

Brigantine Public School District

Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Curriculum Design

Content Area: Reading/Language Arts

Course Title: General Reading/Language Arts

Grade Level: 3

Unit 1- Dollars and Sense

6 Weeks

Unit 2- Smart Solutions

6 Weeks

Unit 3- People and Nature

6 Weeks

Unit 4- One of a Kind

6 Weeks

Unit 5- Cultures

6 Weeks

Date Created: July 2012

Board Approved on: August 23, 2012

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Unit 1 Overview

Content Area: Reading/Language Arts

Unit 1 Title: Dollars and Sense

Grade Level: 3

Unit Summary: When is money important, and when does it affect our lives?

Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.

21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency

Learning Targets

Standards:

Unit 1 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards

Reading Literature

- Realism/Fantasy
- Use prior knowledge
- Sequence
- Visualization
- Monitor & Fix Up
- Character Setting
- Story Structure

Reading Informational Text

- Use prior knowledge
- Summarize
- Visualize
- Glossary Dictionary
- Monitor & Fix Up
- Context Clues
- Story Structure
- Word Structure

Reading Foundational Skills

- Short vowels VCCV
- Plurals –s,-es,
- Endings –ed,-ing,-er,-est
- Long vowel digraphs
- Vowel sound in /out/ & /toy
- Context Clues
- Word Structure
- Reference Sources

Speaking and Listening

- Why we speak/listen
- How to be a good speaker/listener
- Narrate a story
- Identify a theme in cartoons
- Retell a Message
Listen for Main Idea and Details
- Retell a Story
Connect Experiences and Ideas

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<ul style="list-style-type: none"> • Accuracy • Appropriate Pace • Express Characterization 	
<p>Writing</p> <ul style="list-style-type: none"> • Describe a Character • Write a Song • Math Story • E-Mail • Narrative Paragraph; Prewriting, Drafting, Revising, Editing, Publishing 	<p>Language</p> <ul style="list-style-type: none"> • Sentences • Subjects and Predicates • Statements and Questions • Commands and Exclamations • Compound Sentences
CPI #	Cumulative Progress Indicator (CPI)
RF.3	Foundational Skills
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3.c	Decode multisyllable words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a	Read on-level text with purpose and understanding.
RF.3.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL.3	Literature
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> and <i>stanza</i> ; describe how each successive part builds on earlier sections.
	Informational Text
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.

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RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.7	Use information gained from illustrations(e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
	Speaking/Listening
SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw that preparation and other information known about the topic to explore ideas under discussion.
SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
	Language
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1.i	Produce simple, compound and complex sentences.
L.3.3.a	Choose words and phrases for effect.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.
L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
L.3.5.b	Identify real-life connections between words and their use(e.g., describe people who are <i>friendly</i> or <i>helpful</i>).
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).
W	Writing
W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.3	Write narrative to develop real or imagined experiences or events using effective

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	technique, descriptive details and clear event sequences.
W.3.3.c	Use temporal words and phrases to signal event order.
Unit Essential Questions <ul style="list-style-type: none">• How does an organized story structure help in understanding other story elements?• How do readers understand the broad range of reading materials and genres?• How do readers apply reading strategies to improve understanding and fluency?• How do readers apply word structure and vocabulary skills to comprehend selections?• How do students become active and engaged readers?	
Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none">• Baseline Test• Unit Benchmark Assessments• Fresh Reads for Differentiated Test Practice• Online SUCCESS	Summative Assessments: <ul style="list-style-type: none">• Selection Tests• End of Year Benchmark Assessments• Online SUCCESS
Teacher Resources: <p>Pearson Scott Foresman’s <u>Reading Street</u> Student Edition Leveled Readers Literacy Centers NJ Daily Practice Book Phonics and/or Spelling Books Grammar and Writing Book</p> Recommended Online Resources: <p>www.corestandards.org www.njcccs.org www.parcconline.org www.pearsonsuccessnet.com</p>	

