

**ELA Curriculum
Alpha Public School**

Grade: 3rd

June 2019

Reading

NJ SLS Progress Indicator	Suggested Resources	Required Assessments	Pacing	Interdisciplinary Content	Essential Question	Benchmark	Technology	Differentiation: IEPs, 504s, ELL & G & T	21st Century Skills / Career
Reading Literature Text									
Key Ideas and Details									
RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Mentor Texts Anchor Charts Question Cubes Classroom Library Literacy Work stations Leveled Readers Response Journals	Teacher Observation Student Participation Comprehension check Graphic Organizers	2 weeks	Social Studies Science	How does asking and answering questions help me understand what I am reading? How do we draw inferences using details and examples from the text in fiction	Comprehension Check DRA/Running Records	Epic ReadWorks	Reread text or provide text in a digital format Summarize with a peer Chunk instruction Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in	Mentor Texts Anchor Charts Question Cubes Story Maps/ Graphic Organizers	Teacher Observation Student Participation Comprehension check	2 weeks	Social Studies Science	How do events in the story contribute to the central message? What central message or moral is the	Comprehension Check DRA/Running Records	Epic ReadWorks	Reread text or provide text in a digital format Summarize with a	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid

the text.	Classroom Library Literacy Work stations Leveled Readers	Story Maps/ Graphic Organizers			author trying to convey?			peer Chunk instruction Multi-sensory Approach	and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	Mentor Texts Anchor Charts Question Cubes Story Webs/ Graphic Organizers Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Story Webs/ Graphic Organizers	2 weeks	Social Studies Science	How do the major/minor characters respond to the important challenges in the story? What effect do the events in the story have on the characters? How did the character react to the event and what does this reaction reveal about the character?	Comprehension Check DRA/Running Records	Epic ReadWorks	Reread text or provide text in a digital format Summarize with a peer Chunk instruction Multi-sensory chart	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Craft and Structure									
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Mentor Texts Anchor Charts Story Webs/ Graphic Organizers	Teacher Observation Student Participation Comprehension check	2 weeks	Social Studies Science	What do you think the author is trying to say when he/she uses that phrase? How does the	Comprehension Check / Running Records	Epic ReadWorks	Reread text or provide text in a digital format Chunk	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation

	<p>Classroom Library</p> <p>Literacy Work stations</p> <p>Leveled Readers</p>	<p>Story Webs/ Graphic Organizers</p>			<p>author's choice of words affect the meaning of the text?</p> <p>Why does the author repeat words and phrases and what impact does this have on the text?</p> <p>How can we identify literal and nonliteral words and phrases?</p>			<p>instruction</p> <p>Multi-sensory Approach</p>	<p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Question Cubes</p> <p>Story Webs/ Graphic Organizers</p> <p>Classroom Library</p> <p>Literacy Work stations</p> <p>Leveled Readers</p>	<p>Teacher Observation</p> <p>Student Participation</p> <p>Comprehension check</p> <p>Story Webs/ Graphic Organizers</p>	<p>2 weeks</p>	<p>Social Studies</p> <p>Science</p>	<p>How can we use the terms such as chapter, scene, and stanza to describe how a story, drama, or poem builds?</p> <p>How does what the author says in an earlier paragraph understand what is happening now?</p> <p>How can we demonstrate how each part builds upon earlier sections when discussing or writing about a story, drama, or poem ?</p>	<p>Comprehension assessment</p> <p>DRA/Running Records</p>	<p>Epic</p> <p>ReadWorks</p>	<p>Reread text or provide text in a digital format</p> <p>Chunk instruction</p> <p>Multi-sensory Approach</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Mentor Texts Anchor Charts Story Webs/ Graphic Organizers Classroom Library Literacy Work stations Leveled Readers</p>	<p>Teacher Observation Student Participation Comprehension check Story Webs/ Graphic Organizers</p>	<p>3 weeks</p>	<p>Social Studies Science</p>	<p>How do we identify the point of view of characters in the text? How can I distinguish between characters' voices when reading aloud? How does dialogue help us understand how the character is feeling?</p>	<p>Comprehension assessment DRA/Running Records</p>	<p>Epic ReadWorks</p>	<p>Reread text or provide text in a digital format Chunk instruction Multi-sensory Approach</p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence</p>
Integration of Knowledge and Ideas									
<p>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).</p>	<p>Mentor Texts Anchor Charts Story Webs/ Graphic Organizers ReadWorks Epic Classroom Library Literacy Work stations Leveled Readers</p>	<p>Teacher Observation Student Participation Comprehension check Story Webs/ Graphic Organizers</p>	<p>2 weeks</p>	<p>Social Studies Science</p>	<p>What can illustrations tell me about story elements? How can I explain characters, setting, and plot based on illustrations and words in print? How did the character evolve throughout the story based on the words and illustrations in the text? How can illustrations</p>	<p>Comprehension assessment DRA/Running Records</p>	<p>Epic ReadWorks</p>	<p>Reread text or provide text in a digital format Chunk instruction Multi-sensory Approach</p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence</p>

					help create the mood of a story, emphasize a character, or emphasize the setting?				
RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series	Mentor Texts Anchor Charts Story Webs/ Graphic Organizers Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Story Webs/ Graphic Organizers	2 weeks	Social Studies	How can you compare and contrast characters in similar stories? What is the difference in the author's interpretation of the stories? What would have happened in the story if the cultural setting were different?	Comprehension assessment DRA/Running Records	Epic ReadWorks	Reread text or provide text in a digital format Chunk instruction Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Range of Reading and Level of Text Complexity									
RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.	Mentor Texts Anchor Charts Story Webs/ Graphic Organizers Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Story Webs/ Graphic Organizers	ongoing	Scholastic News Social Studies Science	What are some strategies to help me read fluently and understand what I am reading? How do readers adapt when text becomes more complex?	Comprehension assessment DRA/Running Records	Epic ReadWorks	Reread text or provide text in a digital format Chunk instruction Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

