

Kenilworth Public Schools

Curriculum Guide

Content Area: ELA Writers Workshop

Grade: 3

BOE Approved: 5/8/2023

Revision Date: N/A

Submitted by: Tammy Smith and Megan Loconte

BOE Revision Approved: N/A

Writing Workshop Scope and Sequence

Grade Level: 3rd Grade

Revision Date: Jan 2023

Unit 1- How Writer's Work	Unit 2- Writing- Nonfiction	Unit 3- Author Study- Patricia Polacco (narrative)	Unit 4- Biography (opinion)
Weeks 1-5	Weeks 6-14	Weeks 15-23	Weeks 24-32

<p><i>Unit Description:</i></p> <p>This unit was created to help students understand the writing process and get to know how and why writers write in the ways that they do. Your students will explore different reasons why we write and have the chance to build their own writing identities as they publish their first piece of writing this year. In</p>	<p><i>Unit Description:</i></p> <p>Students will understand that the purpose of informational text is to communicate information related to a specific topic. Students will analyze informational writing (informational text, feature articles) by others to identify its components and will include those components in their own writing. Students</p>	<p><i>Unit Description:</i></p> <p>Students will write narratives which describe personal experiences. They will use clear, descriptive language appropriate to their audience. The purpose and goal is to engage the reader which then helps the reader to understand something specific about the author's personality, values, life experiences, or point of view.</p>	<p><i>Unit Description:</i></p> <p>In this unit of study, students will explore the purposes and features of biographies as both readers and writers. As students listen to the various mentor texts, they will examine the differences and similarities among these features and how they influence readers. Students will analyze the structure of biographies and take note of how some chronicle a person's life,</p>
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<p>addition, procedural conversations—such as writing workshop expectations, how to use a Writer's Notebook, and what to do if you think you're done—are also presented in this unit.</p>	<p>will write various length pieces which share information through explanation on a specific topic in a clear organized manner for the reader. Students will include evidence from texts, research, and personal experience as appropriate</p>		<p>from birth to death, while others focus on a particular time or achievement. Students will also see how different biographers present the important events, accomplishments, struggles, and personal traits of a person's life, as well as how they use word choices and tone to convey their admiration for and opinions of the people they write about. The biographies students publish will express their opinions of and information about subjects of their choice.</p> <p>The biographies selected for this unit give students a chance to explore inspirational people who lived during various time periods, came from different cultural backgrounds, and had various influences on a variety of topics and/or issues such as sports, politics,</p>
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			human rights, the environment, literature, and beyond. The books in this unit of study can be used seamlessly within your social studies, science, art, and reading curricula, as well.
<p><i>Unit Targets:</i></p> <p>Students will:</p> <ul style="list-style-type: none"> ● Learn the rituals, routines, and resources for writing workshop; ● Identify reasons why writers write; ● Form a community of writers who listen, share, and respond to each other's thoughts, stories, and ideas; ● Think about the writer and his or her process 	<p><i>Unit Targets:</i></p> <p>Students will:</p> <ul style="list-style-type: none"> ● Identify common nonfiction features and their purposes; ● Read nonfiction texts and contemplate the author's process and type of research that went into creating a published piece; ● Utilize various nonfiction text structures when 	<p><i>Unit Targets:</i></p> <p>Students will:</p> <ul style="list-style-type: none"> ● Record what they know about Polacco as a writer, illustrator, and person; ● Identify how Polacco uses her life experiences, curiosity, interests, and observations about the world around her to generate ideas for writing; 	<p><i>Unit Targets:</i></p> <p>Students will:</p> <ul style="list-style-type: none"> ● Engage in discussions about various subjects, building on others' ideas and expressing their own ideas clearly; ● Learn about many influential and historical subjects and understand the time in which they lived and what they accomplished; ● Form opinions of the various

<p>when reading the mentor texts;</p> <ul style="list-style-type: none"> ● Recognize how writing is a process that takes hard work and time to create pieces of writing that are meaningful; ● Personalize a Writer’s Notebook and discuss the purpose of various writing tools; ● Write routinely over extended time frames and shorter time frames for a range of purposes and audiences; ● Understand the ways to listen and be heard when working in writing partnerships; ● Engage in a range of collaborative 	<p>reading and writing;</p> <ul style="list-style-type: none"> ● Explore different nonfiction topics through reading, asking questions, and having collaborative discussions; ● Select and focus on a nonfiction topic to examine and develop; ● Develop a topic with facts, definitions, and concrete details; ● Include formatting and illustrations that organize and relate to the topic; ● Introduce a topic clearly and group 	<ul style="list-style-type: none"> ● Identify various narrative techniques; ● Begin to use what they have learned from Polacco as inspiration for their own writing and drawing in their Writers’ Notebooks, as evidenced in their final pieces; ● Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas 	<p>people studied based upon the accomplishments and attributes discussed;</p> <ul style="list-style-type: none"> ● Support their point of view or opinion with reasons, facts, and details; ● Understand the purpose and structure of biography; ● Include a beginning that introduces their subject and expresses their opinion or point of view; ● Conduct research to build knowledge on their subject and develop their biography with information from various sources; ● Include facts and details to support their
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<p>discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly;</p> <ul style="list-style-type: none"> ● Discover ways to help themselves and problem solve when they experience writer's block; ● Learn about themselves as writers by constructing a writing identity; and ● Publish a piece of writing, with teacher guidance and support, that they develop and strengthen using the writing 	<p>related information into paragraphs or sections, using linking words and phrases;</p> <ul style="list-style-type: none"> ● Provide a concluding sentence or section that relates to the information presented and is modeled after a mentor text; ● Strengthen their writing as needed by planning, revising, and editing; ● Use technology to research and publish their writing; and ● Publish a nonfiction piece of writing 	<p>and expressing their own clearly; and</p> <ul style="list-style-type: none"> ● Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequence. 	<p>opinion and inform readers;</p> <ul style="list-style-type: none"> ● Create an organizational structure where related information is grouped together and linking words and phrases connect ideas and show the passage of time; ● Provide a concluding statement or section; and ● Follow the writing process to publish a biography of a subject of their choosing, which includes planning, researching, drafting, revising, editing, and publishing.
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process—collecting, drafting, revising, and editing.	in which the development and organization are appropriate to the writer's purpose and audience.		
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Writing