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Unit 2 Overview	
Content Area: Reading/Language Arts	
Unit 2 Title: Smart Solutions	
Grade Level: 3	
<p>Unit Summary: What are smart ways that problems are solved?</p> <p>Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.</p> <p>21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.</p>	
Learning Targets	
<p>Standards:</p> <p>Unit 2 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards.</p>	
<p>Reading Literature</p> <ul style="list-style-type: none"> • Sequence • Predict • Realism & Fantasy • Prior Knowledge • Summarize • Author’s Purpose • Story Structure • Draw Conclusions • Visualize 	<p>Reading Informational Text</p> <ul style="list-style-type: none"> • Sequence • Predict • Realism & Fantasy • Prior Knowledge • Summarize • Author’s Purpose • Story Structure • Draw Conclusions • Visualize
<p>Reading Foundational Skills</p> <ul style="list-style-type: none"> • r- controlled ar, or, ore • Contractions n’t, ‘s, ‘ll, ‘m • r- controlled er, ir, ur • Plurals -s, -es, -ies 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Narrate in Sequence • Types of Media • Follow and Give Directions • Compare and Contrast Characters

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<ul style="list-style-type: none"> • Long a: a, ai, ay • Read with Accuracy/Appropriate Pace • Read with Expression/Intonation • Attend to Punctuation • Express Characterization • Position and Direction Words • Descriptive words: Verbs • Time and Order Words for Sequence • Homophones • Similes 	
<p>Writing</p> <ul style="list-style-type: none"> • How-to Report; Prewriting, Drafting, Revising, Editing, Publishing 	<p>Language</p> <ul style="list-style-type: none"> • Nouns • Proper Nouns • Singular and Plural Nouns • Plural Nouns that change Spelling • Possessive Nouns
CPI #	Cumulative Progress Indicator (CPI)
	Foundational Skills
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3.c	Decode multisyllable words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Literature
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Recount stories , including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently

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	and proficiently.
	Informational Text
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.7	Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
	Language
L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.
L.3.1.b	Form and use regular and irregular plural nouns.
L.3.2.d	Form and use possessives.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.
L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).
	Speaking/Listening
SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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	Writing
W.3.1.b	Provide reasons that support the opinion.
W.3.1.d	Provide a concluding statement or section.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Unit Essential Questions

- How does an organized story structure help in understanding other story elements?
- How do readers understand the broad range of reading materials and genres?
- How do readers apply reading strategies to improve understanding and fluency?
- How do readers apply word structure and vocabulary skills to comprehend selections?
- How do students become active and engaged readers?

Evidence of Learning

Formative Assessments:

- Baseline Test
- Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS

Summative Assessments:

- Selection Tests
- End of Year Benchmark Assessments
- Online SUCCESS

Teacher Resources:

Pearson Scott Foresman’s Reading Street Student Edition
Leveled Readers
Literacy Centers
NJ Daily Practice Book
Phonics and/or Spelling Books
Grammar and Writing Book

Recommended Online Resources:

- www.corestandards.org
- www.njcccs.org
- www.parcconline.org
- www.pearsonsuccessnet.com

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Unit 3 Overview

Content Area: Reading/Language Arts

Unit 3 Title: People and Nature

Grade Level: 3

Unit Summary: How are people and nature connected?

Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.

21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency

Learning Targets

Standards:

Unit 3 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards

Reading Literature

- Journal Entry
- Skit
- Friendly letter
- News Story
- Compare/Contrast Paragraph
- Compare/Contrast; Prewriting, Drafting, Revising, Editing, Publishing

Reading Informational Text

- Leave a Voicemail Message, Demonstrate Awareness of Media
- Role Play or Dramatize, Listen and Respond to Audio Text
- Recite a Short Poem from Memory
- Give a Descriptive Presentation Identify Words Appealing to the Senses
- Report an Emergency
- Analyze a Weather Map

Reading Foundational Skills

- Contractions
- Prefixes
- Consonant sounds
- Suffixes –er, -or, -ess, -ist
- Words with wr, kn, mb, gn

Speaking and Listening

- Leave a Voicemail Message, Demonstrate Awareness of Media
- Role Play or Dramatize, Listen and Respond to Audio Text
- Recite a Short Poem from Memory
- Give a Descriptive Presentation Identify