Reading Informational Text									
Key Ideas and Details									
RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Mentor Texts Anchor Charts Question Cubes Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Graphic Organizers	2 weeks	Social Studies Science	What strategies can I use to help me understand key details in a text? How can I show that I understand key details? How can I give examples from the text to support my answers?	Comprehension assessment DRA/Running Records	Epic ReadWorks	Reread text or provide text in a digital format Summarize with a peer Chunk instruction Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	Mentor Texts Anchor Charts Question Cubes Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Graphic Organizers	2 weeks	Social Studies Science	What is the main focus of the paragraph? What additional details does the author give us in this paragraph that helps us understand the main topic? How can we determine the main idea of a text; recount the key details and explain how they support the main idea?	Comprehension assessment DRA/Running Records	Epic ReadWorks	Reread text or provide text in a digital format Chunk instruction Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

<p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>Mentor Texts Anchor Charts Question Cubes Graphic Organizers Classroom Library Literacy Work stations Leveled Readers</p>	<p>Teacher Observation Student Participation Comprehension check Graphic Organizers</p>	<p>2 weeks</p>	<p>Scholastic News Social Studies Science</p>	<p>How can I use the events, ideas, or steps to create connections to better understand informational text? How do I locate specific information from the text to explain what happened and why events occur? How can we describe the sequence of events using language pertaining to time, sequence, cause and effect?</p>	<p>Comprehension assessment DRA/Running Records</p>	<p>Epic ReadWorks</p>	<p>Reread text or provide text in a digital format Chunk instruction Multi-sensory Approach Provide timeline Highlight signal words (first, next, last, etc.)</p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence</p>
Craft and Structure									
<p>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.</p>	<p>Mentor Texts Anchor Charts Graphic Organizers Classroom Library Literacy Work stations Leveled Readers</p>	<p>Teacher Observation Student Participation Comprehension check Graphic Organizers</p>	<p>2 weeks</p>	<p>Social Studies Science</p>	<p>How does word choice impact the overall meaning of the text? How do words and phrases work together in order to tell a story? How can I identify general academic words and phrases in</p>	<p>Comprehension assessment DRA/Running Records</p>	<p>Epic ReadWorks</p>	<p>Visual Aids Multi-sensory approach Personal Word Notebook</p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence</p>

					order to find the meaning of the text?				
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Mentor Texts Anchor Charts Graphic Organizers Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Graphic Organizers	2 weeks	Social Studies Science	What are text features and how can they help me locate and understand what I am reading? How can I determine how readers use search tools to locate information?	Comprehension assessment DRA/Running Records	Epic ReadWorks	Visual Aids Modeling Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RI.3.6. Distinguish their own point of view from that of the author of a text.	Mentor Texts Anchor Charts Graphic Organizers Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Graphic Organizers	2 weeks	Social Studies Science	How does an author let the reader know his purpose for writing the text? How do I compare and contrast the point of view differences between the reader and author?	Comprehension assessment DRA/Running Records	Epic ReadWorks	Reread text or provide text in a digital format Chunk instruction Visual Aids Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Integration of Knowledge and Ideas									
RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to	Mentor Texts Anchor Charts Graphic Organizers	Teacher Observation Student Participation	2 weeks	Social Studies Science	How do the pictures, illustrations, and words of a text work together to	Comprehension assessment DRA/Running Records	Epic ReadWorks	Chunk instruction Multi-sensory	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and

demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Classroom Library Literacy Work stations Leveled Readers	Comprehension check Graphic Organizers			help me understand it? How can I demonstrate understanding using information from what I've read in order to share where, when, why, and how key events occur.			Approach Visual Aids	innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
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) to support specific points the author makes in a text.	Mentor Texts Anchor Charts Graphic Organizers Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Graphic Organizers	2 weeks	Social Studies Science	What evidence did the author use to support his purpose? How can we identify how one sentence is connected to the sentence before and after it? How do sentences and paragraphs relate?	Comprehension assessment DRA/Running Records	Epic ReadWorks	Chunk instruction Multi-sensory Approach Visual Aids Highlighting	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.	Mentor Texts Anchor Charts Graphic Organizers Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Graphic Organizers	2 weeks	Scholastic News Social Studies Science	What are the differences and similarities of the key points of the two texts? How can I compare and contrast information from text on the same topic?	Comprehension assessment DRA/Running Records	Epic ReadWorks	Chunk instruction Multi-sensory Approach Visual Aids	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

Range of Reading and Level of Text Complexity									
RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	Mentor Texts Anchor Charts Story Webs/ Graphic Organizers Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Story Webs/ Graphic Organizers	ongoing	Scholastic News Social Studies Science	What are some strategies to help me read fluently and understand what I am reading? How do readers adapt when text becomes more complex? How can I read and comprehend an age appropriate, informational text?	Comprehension assessment DRA/Running Records	Epic ReadWorks	Reread text or provide text in a digital format Chunk instruction Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Reading Foundational Skills									
Phonics and Word Recognition									
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	Anchor Charts Mentor Texts Classroom Library Literacy Work stations Leveled Readers	Teacher observation Student participation Student whiteboards (communicators)	ongoing		How does the understanding of spoken words, syllables, and sounds support my ability to read? How do prefixes and suffixes change the meaning of a root word? How can I read unfamiliar	DRA/Running Records	IXL Epic ReadWorks	Multi-sensory Approach Song Highlighting Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

					words?				
A. Identify and know the meaning of the most common prefixes and derivational suffixes.	Anchor Charts Mentor Texts Classroom Library Literacy Work stations Leveled Readers	Teacher observation Student participation Student whiteboards (communicators)	ongoing		How does the understanding of spoken words, syllables, and sounds support my ability to read? How do prefixes and suffixes change the meaning of a root word? How can I read unfamiliar words?	DRA/Running Records	IXL Epic ReadWorks	Multi-sensory Approach Song Highlighting Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B. Decode words with common Latin suffixes.	Anchor Charts Mentor Texts Classroom Library Literacy Work stations Leveled Readers	Teacher observation Student participation Student whiteboards (communicators)	ongoing		How does the understanding of spoken words, syllables, and sounds support my ability to read? How do prefixes and suffixes change the meaning of a root word? How can I read unfamiliar words?	DRA/Running Records	IXL Epic ReadWorks	Multi-sensory Approach Song Highlighting Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
C. Decode multisyllable words.	Anchor Charts Mentor Texts Classroom	Teacher observation Student participation	ongoing		How does the understanding of spoken words, syllables, and	DRA/Running Records	IXL Epic ReadWorks	Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate

	Library Literacy Work stations Leveled Readers	Student whiteboards (communicators)			sounds support my ability to read? How do prefixes and suffixes change the meaning of a root word? How can I read unfamiliar words?			Song Highlighting Personal Word Notebook	creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
D. Read grade-appropriate irregularly spelled words.	Anchor Charts Mentor Texts Classroom Library Literacy Work stations Leveled Readers	Teacher observation Student participation Student whiteboards (communicators)	ongoing		How does the understanding of spoken words, syllables, and sounds support my ability to read? How do prefixes and suffixes change the meaning of a root word? How can I read unfamiliar words?	DRA/Running Records	IXL Epic ReadWorks	Multi-sensory Approach Song Highlighting Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Fluency									
RF.3.4. Read with sufficient accuracy and fluency to support comprehension.	Mentor Texts Leveled Readers Literacy Workstations	Teacher observation Student participation	ongoing	All subjects	Why is it important to become a fluent reader? How can I use pictures and words to confirm, self-correct or understand a	DRA/Running Records	Read Naturally		CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies

					word? How can we re-read as a strategy when confirming or self-correcting words?				CRP.12- Work productively in teams while using cultural global competence
A. Read grade-level text with purpose and understanding.	Mentor Texts Leveled Readers Literacy Workstations	Teacher observation Student participation	ongoing	All subjects	Why is it important to become a fluent reader? How can I use pictures and words to confirm, self-correct or understand a word? How can we re-read as a strategy when confirming or self-correcting words?	DRA/Running Records	Read Naturally		CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B. Read grade-level text orally with accuracy, appropriate rate, and expression.	Mentor Texts Leveled Readers Literacy Workstations	Teacher observation Student participation	ongoing	All subjects	Why is it important to become a fluent reader? How can I use pictures and words to confirm, self-correct or understand a word? How can we re-read as a strategy when confirming or self-correcting words?	DRA/Running Records			CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
C. Use context to	Mentor Texts	Teacher observation	ongoing	All subjects	Why is it	DRA/Running	Read Naturally		CRP.4- Communicate

confirm or self-correct word recognition and understanding, rereading as necessary.	Leveled Readers Literacy Workstations	Student participation			important to become a fluent reader? How can I use pictures and words to confirm, self-correct or understand a word? How can we re-read as a strategy when confirming or self-correcting words?	Records			clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
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Writing

NJ SLS Progress Indicator	Suggested Resources	Required Assessments	Pacing	Interdisciplinary Content	Essential Question	Benchmark	Technology	Differentiation: IEPs, 504s, ELL & G & T	21st Century Skills / Career
Text Types and Purposes									
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist Graphic Organizers	Rubric conferencing	8 weeks	Science Social Studies	How do I write to produce and support the creation of an opinion? How do writers organize their opinion writing so that the opinion and supporting reasons are connected? How do writers provide closure in opinion pieces?	Writing Samples	Google Docs	Modified rubric Teacher Provided Model Google Voice Type Scripted Sentences Stems Use of Color/Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using

					How can we select a topic, create an opinion composition that includes a statement of opinion, and includes reasons that support my point of view?				cultural global competence
A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist Graphic Organizers	Rubric conferencing	8 weeks	Science Social Studies	How do I write to produce and support the creation of an opinion? How do writers organize their opinion writing so that the opinion and supporting reasons are connected? How do writers provide closure in opinion pieces? How can we select a topic, create an opinion composition that includes a statement of opinion, and includes reasons that support my point of view?	Writing Samples	Google Docs	Modified rubric Teacher Provided Model Google Voice Type Scripted Sentences Stems Use of Color/Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B. Provide reasons that support the opinion.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls	Rubric conferencing	8 weeks	Science Social Studies	How do I write to produce and support the creation of an opinion? How do writers organize their opinion writing	Writing Samples	Google Docs	Modified rubric Teacher Provided Model Google Voice Type Scripted	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and

	Writing Checklist Graphic Organizers				so that the opinion and supporting reasons are connected? How do writers provide closure in opinion pieces? How can we select a topic, create an opinion composition that includes a statement of opinion, and includes reasons that support my point of view?			Sentences Stems Use of Color/Highlighting Teacher Assistance with Editing	innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist Graphic Organizers	Rubric conferencing	8 weeks	Science Social Studies	How do I write to produce and support the creation of an opinion? How do writers organize their opinion writing so that the opinion and supporting reasons are connected? How do writers provide closure in opinion pieces? How can we select a topic, create an opinion composition that includes a statement of opinion, and includes reasons that support my point of view?	Writing Samples	Google Docs	Modified rubric Teacher Provided Model Google Voice Type Scripted Sentences Stems Use of Color/Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