Grade 3

March 2023

Unit # & Title: Unit 1- How Writer’s Work

Pacing/Days: 4-6 weeks

Unit Summary: This unit was created to help students understand the writing process and get to know how and why writers write in the ways that they do. Your students will explore different reasons why we write and have the chance to build their own writing identities as they publish their first piece of writing this year. In addition, procedural conversations—such as writing workshop expectations, how to use a Writer's Notebook, and what to do if you think you're done—are also presented in this unit.

Learning Targets

Unit Big Idea:

Unit Enduring Understandings: Each enduring understanding should have an accompanying Essential Question

- Writers need a variety of tools such as pencils, pens and their writer’s notebook to record their ideas.
- A student needs to write to share ideas, research a topic, academic purposes, and for enjoyment.
- During Writer’s Workshop, students will see the writing process to see the steps to publication and get to know how and why writers write in the way they do. Students will also have procedural conversations about expectations of Workshop time, how to use a Writer’s notebook and what to do if you are done.

Unit Essential Questions:

- What tools does a writer need to be successful?
- Why do I need to write?
- What is Writer’s Workshop?

Student Learning Targets:

Students will be able to...

- Learn the rituals, routines, and resources for writing workshop;
- Identify reasons why writers write;

Evidence of Learning:

Formative Assessments

- Where Are My Students in the Writing Process?
- Conference Questions from Unit Lessons in How Writers Work

<ul style="list-style-type: none"> ● Form a community of writers who listen, share, and respond to each other’s thoughts, stories, and ideas; ● Think about the writer and his or her process when reading the mentor texts; ● Recognize how writing is a process that takes hard work and time to create pieces of writing that are meaningful; ● Personalize a Writer’s Notebook and discuss the purpose of various writing tools; ● Write routinely over extended time frames and shorter time frames for a range of purposes and audiences; ● Understand the ways to listen and be heard when working in writing partnerships; ● Engage in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly; ● Discover ways to help themselves and problem solve when they experience writer’s block; ● Learn about themselves as writers by constructing a writing identity; and ● Publish a piece of writing, with teacher guidance and support, that they develop and strengthen using the writing process—collecting, drafting, revising, and editing. 	<ul style="list-style-type: none"> ● My Revision Checklist ● See Student Forms for additional assessment opportunities ● Writing notebook entries
<p>Unit Summative Assessments:</p> <ul style="list-style-type: none"> ● 1st Benchmark Writing piece administered mid-unit ● 2nd Benchmark writing piece administered end of unit 	

New Jersey State Learning Standards

NJSLS Standards:

WRITING

Text Types and Purposes

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

b. Provide reasons that support the opinion.

c. Provide a concluding statement or section.

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

a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

b. Develop the topic with facts, definitions, and details.

W.3.3: Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

c. Use temporal words and phrases to signal event order.

d. Provide a sense of closure.

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.)

W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

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.

Research to Build and Present Knowledge

W.3.7: Conduct short research projects that build knowledge about a topic.

W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SPEAKING and LISTENING

Comprehension and Collaboration

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on

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

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).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.

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

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 pace.

Comprehension and Collaboration

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.

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

LANGUAGE STANDARDS

Conventions

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

i. Produce simple, compound, and complex sentences.

L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize important words in titles.

b. Use commas in addresses. Use commas and quotation marks in dialogue.

c. Form and use possessives.

d. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

e. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Effective Language Use

L.3.3: Use language to achieve particular effects when writing or speaking.

a. Choose words and phrases for effect.

Vocabulary Acquisition and Usage

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the

precise meaning of key words and phrases.