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<ul style="list-style-type: none"> • Word Structure • Glossary • Context Clues • Expression/Intonation • Express Characterization • Accuracy & Appropriate Pace/Rate • Read Silently with Fluency • Dictionary 	<p>Words Appealing to the Senses</p> <ul style="list-style-type: none"> • Report an Emergency Analyze a Weather Map
<p>Writing</p> <ul style="list-style-type: none"> • Journal Entry • Skit • Friendly letter • News Story • Compare/Contrast Paragraph • Compare/Contrast; Prewriting, Drafting, Revising, Editing, Publishing 	<p>Language</p> <ul style="list-style-type: none"> • Action and Linking Verbs • Main & Helping Verbs • Subject-verb Agreement • Past, Present and Future Tenses • Irregular Verbs
CPI #	Cumulative Progress Indicator (CPI)
	Foundational Skills
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes
RF.3.3.d	Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Literature
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.5	Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> and <i>stanza</i> ; describe how each successive part builds on earlier sections.

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RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
	Informational Text
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains into time, sequence and cause/effect
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
	Language
L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.
L.3.1.d	Form and use regular verbs.
L.3.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
L.3.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).
	Speaking/Listening
SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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	Writing	
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	
W.3.2.b	Develop the topic with facts, definitions and details.	
W.3.3.b	Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events to show the response of characters to situations.	
Unit Essential Questions		
<ul style="list-style-type: none"> • How does an organized story structure help in understanding other story elements? • How do readers understand the broad range of reading materials and genres? • How do readers apply reading strategies to improve understanding and fluency? • How do readers apply word structure and vocabulary skills to comprehend selections? • How do students become active and engaged readers? 		
Evidence of Learning		
Formative Assessments:		Summative Assessments:
<ul style="list-style-type: none"> • Baseline Test • Unit Benchmark Assessments • Fresh Reads for Differentiated Test Practice • Online SUCCESS 		<ul style="list-style-type: none"> • Selection Tests • End of Year Benchmark Assessments • Online SUCCESS
Teacher Resources:		
Pearson Scott Foresman’s <u>Reading Street</u> Student Edition Leveled Readers Literacy Centers NJ Daily Practice Book Phonics and/or Spelling Books Grammar and Writing Book		
Recommended Online Resources:		
www.corestandards.org www.njcccs.org www.parconline.org www.pearsonsuccessnet.com		

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Unit 4 Overview	
Content Area: Reading/Language Arts	
Unit 4 Title: One of a Kind	
Grade Level: 3	
<p>Unit Summary: What does it mean to be unique?</p> <p>Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.</p> <p>21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency</p>	
Learning Targets	
<p>Standards:</p> <p>Unit 4 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards</p>	
<p>Reading Literature</p> <ul style="list-style-type: none"> • Cause/Effect • Answer Questions • Compare and Contrast • Ask Questions • Generalize • Prior Knowledge • Fact and Opinion • Plot and Theme 	<p>Reading Informational Text</p> <ul style="list-style-type: none"> • Answer Questions • Word Structure • Prior Knowledge • Context Clues • Fact and Opinion • Plot and Theme • Graphic Organizers
<p>Reading Foundational Skills</p> <ul style="list-style-type: none"> • Irregular plurals • Vowels with r • Prefixes pre-, mid-, over-, out- • Suffixes; -er, -or, -ess, -ist • Syllables VCCCV • Word Structure • Context Clues • Express Characterization 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Express and opinion, Distinguish between Facts and Misleading Information • Informational Speech, Ask Appropriate Questions • Conduct and Interview, Identify Common Themes in Newspapers • Make Introductions, Identify Common Themes in Photographs

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<ul style="list-style-type: none"> • Accuracy & Appropriate Pace/Rate • Read Silently with Fluency 	<ul style="list-style-type: none"> • Compare Languages and Oral Traditions, Gain Knowledge of Cultures
<p>Writing</p> <ul style="list-style-type: none"> • Poem • Describe a Setting • Memoir • Describe a Goal • Write About Plot • Story; Prewriting, Drafting, Revising, Editing, Publishing 	<p>Language</p> <ul style="list-style-type: none"> • Singular/Plural Pronouns • Subject and Object Pronouns • Possessive Pronouns • Contractions • Prepositions
CPI #	Cumulative Progress Indicator (CPI)
	Foundational Skills
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes
RF.3.3.c	Decode multisyllable words.
RF.3.3.d	Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a	Read on-level text with purpose and understanding.
RF.3.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Literature
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
	Informational Text
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

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RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
	Language
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.
L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).
	Speaking/ Listening
SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw that preparation and other information known about the topic to explore ideas under discussion.
SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
	Writing
W.3.1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.3	Write narrative to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3.c	Use temporal words and phrases to signal event order.

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Unit Essential Questions

- How does an organized story structure help in understanding other story elements?
- How do readers understand the broad range of reading materials and genres?
- How do readers apply reading strategies to improve understanding and fluency?
- How do readers apply word structure and vocabulary skills to comprehend selections?
- How do students become active and engaged readers?

Evidence of Learning

Formative Assessments:

- Baseline Test
- Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS

Summative Assessments:

- Selection Tests
- End of Year Benchmark Assessments
- Online SUCCESS

Teacher Resources:

Pearson Scott Foresman's Reading Street Student Edition

Leveled Readers

Literacy Centers

NJ Daily Practice Book

Phonics and/or Spelling Books

Grammar and Writing Book

Recommended Online Resources:

www.corestandards.org

www.njcccs.org

www.parcconline.org

www.pearsonsuccessnet.com

Brigantine Public School District

Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 5 Overview	
Content Area: Reading/Language Arts	
Unit 5 Title: Cultures	
Grade Level: 3	
<p>Unit Summary: What happens when two ways of life come together?</p> <p>Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.</p> <p>21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency</p>	
Learning Targets	
<p>Standards:</p> <p>Unit 5 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards</p>	
<p>Reading Literature</p> <ul style="list-style-type: none"> • Predict • Text Structure • Compare/ Contrast • Predict • Fact & Opinion • Sequence • Draw Conclusions • Author’s Purpose 	<p>Reading Informational Text</p> <ul style="list-style-type: none"> • Predict • Context Clues • Text Structure • Context Clues
<p>Reading Foundational Skills</p> <ul style="list-style-type: none"> • Syllable pattern CVVC, CVV • Homophones • Distinguish vowel sounds • Suffixes; -y, -ish, -hood, -ment • Word Structure • Context Clues • Express Characterization • Accuracy & Appropriate Pace/Rate • Read Silently with Fluency 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> •Recite a Song or Poem from Memory •Use Nonverbal Cues •Express an Opinion about community Issues •Interview by Presenting a Talk Show •Oral Presentation and Evaluation Figurative language Techniques

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<p>Writing</p> <ul style="list-style-type: none"> • Editorial • Write your Opinion • Ad • Answer a Question • Story Review Story Review • Persuasive Letter; Prewriting, Drafting, Revising, Editing, Publishing 	<p>Language</p> <ul style="list-style-type: none"> • Adjectives and Articles • Adjectives that Compare • Adverbs • Adverbs that Compare • Conjunctions
CPI #	Cumulative Progress Indicator (CPI)
	Foundational Skills
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3.b	Decode words with common Latin suffixes.
RF.3.3.c	Decode multisyllable words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a	Read on-level text with purpose and understanding.
RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Literature
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
RL.3.9	Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
	Informational Text
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
RI.3.6	Distinguish their own point of view from that of the author of a text.
	Language
L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.
L.3.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1.h	Use coordinating and subordinating conjunctions.

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L.3.3.a	Choose words and phrases for effect.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).
Speaking/Listening	
SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
SL.3.4	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.
Writing	
W.3.1.a	Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.2.d	Provide a concluding statement or section.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does an organized story structure help in understanding other story elements? • How do readers understand the broad range of reading materials and genres? • How do readers apply reading strategies to improve understanding and fluency? • How do readers apply word structure and vocabulary skills to comprehend selections? • How do students become good readers? 	
Evidence of Learning	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Baseline Test • Unit Benchmark Assessments • Fresh Reads for Differentiated Test Practice • Online SUCCESS 	<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Selection Tests • End of Year Benchmark Assessments • Online SUCCESS

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