D. Provide a conclusion.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist Graphic Organizers	Rubric conferencing	8 weeks	Science Social Studies	How do I write to produce and support the creation of an opinion? How do writers organize their opinion writing so that the opinion and supporting reasons are connected? How do writers provide closure in opinion pieces? How can we select a topic, create an opinion composition that includes a statement of opinion, and includes reasons that support my point of view?	Writing Samples	Google Docs	Modified rubric Teacher Provided Model Google Voice Type Scripted Sentences Stems Use of Color/Highlighting Teacher Assistance with Editing	
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Mentor Texts Teacher modeled writing samples Anchor Charts Writing Checklist Graphic Organizers Word Walls	Rubric conferencing	8 weeks	Science Social Studies	How can I use facts to write an informational piece? How do writers share information in an organized way? How do I write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly? How can we compose an	Writing Samples	Google Docs	Modified rubric Teacher Provided Model Google Voice Type Scripted Sentence Stem Use of Color/Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

					informational/explanatory composition with facts, definitions, and illustrations.				
A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.	Mentor Texts Teacher modeled writing samples Anchor Charts Writing Checklist Graphic Organizers Word Walls	Rubric conferencing	8 weeks	Science Social Studies	How can I use facts to write an informational piece? How do writers share information in an organized way? How do I write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly? How can we compose an informational/explanatory composition with facts, definitions, and illustrations.	Writing Samples	Google Docs	Modified rubric Teacher Provided Model Google Voice Type Scripted Sentence Stem Use of Color/Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B. Develop the topic with facts, definitions, and details.	Mentor Texts Teacher modeled writing samples Anchor Charts Writing Checklist Graphic Organizers	Rubric conferencing	8 weeks	Science Social Studies	How can I use facts to write an informational piece? How do writers share information in an organized way? How do I write	Writing Samples	Google Docs	Modified rubric Teacher Provided Model Google Voice Type Scripted Sentence Stem	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation

	Word Walls				<p>informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly?</p> <p>How can we compose an informational/explanatory composition with facts, definitions, and illustrations.</p>			<p>Use of Color/Highlighting</p> <p>Teacher Assistance with Editing</p>	<p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<p>Mentor Texts</p> <p>Teacher modeled writing samples</p> <p>Anchor Charts</p> <p>Writing Checklist</p> <p>Graphic Organizers</p> <p>Word Walls</p>	<p>Rubric</p> <p>conferencing</p>	8 weeks	<p>Science</p> <p>Social Studies</p>	<p>How can I use facts to write an informational piece?</p> <p>How do writers share information in an organized way?</p> <p>How do I write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly?</p> <p>How can we compose an informational/explanatory composition with facts, definitions, and illustrations.</p>	Writing Samples	Google Docs	<p>Modified rubric</p> <p>Teacher Provided Model</p> <p>Google Voice Type</p> <p>Scripted Sentence Stem</p> <p>Use of Color/Highlighting</p> <p>Teacher Assistance with Editing</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
D. Provide a	Mentor Texts	Rubric	8 weeks	Science	How can I use	Writing Samples	Google Docs	Modified rubric	CRP.4-

conclusion.	<p>Teacher modeled writing samples</p> <p>Anchor Charts</p> <p>Writing Checklist</p> <p>Graphic Organizers</p> <p>Word Walls</p>	conferencing		Social Studies	<p>facts to write an informational piece?</p> <p>How do writers share information in an organized way?</p> <p>How do I write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly?</p> <p>How can we compose an informational/explanatory composition with facts, definitions, and illustrations.</p>			<p>Teacher Provided Model</p> <p>Google Voice Type</p> <p>Scripted Sentence Stem</p> <p>Use of Color/Highlighting</p> <p>Teacher Assistance with Editing</p>	<p>Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.	<p>Mentor Texts</p> <p>Teacher modeled writing samples</p> <p>Anchor Charts</p> <p>Writing Checklist</p> <p>Graphic Organizers</p> <p>Word Walls</p>	<p>Rubric</p> <p>conferencing</p>	8 weeks	<p>Science</p> <p>Social Studies</p>	<p>How do writers share personal experiences through writing?</p> <p>How do details enhance the characters and the actions of a story?</p> <p>How can transition words help to smoothly move a story along?</p> <p>How can I use temporal words to signal event order and transition from</p>	Writing Samples	Google Docs	<p>Modified rubric</p> <p>Teacher Provided Model</p> <p>Google Voice Type</p> <p>Scripted Sentence Stem</p> <p>Use of Color/Highlighting</p> <p>Teacher Assistance with Editing</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

					one event to another?				
A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Mentor Texts Teacher modeled writing samples Anchor Charts Writing Checklist Graphic Organizers Word Walls	Rubric conferencing	8 weeks	Science Social Studies	How do writers share personal experiences through writing? How do details enhance the characters and the actions of a story? How can transition words help to smoothly move a story along? How can I use temporal words to signal event order and transition from one event to another?	Writing Samples	Google Docs	Modified rubric Teacher Provided Model Google Voice Type Scripted Sentence Stem Use of Color/Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Mentor Texts Teacher modeled writing samples Anchor Charts Writing Checklist Graphic Organizers Word Walls	Rubric conferencing	8 weeks	Science Social Studies	How do writers share personal experiences through writing? How do details enhance the characters and the actions of a story? How can transition words help to smoothly move a story along? How can I use temporal words to signal event order and transition from	Writing Samples	Google Docs	Modified rubric Teacher Provided Model Google Voice Type Scripted Sentence Stem Use of Color/Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

					one event to another?				
C. Use temporal words and phrases to signal event order.	Mentor Texts Teacher modeled writing samples Anchor Charts Writing Checklist Graphic Organizers Word Walls	Rubric conferencing	8 weeks	Science Social Studies	How do writers share personal experiences through writing? How do details enhance the characters and the actions of a story? How can transition words help to smoothly move a story along? How can I use temporal words to signal event order and transition from one event to another?	Writing Samples	Google Docs	Modified rubric Teacher Provided Model Google Voice Type Scripted Sentence Stem Use of Color/Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
D. Provide a sense of closure.	Mentor Texts Teacher modeled writing samples Anchor Charts Writing Checklist Graphic Organizers Word Walls	Rubric conferencing	8 weeks	Science Social Studies	How do writers share personal experiences through writing? How do details enhance the characters and the actions of a story? How can transition words help to smoothly move a story along? How can I use temporal words to signal event order and transition from	Writing Samples	Google Docs	Modified rubric Teacher Provided Model Google Voice Type Scripted Sentence Stem Use of Color/Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

					one event to another?				
Production and Distribution of Writing									
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist Editing checklist Graphic Organizers	Rubric conferencing	ongoing	Science Social Studies	How do I write for a specific task and purpose? How can we understand writing purposes such as: writing to persuade, to inform, to entertain?	Writing Samples	Google Docs	Modified Rubric Teacher Provided Model Google Voice Type Scripted Sentences Stem Use of Color or Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist Editing checklist Graphic Organizers	Rubric conferencing	ongoing	Science Social Studies	How do I use planning, revising, and editing to improve writing? How can I use the writing process to focus and strengthen my writing? How can I edit word usage and word choice to help strengthen details in my writing?	Writing Samples	Google Docs	Modified rubric Teacher Provided Model Google Voice Type Scripted Sentence Stem Use of Color/Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist Graphic Organizers	Rubric conferencing	ongoing	Science Social Studies	How can technology be used as a tool to write, publish, and/or collaborate? How can the addition of digital tools help me produce and publish focused writing? How can I select appropriate technology tools that fit the intended audience and purpose?	Writing Samples	Google Docs	Modified rubric Teacher Provided Model Google Voice Type Scripted Sentence Stems Use of Color/Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Research to Build and Present Knowledge									
W.3.7. Conduct short research projects that build knowledge about a topic.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist	Rubric conferencing	1 week	Science Social Studies	How can I work with a team in order to conduct research and write a report? How can I discriminate between relevant and irrelevant information?	Writing Samples	Shared Google Docs Shared Google Slides	Reread Text or Provide Text in a Digital Format Modified rubric Teacher Provided Model Google Voice Type Scripted Sentence Stems Use of Color/Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

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.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist	Rubric conferencing	4 weeks	Science Social Studies	How do I gather information from print and digital sources? How do authors and illustrators share information they've learned with others? How do I use a source to find an answer to my question? How can I use information and my experiences to help me answer a question?	Writing Samples	Google Docs	Modified rubric Teacher Provided Model Google Voice Type Scripted Sentence Stems Use of Color/Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
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Speaking and Listening

NJ SLS Progress Indicator	Suggested Resources	Required Assessments	Pacing	Interdisciplinary Content	Essential Question	Benchmark	Technology	Differentiation: IEPs, 504s, ELL & G & T	21st Century Skills / Career
Range of Writing									
W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist	Rubric conferencing	Ongoing	Science Social Studies	How do I write for different tasks, purposes, and audiences? How can I write for various purposes and to various audiences for short or extended time frames?	Writing Samples	Google Docs	Modified rubric Teacher Provided Model Google Voice Type Task Chunking Graphic Organizers Teacher	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research

tasks, purposes, and audiences.								Assistance with Editing	strategies CRP.12- Work productively in teams while using cultural global competence
Comprehension and Collaboration									
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	Mentor Texts Anchor Charts	Teacher observation Student participation	Ongoing	All Subjects	When is an appropriate time to ask or answer questions? How can I add to a conversation? What is my role in communication (as a listener, speaker, thinker)? How can I use my voice, body, and eyes to speak and listen effectively? How can I use complete sentences to ask and answer questions?	Anecdotal records/checklist	Google Docs Learn 360 Epic ReadWorks Videos	Teacher selected groupings Graphic Organizers Multi-sensory Approach Checklist Visual Cue for Next Speaker	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	Mentor Texts Anchor Charts	Teacher observation Student participation	Ongoing	All Subjects	When is an appropriate time to ask or answer questions? How can I add to a conversation? What is my role in communication (as a listener,	Anecdotal records/checklist	Google Docs Learn 360 Epic ReadWorks Videos	Teacher selected groupings Graphic Organizers Multi-sensory Approach Checklist Visual Cue for	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ

					<p>speaker, thinker)?</p> <p>How can I use my voice, body, and eyes to speak and listen effectively?</p> <p>How can I use complete sentences to ask and answer questions?</p>			<p>Next Speaker</p>	<p>valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Mentor Texts</p> <p>Anchor Charts</p>	<p>Teacher observation</p> <p>Student participation</p>	<p>Ongoing</p>	<p>All Subjects</p>	<p>When is an appropriate time to ask or answer questions?</p> <p>How can I add to a conversation?</p> <p>What is my role in communication (as a listener, speaker, thinker)?</p> <p>How can I use my voice, body, and eyes to speak and listen effectively?</p> <p>How can I use complete sentences to ask and answer questions?</p>	<p>Anecdotal records/checklist</p>	<p>Google Docs</p> <p>Learn 360</p> <p>Epic</p> <p>ReadWorks</p> <p>Videos</p>	<p>Teacher selected groupings</p> <p>Graphic Organizers</p> <p>Multi-sensory Approach</p> <p>Checklist</p> <p>Visual Cue for Next Speaker</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p>Mentor Texts</p> <p>Anchor Charts</p>	<p>Teacher observation</p> <p>Student participation</p>	<p>Ongoing</p>	<p>All Subjects</p>	<p>When is an appropriate time to ask or answer questions?</p> <p>How can I add to a conversation?</p> <p>What is my role in</p>	<p>Anecdotal records/checklist</p>	<p>Google Docs</p> <p>Learn 360</p> <p>Epic</p> <p>ReadWorks</p> <p>Videos</p>	<p>Teacher selected groupings</p> <p>Graphic Organizers</p> <p>Multi-sensory Approach</p> <p>Checklist</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p>

					<p>communication (as a listener, speaker, thinker)?</p> <p>How can I use my voice, body, and eyes to speak and listen effectively?</p> <p>How can I use complete sentences to ask and answer questions?</p>			<p>Visual Cue for Next Speaker</p>	<p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
D. Explain their own ideas and understanding in light of the discussion.	<p>Mentor Texts</p> <p>Anchor Charts</p>	<p>Teacher observation</p> <p>Student participation</p>	Ongoing	All Subjects	<p>When is an appropriate time to ask or answer questions?</p> <p>How can I add to a conversation?</p> <p>What is my role in communication (as a listener, speaker, thinker)?</p> <p>How can I use my voice, body, and eyes to speak and listen effectively?</p> <p>How can I use complete sentences to ask and answer questions?</p>	<p>Anecdotal records/checklist</p>	<p>Google Docs</p> <p>Learn 360</p> <p>Epic</p> <p>ReadWorks</p> <p>Videos</p>	<p>Teacher selected groupings</p> <p>Graphic Organizers</p> <p>Multi-sensory Approach</p> <p>Checklist</p> <p>Visual Cue for Next Speaker</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in	<p>Mentor Texts</p> <p>Anchor Charts</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	Ongoing	All Subjects	<p>How do I determine the main idea presented orally or through media using questions and answers in order to get</p>	<p>Anecdotal Records/Checklist</p> <p>Comprehension check</p>	<p>Google Docs</p> <p>Learn 360</p> <p>Epic</p> <p>ReadWorks</p>	<p>Teacher selected groupings</p> <p>Reread Text or Provide Text in Digit Format</p> <p>Graphic</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate</p>

diverse media and formats, including visually, quantitatively, and orally.					additional information that will deepen my understanding? Why is it important to recall and describe key details and ideas from a text?		Videos	Organizers Multi-sensory Approach Checklist Visual Cue for Next Speaker	creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric Graphic organizer	Ongoing	All Subjects	Why is it important to formulate questions and answers about what someone says in order to clarify understanding of a topic or issue. How can we deepen understanding of a topic by asking relevant questions. How can I ask questions to clarify what a speaker says?	Anecdotal Records/Checklist Comprehension check	Google Docs Learn 360 Epic ReadWorks Videos	Teacher selected groupings Graphic Organizers Multi-sensory Approach Checklist Visual Cue for Next Speaker	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Presentation of Knowledge and Ideas									
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	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All Subjects	How do I orally present a topic, story, or experience speaking slowly, pacing myself, without rushing so that my audience can	Anecdotal Records/Checklist Comprehension check	Google Docs Little Bird Tales Website Learn 360 Epic	Teacher selected groupings Graphic Organizers Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and

pace.					understand me?		ReadWorks Videos	Checklist Visual Cue for Next Speaker	innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
SL.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.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All Subjects	How can visuals enhance a presentation? How can drawing and objects provide additional details about our topic? How can I use audio recordings and visual displays to make my presentation more engaging for the audience?	Anecdotal Records/Checklist Comprehension check	Google Docs Learn 360 Epic ReadWorks Videos	Teacher selected groupings Graphic Organizers Multi-sensory Approach Checklist Visual Cue for Next Speaker	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All Subjects	How can I express my ideas clearly? Why do I need to speak in complete sentences? How can I use complete sentences to ask and answer questions? How do I know	Anecdotal Records/Checklist Comprehension check	Google Docs Learn 360 Epic ReadWorks Videos	Teacher selected groupings Graphic Organizers Multi-sensory Approach Checklist Visual Cue for Next Speaker	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies

					when to speak formally or informally?				CRP.12- Work productively in teams while using cultural global competence
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Language

NJ SLS Progress Indicator	Suggested Resources	Required Assessments	Pacing	Interdisciplinary Content	Essential Question	Benchmark	Technology	Differentiation: IEPs, 504s, ELL & G & T	21st Century Skills / Career
Conventions of Standard English									
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why is grammar important when speaking or writing? How do I use a noun in a sentence? How do I use pronouns appropriately in a sentence? How do I use past, present and future to convey verb tenses? How do I use adjectives and adverbs to add details to be more specific in my writing? Why is it important to vary the sentence	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizer Multi-sensory Approach Checklist Visual Cue of next Speaker Teacher/Peer Modeling	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

					structure in my writing?				
A.Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why is grammar important when speaking or writing? How do I use a noun in a sentence? How do I use pronouns appropriately in a sentence? How do I use past, present and future to convey verb tenses? How do I use adjectives and adverbs to add details to be more specific in my writing? Why is it important to vary the sentence structure in my writing?	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizer Multi-sensory Approach Checklist Visual Cue of next Speaker Teacher/Peer Modeling	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B. Form and use regular and irregular plural nouns.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why is grammar important when speaking or writing? How do I use a noun in a sentence? How do I use pronouns appropriately in a sentence? How do I use	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizer Multi-sensory Approach Checklist Visual Cue of next Speaker Teacher/Peer Modeling	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies

					<p>past, present and future to convey verb tenses?</p> <p>How do I use adjectives and adverbs to add details to be more specific in my writing?</p> <p>Why is it important to vary the sentence structure in my writing?</p>				CRP.12- Work productively in teams while using cultural global competence
C. Use abstract nouns (e.g., <i>childhood</i>).	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	<p>Why is grammar important when speaking or writing?</p> <p>How do I use a noun in a sentence?</p> <p>How do I use pronouns appropriately in a sentence?</p> <p>How do I use past, present and future to convey verb tenses?</p> <p>How do I use adjectives and adverbs to add details to be more specific in my writing?</p> <p>Why is it important to vary the sentence structure in my writing?</p>	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizer Multi-sensory Approach Checklist Visual Cue of next Speaker Teacher/Peer Modeling	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
D. Form and use	Mentor Texts	Teacher	Ongoing	All subjects	Why is grammar	Writing samples	Google Docs	Graphic	CRP.4-

regular and irregular verbs.	Anchor Charts	observation Student participation Rubric			important when speaking or writing? How do I use a noun in a sentence? How do I use pronouns appropriately in a sentence? How do I use past, present and future to convey verb tenses? How do I use adjectives and adverbs to add details to be more specific in my writing? Why is it important to vary the sentence structure in my writing?	IXL Foundations	IXL	Organizer Multi-sensory Approach Checklist Visual Cue of next Speaker Teacher/Peer Modeling	Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why is grammar important when speaking or writing? How do I use a noun in a sentence? How do I use pronouns appropriately in a sentence? How do I use past, present and future to convey verb tenses? How do I use	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizer Multi-sensory Approach Checklist Visual Cue of next Speaker Teacher/Peer Modeling	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global