L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.

a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Career Readiness, Life Literacies, and Key Skills (CLKS):

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact

Primary Interdisciplinary Connections:

- Students will illustrate narrative books and recognize how art is part of everyday life and visual literacy. CRP1, 1.1.2.2 D

Computer Science and Design Thinking Standards:

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

Climate Change Standards:

<https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml>

ELA Companion Standards: See NJSL standards for all ELA standards addressed within unit

Lesson Plans

<i>Teaching Points & Learning Activities</i>	<i>Timeframe</i>
Immersion: Interactive Read Aloud Lessons 1 -I can discuss the importance of writing and the power of storytelling. 2- I can explain how writers work and discuss the book, "If you were a Writer."	4-6 weeks

<p>3 -I can explain my own personal memories and understand how a Writer’s Notebook can be a place to keep these special stories.</p> <p>4 -I can understand how writers can persuade others.</p> <p>5 -I can make connections to “You Have to Write” by Janet S. Wong.</p> <p>Mini Lessons</p> <p>1- I can think about powerful memories in my life to generate ideas for writing.</p> <p>2-I can think about the purpose and power of persuasive writing.</p> <p>3- I can read through my Writer’s Notebook entries and select an idea I can develop and publish.</p> <p>4 - I can collect examples of descriptive language to draw out specific details for my piece of writing.</p> <p>5 - I can draft a piece with a beginning, middle and end.</p> <p>6- I can work with my writing partner and use a revision checklist.</p> <p>7- I can edit my work for spelling, capitalization and punctuation.</p> <p>8 - I can create a Dedication or About the Author page to let the reader know more about me as a writer.</p> <p>9-I can understand that a writer’s work is never really finished. -I can reflect on my learning and set goals for future writing.</p>	
<p><i>Teacher Resources & Student Tools</i></p>	<p><i>Teacher Note</i></p>
<p>Mentor Texts</p> <ul style="list-style-type: none"> ● <i>I Wanna Iguana</i> ● <i>If You Were a Writer</i> ● <i>Miz Berlin Walks</i> ● <i>Our Tree Named Steve</i> 	

- *You Have to Write*

Digital Texts

- *RAZ Kids*
- *EPIC*

Student Forms

- What Matters Most
- Essential Questions
- My Editing Checklist
- Mentor Text Conventions
- Reflecting on My Work
- Classmate Reflection

Teacher Resources:

- Mentor Text Revision Techniques (Teacher Reference)
- Publishing Extra Choices (Teacher Reference)
- Ways to Celebrate Our Writing! - How Writers Work Grade 3

Classroom Library Materials

- Writer's Notebooks or Folders
- Students' Drafts
- Dictionaries
- Publishing Materials
- Colored Pens/Pencils (for Writing, Revising and Editing)
- Paper
- Chart Paper
- Students' Drafts
- Blank class chart titled "My Publishing Extra Choices."
- Students' Published Pieces
- Sticky Notes

Additional Materials:

- Teacher-created "student entries" that connect to the previous lessons (Or ask a student's permission to copy entries from his or her notebook to use as models.)
- Spelling resources like student dictionaries, personal dictionaries, word walls, and word lists

Tools:

- Google Classroom, BrainPOP, Book Creator, Kami, Quizizz, Freckle, Raz Kids, Scholastic Magazines, Newsela

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 2- Nonfiction	
Pacing/Days: 4-6 weeks	
<p>Unit Summary: Students will enjoy reading and being read to using a wide variety and deep engagement of high-quality informational texts. Students will add to their repertoire of strategies for reading a variety of genres including nonfiction and narrative nonfiction. Students will strengthen their knowledge about the various text features, their use, and how they contribute to and clarify a text. Key strategies the students will develop include: determining importance, locating the main idea and supporting details, questioning and talking back to the text, determining the meaning of and using new content-specific vocabulary, and applying analytical thinking to compare and contrast. Students will identify that the purpose of informational texts is to inform and offer information related to a topic of interest or study.</p>	
Learning Targets	
<p>Unit Big Idea: Nonfiction texts encompass reference, literary and biography texts, and provide facts and information that sparks curiosity and opens students eyes to new worlds and different points of view.</p>	
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Nonfiction texts encompass reference, literary nonfiction and biography texts that provide facts and information. ● Nonfiction texts are organized in a variety of ways (chronological order, cause/effect, problem/solution, main idea and details and compare/contrast) to best share information with the reader. ● Text features give the reader additional information about the topic and help to organize the information in a manageable way. 	<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> ● What are nonfiction texts? ● How are nonfiction texts organized? ● How do text features help the reader?
<p>Student Learning Targets:</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Read a variety of types of nonfiction, including reference, literary nonfiction, and biography; ● Use knowledge of genre, text structure, and text features to support understanding; ● Use comprehension strategies before, during, and after reading to monitor and deepen comprehension; 	<p>Evidence of Learning:</p> <ul style="list-style-type: none"> ● Assessment of Comprehension Strategies (mini quizzes) ● Running Records ● Guided Reading Levels ● Book Shopping ● Conferring ● Student Forms ● Reading Notebook Entries

- Employ a repertoire of strategies and self-monitoring skills to figure out unfamiliar vocabulary while reading;
- Use textual evidence to support thinking about nonfiction reading in both conversation and writing;
- Infer an author's purpose or viewpoint;
- Summarize and synthesize information to determine important ideas;
- Analyze the impact of the author's language choices on the meaning and tone of the text;
- Analyze and evaluate arguments presented in nonfiction texts;
- Synthesize and compare information across texts and in various formats (e.g., print, visual); and
- Determine and pursue meaningful goals for enhancing the reading of nonfiction.

Unit Summative Assessment:

- Mid Unit Summative Assessment- Schoolwide
- End of Unit Summative Assessment- Schoolwide
- Guided Reading Levels administered in the Fall/Winter

New Jersey State Learning Standards

NJSLS Standards:

READING STANDARDS FOR 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.
- **RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure:

- **RI.3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

- **RI.3.5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **RI.3.6:** Distinguish their own point of view from that of the author of a text.

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 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) to support specific points the author makes in a text.
- **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.

Range of Reading and Complexity of Text

- **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.

SPEAKING AND LISTENING

Comprehension and Collaboration:

- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.3.2:** Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.
- **SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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 pace.
- **SL.3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LANGUAGE STANDARDS

Conventions:

- **L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Vocabulary Acquisition and Usage:

- **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.3.6:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships.

Career Readiness, Life Literacies, and Key Skills (CLKS):

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact

Primary Interdisciplinary Connections:

- **Math-** viewing graphs in text features and interpreting meaning

Computer Science and Design Thinking Standards:

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

Climate Change Standards:

3-ESS2-2: Obtain and combine information to describe climates in different regions of the world.

Overarching Question: How does an area's typical weather conditions change and what is the extent to which those conditions vary over years?

- W.3.7- Conduct short research projects that build knowledge about a topic.

<https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml>

ELA Companion Standards: See NJSL standards for all ELA standards addressed within unit

Lesson Plans

<i>Teaching Points & Learning Activities</i>	<i>Timeframe</i>
<p>Student Outcomes:</p> <p>IRA 1</p> <ul style="list-style-type: none">● I can understand why and how we read nonfiction.● I can recognize the three different types of nonfiction texts: biography, literary nonfiction and reference. <p>IRA 2</p> <ul style="list-style-type: none">● I can navigate through nonfiction text and visual details to make meaning.● I can identify common nonfiction text features.	<p>4-6 weeks</p>

IRA 3

- I can read, think, question and reread to make connections and deepen my understanding.
- I can understand that reading nonfiction is a slower, more focused process than reading fiction.

IRA 4

- I can notice how writers organize texts to communicate ideas.
- I can learn about how the text structure of a nonfiction book can help me identify important information in the text and enhance my understanding.

IRA 5

- I can understand that text structure can help me focus on key ideas.

IRA 6

- I can be a word detective and use “fix up” strategies when what I am reading does not make sense.
- I can monitor my reading and notice when meaning is breaking down.
- I can reread the text and use strategies to solve the meaning of unfamiliar words and phrases.

IRA 7

- I can understand that there are different perspectives and points of view about various topics and subjects.
- I can identify the author’s purpose for writing the text to help me better analyze the content and make inferences.

IRA 8

- I can answer who, what, where, when, why and how questions about a text.
- I can summarize key ideas from a text to help me deepen my understanding

ML 1

- I can discuss the elements of literary nonfiction and can deepen my appreciation for literary nonfiction.

ML 2

- I can discuss the elements of a biography and can deepen my appreciation for biographies.

ML 3

- I can discuss the elements of reference nonfiction and can deepen my appreciation for reference on fiction.

ML 4

- I can use information I learned from the words, graphics and visual details to make meaning.
- I can learn how to use text features and paragraph structures of nonfiction reference text to help me understand and remember new information.

ML 5

- I can use my knowledge of nonfiction text structure to sort and chunk important information.
- I can learn how to use chronological text structure to determine what is important.

ML 6

- I can learn how to compare text structures to make connections and deepen my understanding.

ML 7

- I can learn how to use the problem/solution text structure to help me focus and deepen my understanding.

ML 8

- I can learn how to use the description text structure to summarize the main ideas and supporting details and to deepen understanding.

ML 9

- I can notice when meaning is breaking down and figure out the meaning of unfamiliar words by using context clues.

ML 10

<ul style="list-style-type: none"> ● I can learn how to determine the author’s purpose and make inferences about the message. 	
<i>Teacher Resources & Student Tools</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> ● Schoolwide Reading Fundamentals Nonfiction Unit <p>Mentor Texts</p> <ul style="list-style-type: none"> ● <i>Animal Tongues</i> ● <i>A Butterfly Is Patient</i> ● <i>Chimpanzees</i> ● <i>Look to the North: A Wolf Pup Diary</i> ● <i>Snowflake Bentley</i> ● <i>Waiting for Ice</i> <p>Shared Texts</p> <ul style="list-style-type: none"> ● <i>George Washington</i> ● <i>Great White Sharks</i> ● <i>John F. Kennedy</i> ● <i>Maple Syrup</i> ● <i>New Hope for Beauty</i> ● <i>Why Leaves Change Colors</i> ● <i>Excerpts from Zoobooks: Chimpanzees</i> <p>Student Forms</p> <ul style="list-style-type: none"> ● <i>Nonfiction Scavenger Hunt</i> ● <i>Looking at Features</i> ● <i>How the Text Features Help</i> ● <i>Common Nonfiction Text Structures</i> ● <i>Common Nonfiction Text Structures and Key Signal Words</i> ● <i>What Do You See? What Do You Think?</i> ● <i>Word Detective Strategies</i> ● <i>Summarize to Understand</i> ● <i>Sum It Up</i> ● <i>Sorting Literary Nonfiction</i> ● <i>Photo Plaque</i> ● <i>Creating a Buddy Biography</i> <p>Classroom Library Materials</p> <ul style="list-style-type: none"> ● Leveled libraries ● Reader’s Notebooks ● Sticky Notes ● Book Baggies ● Graphic Organizers ● Highlighters ● Clipboards 	

- iPads/Chrome- books
- Chart Paper

Additional Materials

- Storyworks, Grade 3
- Leveled libraries
- Reader’s Notebooks
- Sticky Notes
- Book Baggies
- Graphic Organizers
- Highlighters
- Clipboards
- iPads/Chrome- books
- Chart Paper

Digital Tools:

- Google Classroom
 - BrainPOP
 - FlipGrid, Kahoot
 - Quizizz
 - Freckle
 - Raz Kids
 - Scholastic Magazines
 - Newsela
 - Readworks
 - Epic
- Tools (add/delete as appropriate):
 -Google Classroom,BrainPOP, FlipGrid, Kahoot,
 Quizizz, Freckle, Raz Kids, Scholastic Magazines
 Newsela, Epic
- (See this [list](#) for more ideas from the NJDOE)
 (See this [list](#) for Kenilworth Tools and Platforms)

**Differentiating Instruction:
 Students with Disabilities, English Language Learners,
 and Gifted & Talented Students**

- Examples of Strategies and Practices that Support Students with Disabilities:**
- Use of visual and multisensory formats
 - Use of assisted technology
 - Use of prompts
 - Modification of content, student products, and assessment tools (rubrics for example)

- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 3- Author Study Patricia Polacco	
Pacing/Days: 4-6 Weeks	
Unit Summary: In this unit, students will engage with a mentor author, Patricia Polacco. Students will be immersed in the books of Patricia Polacco and see how she, like them, is an author, illustrator, and storyteller. As students study Polacco's narratives as both readers and writers, they will have a better understanding of how this beloved author will become another writing teacher in the classroom. Using Polacco's narrative techniques, students will publish a story that is meaningful and reflects all they have learned.	
Learning Targets	
Unit Big Idea: Personal narrative writing pieces are based on our memories, special people in our lives, traditions, and our culture and follow a natural sequence of events.	
Unit Enduring Understandings: Each enduring understanding should have an accompanying Essential Question	Unit Essential Questions: <ul style="list-style-type: none"> • How do you write a narrative piece of writing?

<ul style="list-style-type: none"> ● A narrative writing piece is written in a sequential story form either about a personal memory or made-up events. ● In narrative writing, the writer should write the events of the story in sequential order with transitions, dialogue, sensory details and descriptions of the events. ● Patricia Polacco is a mentor for how to take a small moment or memory and turn it into a complete, detailed piece of writing to share. 	<ul style="list-style-type: none"> ● What techniques are important to include in a narrative piece of writing? ● How can Patricia Polacco help me (the student) as an author?
<p>Student Learning Targets:</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Record what they know about Polacco as a writer, illustrator, and person; ● Identify how Polacco uses her life experiences, curiosity, interests, and observations about the world around her to generate ideas for writing; ● Identify various narrative techniques; ● Begin to use what they have learned from Polacco as inspiration for their own writing and drawing in their Writers' Notebooks, as evidenced in their final pieces; ● Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly; and ● Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequence. 	<p>Evidence of Learning:</p> <p>Formative</p> <ul style="list-style-type: none"> ● Where Are My Students in the Writing Process? ● Conference Questions from unit lessons in Patricia Polacco unit of study ● Illustrating Like Patricia Polacco ● The Stories of Our Life: Interview ● Listening to My Inner Writing Voice ● Determining What is Important ● Happy Endings ● Where Did all the Punctuation Go? ● Do you Hear What I Hear? ● Dedication and Authors Note Page ● See Student Forms for additional assessment opportunities ● Writing notebook entries
<p>Unit Summative Assessment:</p> <ul style="list-style-type: none"> ● Mid-unit benchmark writing piece (scored using 3rd grade narrative writing rubric) ● End of unit benchmark writing piece (scored using 3rd grade narrative writing rubric) 	

New Jersey State Learning Standards

NJSLS Standards:

WRITING

Text Types and Purposes

W.3.3: Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure

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.)

W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

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.

Research to Build Present Knowledge

W.3.7: Conduct short research projects that build knowledge about a topic.

W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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 tasks, purposes, and audiences.

SPEAKING and LISTENING

Comprehension and Collaboration

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

- a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion
- 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).
- c. Ask questions to check understanding of information presented, stay on topic, and link their

comments to the remarks of others.

SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.

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

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 pace.

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.

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

LANGUAGE STANDARDS

Conventions

L.3.1: Demonstrate command of the conventions of grammar and usage when writing or speaking.

i. Produce simple, compound, and complex sentences.

L.3.2: Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

c. Use commas and quotation marks in dialogue.

Effective Language Usage

L.3.3: Use language to achieve particular effects when writing or speaking.

a. Choose words and phrases for effect

Vocabulary Acquisition and Usage

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.

b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Career Readiness, Life Literacies, and Key Skills (CLKS):

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact

<p>Primary Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Research personal family culture/background ● Communicate with family members about traditions and stories they have observed during their childhood. They can bring in pictures or artifacts that represent these cultures. CRP7, 6.1.4.D.13, 6.1.4.D.18, 6.1.4.D.19, 6.1.4.D.20, SL.3.4
<p>Computer Science and Design Thinking Standards:</p> <ul style="list-style-type: none"> ● 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
<p>Climate Change Standards: https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml</p>
<p>ELA Companion Standards: See NJSL standards for all ELA standards addressed within unit</p>

Lesson Plans	
<i>Teaching Points & Learning Activities</i>	<i>Timeframe</i>
<p>Immersion: Interactive Read Aloud Lessons</p> <p>1- I can participate in discussions about Patricia Polacco’s books, including word choices, characters and illustrations.</p> <p>2- I can understand the main idea and theme of the text. -I can discuss where Polacco finds inspiration for her stories.</p> <p>3- I can discover how Polacco writes stories about people from various cultures around the world.</p> <p>4- I can discuss an important time in my life and the important people in my life.</p> <p>5- I can observe how Polacco’s detailed illustrations help develop the story.</p> <p>Mini Lessons</p> <p>1- I can generate ideas in my Writer’s Notebook and consider special people in my life.</p> <p>2- I can explore important people and relationships I have in my life that I can write about.</p> <p>3- I can develop imagined experiences or events using descriptive details.</p> <p>4- I can create fantasy stories from memories and</p>	<p>4-6 weeks</p>

<p>imagination.</p> <p>5- I can write a story about a special important older person in my life.</p> <p>6- I can reread my notebook entries to find one I want to write more about.</p> <p>7- I can zoom in and focus on a moment from my story and record the descriptive details.</p> <p>8 - I can generate a list of questions to interview a person who can give me more information about my story.</p> <p>9 -I can explore the point of view of the characters. -I can explore different character’s perspectives and write entries from their point of view.</p> <p>10- I can sketch images that go along with my story.</p> <p>11- I can reread my story and pick out important details to share with the reader. -I can recognize how Polacco leaves out details that might slow the story down.</p> <p>12-I can use a timeline or temporal words to show a sequence of events in the story.</p> <p>13- I can consider how to construct my ending to create a sense of closure in the story.</p> <p>14- I can revise my introduction to introduce the characters and narrator.</p> <p>15- I can reread my draft and look for places to add descriptive details, actions, thoughts and feelings.</p> <p>16- I can use “white space” to enhance my writing by creating illustrations.</p> <p>17- I can edit my pieces for spelling, punctuation and clarity.</p> <p>18- I will reread my piece and ensure that the pictures clearly match the words and placement in the story.</p> <p>19- I can complete my piece by adding a dedication and Author’s Note.</p> <p>20- I can reflect on my newly gained knowledge and my growth as a writer.</p>	
<p style="text-align: center;"><i>Teacher Resources & Student Tools</i></p>	<p style="text-align: center;"><i>Teacher Note</i></p>
<p>Mentor Texts</p> <ul style="list-style-type: none"> ● <i>Babushka’s Doll</i> ● <i>Chicken Sunday</i> ● <i>Emma Kate</i> ● <i>John Philip Duck</i> ● <i>Just Plain and Fancy</i> ● <i>Richie and the Ultimate Dare</i> 	

- *Something About Hensley's*
- *Thank you, Mr. Faulkner*
- *Thunder Cake*
- *When Lightning Comes in a Jar*

Digital Texts

- *RAZ Kids*

Student Forms

- Patricia Polacco Quotes
- Biography of Patricia Polacco
- Illustrating Like Patricia Polacco
- Family Member Interview Questions
- The Stories of Our Lives Interview
- Listening to My Inner Voice
- Listening to My Inner Voice (ELL Support)
- Framing a Moment!
- Sketching Memories
- Determining What's Important
- Happy Endings
- My Potently Powerful Leads
- Feeling Words (ELL Support)
- Revising My Sentences
- Finding the Heart of My Story
- Coloring the World of My Story
- Where Did All the Punctuation Go?
- Do You Hear What I Hear?
- Dedication and Author's Note Page
- Reflecting on My Work

Teacher Resources:

- Mentor Text Revision Techniques (Teacher Reference)
- Publishing Extra Choices (Teacher Reference)
- Ways to Celebrate Our Writing! - Polacco Schoolwide Unit

Classroom Library Materials

- Writer's Notebooks or Folders
- Dictionaries
- Publishing Materials
- Pens/Pencils (for writing, revising and editing)
- Paper
- Chart Paper

- Scissors/Tape
 - Lined Paper
 - Tools
 - Google Classroom, BrainPOP, Book Creator, Kami, Quizizz, Freckle, Raz Kids, Scholastic Magazines, Newsela
- (See this [list](#) for more ideas from the NJDOE)
- (See this [list](#) for Kenilworth Tools and Platforms)

**Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students**

- Examples of Strategies and Practices that Support Students with Disabilities:**
- Use of visual and multisensory formats
 - Use of assisted technology
 - Use of prompts
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 - Testing accommodations
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- Examples of Strategies and Practices that Support Gifted & Talented Students:**
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 - Curriculum compacting
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 - Higher-order thinking skills
 - Interest-based content
 - Student-driven instruction
 - Real-world problems and scenarios

- Examples of Strategies and Practices that Support English Language Learners:**
- Pre-teaching of vocabulary and concepts
 - Visual learning, including graphic organizers
 - Use of cognates to increase comprehension
 - Teacher modeling
 - Pairing students with beginning English language skills with students who have more advanced English language skills
 - Scaffolding
 - Word walls
 - Sentence frames

- Think-pair-share
- Cooperative learning groups

Unit 4: Biography (Opinion)

Pacing/Days: 6-8 weeks

Unit Summary: In this unit of study, students will explore the purposes and features of biographies as both readers and writers. As students listen to the various mentor texts, they will examine the differences and similarities among these features and how they influence readers. Students will analyze the structure of biographies and take note of how some chronicle a person's life, from birth to death, while others focus on a particular time or achievement. Students will also see how different biographers present the important events, accomplishments, struggles, and personal traits of a person's life, as well as how they use word choices and tone to convey their admiration for and opinions of the people they write about. The biographies students publish will express their opinions of and information about subjects of their choice. The biographies selected for this unit give students a chance to explore inspirational people who lived during various time periods, came from different cultural backgrounds, and had various influences on a variety of topics and/or issues such as sports, politics, human rights, the environment, literature, and beyond. The books in this unit of study can be used seamlessly within your social studies, science, art, and reading curricula, as well.

Learning Targets

Unit Big Idea: Explore Inspiration and Influence

Unit Enduring Understandings: Each enduring understanding should have an accompanying Essential Question

- Writers have a purpose for writing.
- Writing is a multi-stage process.
- Writing is a reflective process.

Unit Essential Questions:

- What are the features of a biography and how does a biography writer make choices in their writing?
- Why do writer's write?
- What steps do I take to complete a writing piece successfully?
- How can my writing craft/mechanics improve?

Student Learning Targets:

Students will be able to...

- Engage in discussions about various subjects, building on others' ideas and expressing their own ideas clearly;
- Learn about many influential and historical subjects and understand the

Evidence of Learning:

Formative:

- Where Are My Students in the Writing Process? notes for weekly conferring
- Conference Questions from Biography unit of study
- Writer's Notebook Entries

<p>time in which they lived and what they accomplished;</p> <ul style="list-style-type: none"> ● Form opinions of the various people studied based upon the accomplishments and attributes discussed; ● Support their point of view or opinion with reasons, facts, and details; ● Understand the purpose and structure of biography; ● Include a beginning that introduces their subject and expresses their opinion or point of view; ● Conduct research to build knowledge on their subject and develop their biography with information from various sources; ● Include facts and details to support their opinion and inform readers; ● Create an organizational structure where related information is grouped together and linking words and phrases connect ideas and show the passage of time; ● Provide a concluding statement or section; and ● Follow the writing process to publish a biography of a subject of their choosing, which includes planning, researching, drafting, revising, editing, and publishing. 	
<p>Unit Summative Assessment:</p> <ul style="list-style-type: none"> ● Student Writing Rubric (3rd Grade Informational/Nonfiction) ● Standards-Based Writing Rubric Text Type: Opinion Grade 3 ● Biography Grade 3 Student Performance Checklist ● Reflecting on My Work - Biography unit 	

New Jersey State Learning Standards

NJSLS Standards:

WRITING

Text Types and Purposes

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons.
- d. Provide a conclusion.

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

- a. Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a conclusion.

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.)

W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

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.

Research to Build and Present Knowledge

W.3.7: Conduct short research projects that build knowledge about a topic.

W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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 tasks, purposes, and audiences.

SPEAKING and LISTENING

Comprehension and Collaboration

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

- a. Explicitly draw on previously read text or material and other information known about the topic

to explore ideas under discussion 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).

c.Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.

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

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 pace.

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.

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

LANGUAGE STANDARDS

Conventions

L.3.1: Demonstrate command of the conventions of grammar and usage when writing or speaking.

a.Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

b.Form and use regular and irregular plural nouns.

c.Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs.

d.Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun-antecedent agreement. e.Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. f.Use coordinating and subordinating conjunctions.

g.Produce simple, compound, and complex sentences.

L.3.2: Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

a.Capitalize important words in titles.

b.Use commas in addresses.

c.Use commas and quotation marks in dialogue.

d.Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

e.Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

f.Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Effective Language Usage

L.3.3: Use language to achieve particular effects when writing or speaking.

a. Choose words and phrases for effect

Vocabulary Acquisition and Usage

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

c. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.

a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Career Readiness, Life Literacies, and Key Skills (CLKS):

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact

Primary Interdisciplinary Connections: (Use Font: Times, Size:12, Not Bold)

- Interview- Ask parents or guardians of English language learners and bicultural students to talk with their children about people who have made a difference in their native country. 6.1.4.D.18, 6.1.4.D.19

- Reading/Digital Research- Students will conduct research based on *The Watcher: Jane Goodall's Life With the Chimps* and include it in writing. 3-LS4, 8.1.5.A.1, 8.1.5.E.1
- Speaking/Interview: Students write a short response about someone who influences them, just as many biographers do. They can explain why that person has been influential and then add some "features" to their responses (important dates, places, events, accomplishments, struggles, etc.). Some suggestions could be family members, teachers, community members, etc. Students add an illustration of the person and compile the responses into a class book titled "The People Who Inspire Us." 6.1.4.D.18, 6.1.4.D.20,
- Digital Research- Students use web sites to search for important quotes. 8.1.5.A.1, 8.1.5.E.1, CRP11

Computer Science and Design Thinking Standards:

- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Climate Change Standards:

3-ESS3-1: Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

Overarching Question: How can we reduce the effects of weather-related hazards associated with climate change?

- W.3.1-Write opinion pieces on topics or text, supporting a point of view with reasons. <https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml>

ELA Companion Standards: See NJSL standards for all ELA standards addressed within unit

Lesson Plans	
<i>Teaching Points & Learning Activities</i>	<i>Timeframe</i>
<p>Immersion: Interactive Read Aloud Lessons</p> <p>1</p> <ul style="list-style-type: none"> ● I can define biography and explore features in a biography. <p>2</p> <ul style="list-style-type: none"> ● I can continue to explore the features in a 	6-8 weeks

biography.

3

- I can discuss the author's purpose and what inspired them to write the biographies they did.

4

- I can explore how biography writers highlight important events in the subjects' lives.

5 / 6

- I can compare and contrast styles and features of biographies.

Mini Lessons

1

- I can create a list of people I feel have changed the world or a subject I am interested in.

2

- I can create a list of subjects who used scientific investigation to help change the way the world world.

3

- I can create a list of subjects I feel personally connected to by thinking of my own interests and passions.

4

- I can select subjects I feel that my readers should learn about.

5

- I can collect facts in the form of a list.

6

- I can continue to collect information about the subject of my biography.
- I can express opinions about the subject of my biography.

7

- I can collect more facts and details about the family and friends of the subject of my biography.

8

- I can use quotations from my subject to show their impact on society.
- I can compile quotations to show why my subject is important to the world.

<p>9</p> <ul style="list-style-type: none"> ● I can create a lead for my biography which will hold the reader’s attention. ● I can state my opinion about the subject of my biography. <p>10</p> <ul style="list-style-type: none"> ● I can write the paragraphs in my biography in chronological order. <p>11</p> <ul style="list-style-type: none"> ● I can consider various ways to conclude my biography. <p>12</p> <ul style="list-style-type: none"> ● I can revise my draft to make sure I am using words to link opinions, reasons and facts. <p>13</p> <ul style="list-style-type: none"> ● I can revise my work to include details and dates. <p>14</p> <ul style="list-style-type: none"> ● I can use a revision checklist to make sure my biography includes certain techniques. <p>15</p> <ul style="list-style-type: none"> ● I can proofread my writing like a biographer and look for errors in dates, names and places. <p>16</p> <ul style="list-style-type: none"> ● I can correctly abbreviate professional and social titles in my biography. <p>17</p> <ul style="list-style-type: none"> ● I can create a cover which includes a title and illustration of the subject. <p>18</p> <ul style="list-style-type: none"> ● I can reflect on my writing and my final product. 	
<p><i>Teacher Resources & Student Tools</i></p>	<p><i>Teacher Note</i></p>
<p>● Schoolwide Reading Fundamentals Biography Unit</p> <p>Mentor Texts</p> <ul style="list-style-type: none"> ● <i>The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Suess</i> ● <i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i> 	<p>(Use Font: Times, Size:12, Centered, Not Bold)</p>

- *If a Bus Could Talk: The Story of Rosa Parks*
- *Lou Gehrig: The Luckiest Man*
- *Manfish: A Story of Jacques Cousteau*
- *Mother to the Tigers*
- *Night Flight: Amelia Earhart Crosses the Atlantic*
- *A Picture Book of Cesar Chavez*
- *Roberto Clemente: Pride of the Pittsburgh Pirates*
- *The Watcher: Jane Goodall's Life With the Chimps*

Student Forms

- Reading Response to Biography
- Who Do I Want to Write About and Why
- My Passion, My Person
- Biography Research Homework
- The Body of My Biography-Outline
- My Life as a Biographer
- What a Challenge
- Who Else Matters
- Who Else Matters (Adapted)
- Ways to End Biographies
- My Biography Revision Checklist
- Biography Editing Checklist
- What Will My Cover Be?

Classroom Library Materials

- Science Textbooks or Science Trade Books About Various Topics
- Writer's Notebooks or Folders
- Student Drafts
- Cover paper
- Dictionaries
- Publishing Materials
- Pens/Pencils (for writing, revising and editing)
- Lined Paper
- Chart Paper

Additional Materials

- Variety of biography books for Classroom Library

Digital Resources:

- Google Classroom
- BrainPOP
- FlipGrid
- Freckle
- Raz Kids

- Scholastic Magazines
- Newsela
- EPIC
- Readworks

NOTE

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups