding comprehension.

Writing - Students will develop the topic with facts, definitions, and details.

Writing - Students will establish a situation and introduce a narrator and/or characters: organize an event sequence that unfolds naturally.

Language - Students will use subject and object pronouns and explain their function in sentences.

Language - Students will consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Formative Assessments

Activity Page 5.2 - “Natural Changes to the Environment”: Use the reading to answer comprehension

questions.

Activity Page 5.3 - Subject and Object Pronouns: Complete sentences with correct pronouns.

Activity Page 5.4 - Dictionary Skills: Use spelling words to make complete sentences.

Core Vocabulary: fragile, erode, common, force, flood, landscape, topsoil, decay, petrified, prehistoric, countless

Read Aloud: “Natural Changes to the Environment”

Activity Pages: 5.1, 5.2, 5.3, & 5.4

Lesson 6 Human Changes to the Environment

Primary Focus of the Lesson:

Reading - Students will answer questions to demonstrate understanding of “Human Changes to the Environment” referring explicitly to the text as the basis for the answers.

Reading - Students will determine the meaning of general academic and domain-specific words relevant to the environment in “Human Changes to the Environment.”

Writing - Students will introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

Writing - Students will develop the topic with facts, definitions, and details.

Language - Students will use conventional spelling for words with the sounds /oi/, /ou/, and /aw/, spelled ‘oy’, ‘ou’, ‘ough’, ‘aw’, ‘oi’, ‘ow’, and ‘au’.

Formative Assessments

Activity Page 6.1 - Anticipation Guide for “Human Changes to the Environment”: Make predictions and find information in the text.

Core Vocabulary: technology, resource, primarily, generate, hydroelectric, reservoir, endangered, pasture

Read Aloud: “Human Changes to the Environment”

Activity Pages: 6.1, 6.2, 6.3, & 6.4

Lesson 7 Environmental Damage Caused by Humans

Primary Focus of the Lesson:

Reading - Students will answer questions to demonstrate understanding of “Environmental Damage Caused by Humans,” referring explicitly to the text as the basis for the answers.

Reading - Students will determine the meaning of general academic and domain-specific words relevant to nature in “Environmental Damage Caused by Humans.”

Writing - Students will introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

Writing - Students will develop the topic with facts, definitions, and details.

Language - Students will practice comparative and superlative adjectives and adverbs and choose between

them depending on what is to be modified.

Formative Assessments

Activity Page 7.1 - “Environmental Damage Caused by Humans”: Cause and effect

Activity Page 7.2 - Comparative and Superlative Adjectives and Adverbs: Complete sentences using comparative and superlative adjectives.

Core Vocabulary: pump, oil rig, anchored, disaster, oil spill, polluted, variety, effect, source, coastline

Read Aloud: Environmental Damage Caused by Humans

Activity Pages: 7.1, 7.2, & 7.3

Lesson 8 Protecting the Environment

Primary Focus of the Lesson:

Reading - Students will answer questions to demonstrate understanding of “Protecting the Environment” referring explicitly to the text as the basis for the answers.

Reading - Students will determine the meaning of general academic and domain-specific words relevant to nature in “Protecting the Environment.”

Language - Students will identify and use the meaning of uni-, bi-, tri-, multi-, over-, mid-, and under-.

Language - Students will practice comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.

Language - Students will use this week’s spelling words for adding suffixes -s, -ed, -ing, -er, and -ly to base words.

Speaking and Listening - Explain their own ideas and understanding in light of the discussion.

Formative Assessments

Activity Page 8.1 - “Protecting the Environment”: Find important information in the reading.

Activity Page 8.2 - Prefix Review: uni-, bi-, tri-, multi-, over-, mid-, and under-: Identify prefixes and parts of speech.

Activity Page 8.4 - Blank Busters: Use spelling words correctly in sentences.

Core Vocabulary: seal, oil boom, recover, natural resource, recycle, alternative, unnecessary

Read Aloud: “Protecting the Environment”

Activity Pages: 8.1, 8.2, 8.3, 8.4, & 8.5

Lesson 9 John Muir

Primary Focus of the Lesson:

Reading - Students will answer questions to demonstrate understanding of “John Muir” referring explicitly to the text as the basis for the answers.

Reading - Students will determine the meaning of general academic and domain-specific words relevant to

nature in “John Muir.”

Writing - Students will capitalize appropriate words in titles.

Writing - Students will use commas in addresses.

Language - Students will identify and use the meaning of uni-, bi-, tri-, multi-, over-, mid-, and under-.

Language - Students will use conventional spelling for words with the sounds /oi/, /ou/, and /aw/.

Speaking and Listening - Explain their own ideas and understanding in light of the discussion.

Formative Assessments

Activity Page 9.1 - “John Muir”: Find information in the reading.

Activity Page 9.2 - Write a Letter: Use correct layout when writing a letter.

Activity Page 9.3 - Prefix Review: Choose the correct words to complete the sentences.

Activity Page 9.4 - Word Sort: Sort words by correct spelling sounds.

Core Vocabulary: treasure, naturalist, conservationist, wilderness

Read Aloud: “John Muir”

Activity Pages: 9.1, 9.2, 9.3, 9.4, & 9.5

Lesson 10 Project Preparation

Primary Focus of the Lesson:

Reading - Students will read and comprehend grade-level texts.

Language - Students will determine agreement between subjects and verbs.

Language - Students will use commas and quotation marks in dialogue.

Language - Students will consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Speaking and Listening - Students will explain their own ideas and understanding in light of the discussion.

Formative Assessments

Activity Page 10.4 - Dictionary Skills: Practice alphabetizing words and parts of speech.

Activity Pages: 10.1, 10.2, 10.3, & 10.4

Lesson 11 Practicing Ecology Presentations

Primary Focus of the Lesson:

Speaking and Listening - Students will 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.

Speaking and Listening - Students will speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Lesson 12 Ecology Final Presentations

Primary Focus of the Lesson:

Speaking and Listening - Students will 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.

Speaking and Listening - Students will speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)

**See CKLA Teachers Guide Supports & Challenge for Unit 11 - Lessons 1-12*

Learners Reading and Writing Below Grade Level

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

Special Education - in addition to specific items outlined in individual student's IEP plan

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
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- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

ELL

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
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Gifted and Talented

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

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- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
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- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Arts / Music / Visual and Performing Arts:

- Anchor Standard 4: Selecting, analyzing, and interpreting work
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Health/P.E.:

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions..

Science:

- K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live- Living things need water, air, and resources from the land, and they live in places that have the things they need.

Humans use natural resources for everything they do.

K-ESS3-3: Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

- Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.
- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people.
- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

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Pacing Guide

<u>Knowledge Unit Name</u>	<u>Duration (Days)</u>	<u>Marking Period</u>
Unit 1: Classic Tales: Wind in the Willows	15 days	1
Unit 2: Animal Classification	15 days	1
Unit 3: The Human Body: Systems and Senses	14 days	1/2
Unit 4: The Ancient Roman Civilization	15 days	2
Unit 5: Light and Sound	17 days	2
Unit 6: The Viking Age	11 days	3
Unit 7: Astronomy: Our Solar System and Beyond	20 days	3
Unit 8: Native Americans: Regions and Cultures	13 days	3/4
Unit 9: Early Explorations of North America	14 days	4
Unit 10: Colonial America	16 days	4
Unit 11: Ecology	12 days	4