					<p>adjectives and adverbs to add details to be more specific in my writing?</p> <p>Why is it important to vary the sentence structure in my writing?</p>				competence
F. Ensure subject-verb and pronoun-antecedent agreement.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	<p>Why is grammar important when speaking or writing?</p> <p>How do I use a noun in a sentence?</p> <p>How do I use pronouns appropriately in a sentence?</p> <p>How do I use past, present and future to convey verb tenses?</p> <p>How do I use adjectives and adverbs to add details to be more specific in my writing?</p> <p>Why is it important to vary the sentence structure in my writing?</p>	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizer Multi-sensory Approach Checklist Visual Cue of next Speaker Teacher/Peer Modeling	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
G. Form and use comparative and superlative adjectives and adverbs, and choose between	Mentor Texts Anchor Charts	Teacher observation Student participation	Ongoing	All subjects	<p>Why is grammar important when speaking or writing?</p> <p>How do I use a</p>	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizer Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason

<p>them depending on what is to be modified.</p>		<p>Rubric</p>			<p>noun in a sentence?</p> <p>How do I use pronouns appropriately in a sentence?</p> <p>How do I use past, present and future to convey verb tenses?</p> <p>How do I use adjectives and adverbs to add details to be more specific in my writing?</p> <p>Why is it important to vary the sentence structure in my writing?</p>			<p>Checklist</p> <p>Visual Cue of next Speaker</p> <p>Teacher/Peer Modeling</p>	<p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>H. Use coordinating and subordinating conjunctions.</p>	<p>Mentor Texts</p> <p>Anchor Charts</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	<p>Ongoing</p>	<p>All subjects</p>	<p>Why is grammar important when speaking or writing?</p> <p>How do I use a noun in a sentence?</p> <p>How do I use pronouns appropriately in a sentence?</p> <p>How do I use past, present and future to convey verb tenses?</p> <p>How do I use adjectives and adverbs to add details to be more specific in my writing?</p>	<p>Writing samples</p> <p>IXL</p> <p>Fundations</p>	<p>Google Docs</p> <p>IXL</p>	<p>Graphic Organizer</p> <p>Multi-sensory Approach</p> <p>Checklist</p> <p>Visual Cue of next Speaker</p> <p>Teacher/Peer Modeling</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

					Why is it important to vary the sentence structure in my writing?				
I. Produce simple, compound, and complex sentences.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why is grammar important when speaking or writing? How do I use a noun in a sentence? How do I use pronouns appropriately in a sentence? How do I use past, present and future to convey verb tenses? How do I use adjectives and adverbs to add details to be more specific in my writing? Why is it important to vary the sentence structure in my writing?	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizer Multi-sensory Approach Checklist Visual Cue of next Speaker Teacher/Peer Modeling	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing?	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizer Multi-sensory Approach Checklist Visual Cue of next Speaker	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation

					Why do I need to use proper capitalization, punctuation, and spelling when writing and speaking?			Teacher/Peer Modeling/Editing Sentence Frame Editing Checklist Personal Word Notebook	CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
A.Capitalize appropriate words in titles.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? Why do I need to use proper capitalization, punctuation, and spelling when writing and speaking?	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizer Multi-sensory Approach Checklist Visual Cue of next Speaker Teacher/Peer Modeling/Editing Sentence Frame Editing Checklist Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B. Use commas in addresses.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? Why do I need to use proper capitalization, punctuation, and spelling when	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizer Multi-sensory Approach Checklist Visual Cue of next Speaker Teacher/Peer Modeling/Editing Sentence Frame Editing Checklist	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work

					writing and speaking?			Personal Word Notebook	productively in teams while using cultural global competence
C. Use commas and quotation marks in dialogue.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? Why do I need to use proper capitalization, punctuation, and spelling when writing and speaking?	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizer Multi-sensory Approach Checklist Visual Cue of next Speaker Teacher/Peer Modeling/Editing Sentence Frame Editing Checklist Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
D. Form and use possessives.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? Why do I need to use proper capitalization, punctuation, and spelling when writing and speaking?	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizer Multi-sensory Approach Checklist Visual Cue of next Speaker Teacher/Peer Modeling/Editing Sentence Frame Editing Checklist Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
E. Use	Mentor Texts	Teacher	Ongoing	All subjects	Why are	Writing samples	Google Docs	Graphic	CRP.4-

conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	Anchor Charts	observation Student participation Rubric			conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? Why do I need to use proper capitalization, punctuation, and spelling when writing and speaking?	IXL Foundations	IXL	Organizer Multi-sensory Approach Checklist Visual Cue of next Speaker Teacher/Peer Modeling/Editing Sentence Frame Editing Checklist Personal Word Notebook	Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? Why do I need to use proper capitalization, punctuation, and spelling when writing and speaking?	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizer Multi-sensory Approach Checklist Visual Cue of next Speaker Teacher/Peer Modeling/Editing Sentence Frame Editing Checklist Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
G. Consult reference materials, including beginning dictionaries, as needed to check	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why are conventions important when writing? How does using appropriate	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizer Multi-sensory Approach Checklist	CRP.4- Communicate clearly and effectively and with reason CRP.6-

and correct spellings.					capitalization, punctuation, and spelling help my writing? Why do I need to use proper capitalization, punctuation, and spelling when writing and speaking?			Visual Cue of next Speaker Teacher/Peer Modeling/Editing Sentence Frame Editing Checklist Personal Word Notebook	Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Mentor Texts Anchor Charts Editing checklist	Teacher observation Student participation Rubric	Ongoing	All subjects	Why is it important for me to know when it is appropriate to use formal language? How does language impact speaking, listening, reading and writing? How can I recognize and observe differences between the conventions of spoken and written Standard English?	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizer Multi-sensory Approach Checklist Visual Cue of next Speaker Teacher/Peer Modeling Sentence Frame Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
A. Choose words and phrases for effect.	Mentor Texts Anchor Charts Editing checklist	Teacher observation Student participation Rubric	Ongoing	All subjects	Why is it important for me to know when it is appropriate to use formal language? How does language impact speaking, listening, reading and writing?	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizer Multi-sensory Approach Checklist Visual Cue of next Speaker Teacher/Peer	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ

					How can I recognize and observe differences between the conventions of spoken and written Standard English?			Modeling Sentence Frame Personal Word Notebook	valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B. Recognize and observe differences between the conventions of spoken and written standard English.	Mentor Texts Anchor Charts Editing checklist	Teacher observation Student participation Rubric	Ongoing	All subjects	Why is it important for me to know when it is appropriate to use formal language? How does language impact speaking, listening, reading and writing? How can I recognize and observe differences between the conventions of spoken and written Standard English?	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizer Multi-sensory Approach Checklist Visual Cue of next Speaker Teacher/Peer Modeling Sentence Frame Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Vocabulary Acquisition and Use									
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	How do I find the meaning of unknown words and phrases? What strategies can help me determine the meaning of unknown words? How does	Writing samples IXL	Google Docs IXL	Graphic Organizer Multi-sensory Approach Teacher/Peer Modeling Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ

range of strategies.					<p>learning and understanding new words help me become a better speaker, listener, reader, and writer?</p> <p>How does the meaning of a root word change by adding a prefix or suffix?</p> <p>What sources can help me determine the meaning of unknown words?</p>			Visual Aids	<p>valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
A. Use sentence-level context as a clue to the meaning of a word or phrase.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	<p>How do I find the meaning of unknown words and phrases?</p> <p>What strategies can help me determine the meaning of unknown words?</p> <p>How does learning and understanding new words help me become a better speaker, listener, reader, and writer?</p> <p>How does the meaning of a root word change by adding a prefix or suffix?</p> <p>What sources can help me determine the</p>	Writing samples IXL	Google Docs IXL	Graphic Organizer Multi-sensory Approach Teacher/Peer Modeling Personal Word Notebook Visual Aids	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

					meaning of unknown words?				
B.Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	How do I find the meaning of unknown words and phrases? What strategies can help me determine the meaning of unknown words? How does learning and understanding new words help me become a better speaker, listener, reader, and writer? How does the meaning of a root word change by adding a prefix or suffix? What sources can help me determine the meaning of unknown words?	Writing samples IXL	Google Docs IXL	Graphic Organizer Multi-sensory Approach Teacher/Peer Modeling Personal Word Notebook Visual Aids	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	How do I find the meaning of unknown words and phrases? What strategies can help me determine the meaning of unknown words?	Writing samples IXL	Google Docs IXL	Graphic Organizer Multi-sensory Approach Teacher/Peer Modeling Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation

					<p>How does learning and understanding new words help me become a better speaker, listener, reader, and writer?</p> <p>How does the meaning of a root word change by adding a prefix or suffix?</p> <p>What sources can help me determine the meaning of unknown words?</p>			<p>Visual Aids</p>	<p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Mentor Texts</p> <p>Anchor Charts</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	<p>Ongoing</p>	<p>All subjects</p>	<p>How do I find the meaning of unknown words and phrases?</p> <p>What strategies can help me determine the meaning of unknown words?</p> <p>How does learning and understanding new words help me become a better speaker, listener, reader, and writer?</p> <p>How does the meaning of a root word change by adding a prefix or suffix?</p> <p>What sources can help me</p>	<p>Writing samples</p> <p>IXL</p>	<p>Google Docs</p> <p>IXL</p>	<p>Graphic Organizer</p> <p>Multi-sensory Approach</p> <p>Teacher/Peer Modeling</p> <p>Personal Word Notebook</p> <p>Visual Aids</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

					determine the meaning of unknown words?				
L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	How do the meanings of words help me sort them into like groups? How do I identify real life connections between words and their use? How do I distinguish shades of meaning among closely related verbs? How do I build relationships between words and word meanings?	Writing samples IXL	Google Docs IXL	Graphic Organizer Multi-sensory Approach Teacher/Peer Modeling Personal Word Notebook Visual Aids	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
A.Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	How do the meanings of words help me sort them into like groups? How do I identify real life connections between words and their use? How do I distinguish shades of meaning among closely related verbs? How do I build relationships	Writing samples IXL	Google Docs IXL	Graphic Organizer Multi-sensory Approach Teacher/Peer Modeling Personal Word Notebook Visual Aids	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global

					between words and word meanings?				competence
B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	How do the meanings of words help me sort them into like groups? How do I identify real life connections between words and their use? How do I distinguish shades of meaning among closely related verbs? How do I build relationships between words and word meanings?	Writing samples IXL	Google Docs IXL	Graphic Organizer Multi-sensory Approach Teacher/Peer Modeling Personal Word Notebook Visual Aids	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>).	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	How do the meanings of words help me sort them into like groups? How do I identify real life connections between words and their use? How do I distinguish shades of meaning among closely related verbs? How do I build relationships between words and word	Writing samples IXL	Google Docs IXL	Graphic Organizer Multi-sensory Approach Teacher/Peer Modeling Personal Word Notebook Visual Aids	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

					meanings?				
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., <i>After dinner that night we went looking for them</i>).	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	How do I acquire and use grade appropriate vocabulary?	Writing samples IXL	Google Docs IXL	Graphic Organizer Multi-sensory Approach Teacher/Peer Modeling Personal Word Notebook Visual Aid	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence