

East Newark Public School
English Language Arts Curriculum
Grade 3



Course Description

Students in the Grade 3 are transitioning from having learned to read to reading to learn. At this level, they will begin strengthening their independent use of reading comprehension strategies in both fiction and nonfiction text. Students will be given adequate time in school for independent reading to practice and develop the strategies they are being taught with the guidance of the teacher. Students will respond to what they read by talking with peers in discussion groups and individually with the teacher during conferences as well as in written responses to text. Students will read to build background knowledge and increase and improve both their writing and academic vocabulary. Additionally, students will engage in the practice of word study. They will be taught to sort words by features (e.g. syllables, sound patterns, etc.). This practice reinforces connections between words and their correct spellings and pronunciations.

Students will learn to write narratives, arguments (opinion), explanatory pieces, and literary essays while applying the conventions of Standard English grammar, punctuation, and spelling. Students will be expected to support their writing with evidence from text and to conduct research. Students will be taught to create and use a writer's notebook to store their observations of the world around them and select topics to write about from these observations.

Throughout the course of the school year students will be actively engaged in the processes of reading and writing and will develop a strong understanding of the concepts outlined in the Grade 3 English Language Arts Common Core Content Standards. Variety instructional strategies should be woven throughout the literacy block to scaffold student learning in a gradual release model. A gradual release model ensures that students gain an increased level of independence in grade level skills while moving toward mastery of all standards. Essential components of gradual release include direct instruction, guided practice, and independent practice.

Holocaust/Genocide Education

Lessons of the Holocaust and Genocide will be taught in a sensitive way to meet the needs of our students in grades K-5. These lessons will address issues of bias, prejudice, and bigotry, including bullying. Students will learn the importance of tolerance and respect for others who are different. Students will need to acquire and practice skills for resolving conflicts in a peaceful way and for living together in a spirit of mutual cooperation and appreciation for the contributions of others. These lessons shall enable students to identify and analyze applicable theories concerning human nature and behavior. Students will understand that issues of moral dilemma and conscience of prejudice and discrimination, and understand that issues of moral dilemma and conscience have a profound impact on life. Lessons shall further emphasize the

personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Also on the first Monday in October of each year is designated as the Week of Respect. Our district observes this week by providing age-appropriate instruction focusing on preventing harassment, intimidation, and bullying. We also have School Violence Awareness week which begins the third Monday in October of each year. School-wide activities are planned that promote peaceful co-existence, acceptance, and embracing our differences. Also throughout the school year, our Take a Stand lessons are provided by our Social Worker, which teach students to stand up for one another and support every student in our school.

Course Resources

1. JOURNEYS Student Edition
2. JOURNEYS Leveled Readers
3. JOURNEYS Readers Notebook
4. JOURNEYS Teacher's Edition
5. JOURNEYS Digital Focus Wall
6. Caring Makes a Difference: A Curriculum Guide for Grades K-4
<https://4.files.edl.io/233c/06/23/21/203437-b8be0dd3-a036-4a8e-a434-e8d5356072ca.pdf>
7. www.thinkcentral.com
8. www.starfall.com
9. www.readinga-z.com
10. www.raz-plus.com

Pacing Guide

Unit #	Unit Title	NJSL Standards	Resources
1	Good Citizens	RL.3.1-3, 7; RI.3.3, 7, 8, 10 RF.3.3 a, c, d W.3.3.a-d, 4-6, 10 SL.3.1.a-d, 2-3, 6 L.3.1.a-b, h-i, L.3.2.a, e-g, L.3.3.a-b, L.3.4.a, c-d L.3.5.a, b, L.3.6	JOURNEYS
2	Look and Listen	RL.3.1-2, 4-5, 7, 10; RI.3.1-2, 4, 7-10 RF.3.3.c-d, RF.3.4.a-c W.3.1.a-d, W.3.4-7, 10 SL.3.4-6 L.3.1.a, c-f, L.3.2.a-b, e,g, L.3.3.a, L.3.4.a-b, d L.3.5.b-c, L.3.6	JOURNEYS
3	Lesson Learned	RL.3.1-2, 4, 6, 9-10; RI.3.1, 3, 5-10 RF.3.3.a, RF.3.4.a-c W.3.2.a-d, 4-8, 10 SL.3.1.a-d, SL.3.2 L.3.1.b, d-f, L.3.2.c, g, L.3.3.b, L.3.4.a-b, d L.3.5.a-b, L.3.6	JOURNEYS
4	Natural Wonders	RL.3.1-2, 4-6, 9-10; RI.3.1-2, 4-7, 9-10 RF.3.3.c, RF.3.4.a-c W.3.1.a-d, W.3.4-5, W.3.7-8, W.3.10 SL.3.3-6 L.3.1.a-e, g, L.3.2.a, f-g, L.3.5a-c	JOURNEYS
5	Going Places	RL.3.1-7, RL.3.10 RI.3.1-2, RI.3.4-5, RI.3.7-10 W.3.2.a-b, d, W.3.3.a-d, W.3.4-8 SL.3.1.a-d, SL.3.2-6 L.3.1.d, g-i, L.3.2.d-g, L.3.3.a-b, L.3.4.b-c, L.3.5.b-c, L.3.6	JOURNEYS
6	Make Your Mark	RL.3.1-7, RL.3.10 RI.3.1-10 RF.3.3.a-d, RF.3.4.a-c W.3.1.a-b, d, W.2.a-d, W.3.3.a-d, W.3.4-8, W.3.10 SL.3.1.a-d, SL.3.2-6 L.3.1.a, g, i, L.3.2.a-b, d-f, L.3.3.a-b, L.3.4.a-c, L.3.5.a-b, L.3.6	JOURNEYS

Unit 1 - Good Citizens

Timeframe	September
Overview	At the end of this unit students will make connections between quotations and photographs. Students will use what they have read to help them write a story about making a difference in their community. The texts and lessons in this unit will prepare students for this culminating task.
Writing Component	Narrative: In this unit students will develop a strong understanding of narrative writing. They will engage in lessons and writing experiences that will help them develop writing a story about making a difference in their community. Students will use multiple details throughout their writing for a descriptive writing piece. Journal writing will assist in strengthening of the writing content.
Resources	<ul style="list-style-type: none"> ● JOURNEYS Student Edition ● JOURNEYS Leveled Readers ● JOURNEYS Readers Notebook ● JOURNEYS Teacher's Edition ● JOURNEYS Digital Focus Wall ● www.thinkcentral.com ● www.starfall.com ● www.readinga-z.com ● www.raz-plus.com
Essential Questions	<ul style="list-style-type: none"> ● How is learning at school different from learning at home? ● Why are courts an important part of our government? ● Why is volunteering good for a community and its people? ● How can you be a good citizen? ● Why is everyone's role on a project important? ● What are the traits of a hero?
Essential Learning Outcomes	<ul style="list-style-type: none"> ● Students will study factual information about schoolhouses. ● Students will use headings, pictures, and captions to present important facts and ideas. ● Students will name ways they can help their community. ● Students will discuss how to be a good citizen. ● Students will learn to use literary devices such as first-person point of view to deliver a meaningful message.

	<ul style="list-style-type: none"> ● Students will learn factual information about kids making a difference in their communities. ● Students analyze cause-and-effect relationships.
<p>Technology Infusion</p>	<ul style="list-style-type: none"> ● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. ● 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
<p>Standards</p>	<p>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.</p> <p>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 the text.</p> <p>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.</p> <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>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>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).</p> <p>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.</p> <p>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.</p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ol style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

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.

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.

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.

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

- 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.
- d. Explain their own ideas and understanding in light of the discussion.

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

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

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

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

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.

h. Use coordinating and subordinating conjunctions.

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 appropriate words in titles.

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

f. 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.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.

b. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4. Determine or clarify the meaning of unknown and

multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

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

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 figurative language, word relationships and nuances in word meanings.

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

	<p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>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>).</p>
<p>Integrated Accommodations and Modifications</p>	<ul style="list-style-type: none"> ● Special Education Students <ul style="list-style-type: none"> ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online ● English Language Learners <ul style="list-style-type: none"> ● Invite students to explore different points of view on a topic of study and compare ● Integrated and small-group support ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online ● Basic Skills Instruction <ul style="list-style-type: none"> ● Encourage students to make transformations - use a common task or item in a different way ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Leveled readers for small group instruction ● Differentiated phonics instruction and fluency ● Digital components/tools available online ● 504 Students <ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Digital components/tools available online ● Gifted & Talented Students <ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations ● Modeling or independent student led research

<p>Assessments</p>	<ul style="list-style-type: none"> ● Observation Checklists ● Narrative Analysis Prompts and Peer Review ● Formal Assessments by Journeys ● Multimedia Presentations ● Writing Prompts ● Vocabulary Quizzes ● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling ● Unit test/Benchmark test including literature, literary devices, and vocabulary
<p>Integration of 21st Century Learning Skills</p>	<ul style="list-style-type: none"> ● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. ● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. ● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. ● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7: Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity.
<p>Career Education</p>	<ul style="list-style-type: none"> ● The 21st-Century teacher has many roles: communicator, collaborator, leader. From intuitive planning tools to instructional materials, Journeys has what teachers need to be effective educators.
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> ● Throughout each unit students are exposed to a variety of interdisciplinary connections through the subject matter they read and write about, as well as the art and music they are

	exposed to in the classroom; thereby creating multiple connections to social studies, science, and the related arts.
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Unit 2 - Look and Listen

Timeframe	October-November
Overview	<p>At the end of this unit students will make connections between quotations and photographs. Students will use what they have read to help them write an opinion essay about storytelling methods. The texts and lessons in this unit will prepare students for this culminating task.</p> <p style="background-color: yellow;">During the month of October, lessons and activities are planned to focus on preventing harassment, intimidation, and bullying; and to promote acceptance, peaceful co-existence and embracing our differences.</p>
Writing Component	Opinion Piece: In this unit students will develop a strong understanding of opinion writing. They will engage in lessons and writing experiences that will help them develop writing an opinion essay about storytelling methods. Students will develop skill by beginning with response paragraph writing. Then follow through with revising and editing. Journal writing will assist in strengthening of the writing content.
Resources	<ul style="list-style-type: none"> ● JOURNEYS Student Edition ● JOURNEYS Leveled Readers ● JOURNEYS Readers Notebook ● JOURNEYS Teacher’s Edition ● JOURNEYS Digital Focus Wall ● www.thinkcentral.com ● www.starfall.com ● www.readinga-z.com ● www.raz-plus.com
Essential Questions	<ul style="list-style-type: none"> ● What makes bats interesting and useful? ● How do pictures help to tell a story? ● What do traditional tales tell readers about life? ● How is a live performance different from other kinds of entertainment? ● What important traits must an inventor have?

<p>Essential Learning Outcomes</p>	<ul style="list-style-type: none"> ● Students will understand domain-specific vocabulary. ● Students will analyze text and graphic features in a story. ● Students will determine the literal or nonliteral meanings of words and phrases in a text. ● Students will analyze how illustrations create mood and emphasize the setting. ● Students will identify main idea, details and sequence of events.
<p>Technology Infusion</p>	<ul style="list-style-type: none"> ● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. ● 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
<p>Standards</p>	<p>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.</p> <p>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 the text.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</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>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>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.</p> <p>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.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <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>RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate</p>

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.

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

c. Decode multisyllable words.

d. Read grade-appropriate irregularly spelled words.

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

a. Read grade-level text with purpose and understanding.

b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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 opinion and reasons.

d. Provide a conclusion.

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.

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.

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

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.

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.

L.3.1. Demonstrate command of the conventions of standard English 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.
- c. Use abstract nouns (e.g., *childhood*)
- d. Form and use regular and irregular verbs
- e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses
- f. Ensure subject-verb and pronoun-antecedent agreement.

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

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

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

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect.

	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> 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., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). <p>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>).</p>
<p>Integrated Accommodations and Modifications</p>	<ul style="list-style-type: none"> ● Special Education Students <ul style="list-style-type: none"> ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online ● English Language Learners <ul style="list-style-type: none"> ● Invite students to explore different points of view on a topic of study and compare ● Integrated and small-group support ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online ● Basic Skills Instruction <ul style="list-style-type: none"> ● Encourage students to make transformations - use a common task or item in a different way

	<ul style="list-style-type: none"> ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Leveled readers for small group instruction ● Differentiated phonics instruction and fluency ● Digital components/tools available online <ul style="list-style-type: none"> ● 504 Students <ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Digital components/tools available online <ul style="list-style-type: none"> ● Gifted & Talented Students <ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations ● Modeling or independent student led research
<p style="text-align: center;">Assessments</p>	<ul style="list-style-type: none"> ● Observation Checklists ● Narrative Analysis Prompts and Peer Review ● Formal Assessments by Journeys ● Multimedia Presentations ● Writing Prompts ● Vocabulary Quizzes ● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling ● Unit test/Benchmark test including literature, literary devices, and vocabulary
<p style="text-align: center;">Integration of 21st Century Learning Skills</p>	<ul style="list-style-type: none"> ● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. ● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. ● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. ● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason.

	<ul style="list-style-type: none"> ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7: Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity.
<p>Career Education</p>	<ul style="list-style-type: none"> ● The 21st-Century teacher has many roles: communicator, collaborator, leader. From intuitive planning tools to instructional materials, Journeys has what teachers need to be effective educators.
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> ● Throughout each unit students are exposed to a variety of interdisciplinary connections through the subject matter they read and write about, as well as the art and music they are exposed to in the classroom; thereby creating multiple connections to social studies, science, and the related arts.

Unit 3 - Lesson Learned

Timeframe	December
Overview	At the end of this unit students will make connections between quotations and photographs used at the beginning of unit to spark curiosity about the unit topic. Students will relate to and learn from something that happened to them in the past and made them feel bad at the time. Students will use what they have read to help them write an explanatory essay about learning lessons. The texts and lessons in this unit will prepare students for this culminating task.
Writing Component	Explanatory Piece: In this unit students will develop a strong understanding of informative/explanatory writing. They will engage in lessons and writing experiences that will help them develop writing an explanatory essay about learning lessons. Students will develop skill by beginning with response paragraph writing. Then follow through with revising and editing. Journal writing will assist in strengthening of the writing content..
Resources	<ul style="list-style-type: none"> ● JOURNEYS Student Edition ● JOURNEYS Leveled Readers ● JOURNEYS Readers Notebook ● JOURNEYS Teacher's Edition ● JOURNEYS Digital Focus Wall ● www.thinkcentral.com ● www.starfall.com ● www.readinga-z.com ● www.raz-plus.com
Essential Questions	<ul style="list-style-type: none"> ● How do inventions help athletes? ● Why is it important to grow food crops? ● Why are stories from different cultures important?

	<ul style="list-style-type: none"> • What are some benefits of dogs interacting with people? • Why are rules important?
Essential Learning Outcomes	<ul style="list-style-type: none"> • Students will learn factual information from a magazine article. • Students will learn factual information about community gardens. • Students will identify the message or lesson of a story. • Students will distinguish point of view. • Students will recognize when to use formal and informal language.
Technology Infusion	<ul style="list-style-type: none"> • 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. • 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
Standards	<p>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.</p> <p>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 the text.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>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).</p> <p>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.</p> <p>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.</p> <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>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>

	<p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>Range of Reading and Complexity of Text</p> <p>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.</p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none">a. Identify and know the meaning of the most common prefixes and derivational suffixes. <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none">a. Read grade-level text with purpose and understanding.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none">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. <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and</p>
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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.

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.

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

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

W.3.10. Write routinely over extended time frames (time for research, reflection, 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.

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

- 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.
- d. Explain their own ideas and understanding in light of the discussion.

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

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

- b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- d. Form and use regular and irregular verbs
- e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses
- f. Ensure subject-verb and pronoun-antecedent agreement.

	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> c. Use commas and quotation marks in dialogue g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> b. Choose words and phrases for effect. <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> 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., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>) d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). <p>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>).</p>
<p>Integrated Accommodations and Modifications</p>	<ul style="list-style-type: none"> ● Special Education Students <ul style="list-style-type: none"> ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online ● English Language Learners

	<ul style="list-style-type: none"> ● Invite students to explore different points of view on a topic of study and compare ● Integrated and small-group support ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online <ul style="list-style-type: none"> ● Basic Skills Instruction <ul style="list-style-type: none"> ● Encourage students to make transformations - use a common task or item in a different way ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Leveled readers for small group instruction ● Differentiated phonics instruction and fluency ● Digital components/tools available online <ul style="list-style-type: none"> ● 504 Students <ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Digital components/tools available online <ul style="list-style-type: none"> ● Gifted & Talented Students <ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations ● Modeling or independent student led research
<p style="text-align: center;">Assessments</p>	<ul style="list-style-type: none"> ● Observation Checklists ● Narrative Analysis Prompts and Peer Review ● Formal Assessments by Journeys ● Multimedia Presentations ● Writing Prompts ● Vocabulary Quizzes ● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling ● Unit test/Benchmark test including literature, literary devices, and vocabulary
<p style="text-align: center;">Integration of 21st Century Learning Skills</p>	<ul style="list-style-type: none"> ● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. ● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

	<ul style="list-style-type: none"> ● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. ● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7: Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity.
<p>Career Education</p>	<ul style="list-style-type: none"> ● The 21st-Century teacher has many roles: communicator, collaborator, leader. From intuitive planning tools to instructional materials, Journeys has what teachers need to be effective educators.
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> ● Throughout each unit students are exposed to a variety of interdisciplinary connections through the subject matter they read and write about, as well as the art and music they are exposed to in the classroom; thereby creating multiple connections to social studies, science, and the related arts.

Unit 4- Natural Wonders

Timeframe	January-February
Overview	At the end of this unit students will make connections between quotations and photographs used at the beginning of unit to spark curiosity about the unit topic. Students will learn that <i>wonder</i> has several meanings. They will identify titles, authors, illustrations, and photographs that they find interesting and why. Students will use what they have read to help them write an opinion essay about the importance of scientific research. The texts and lessons in this unit will prepare students for this culminating task.
Writing Component	Opinion Piece: In this unit students will develop a strong understanding of opinion writing. They will engage in lessons and writing experiences that will help them develop writing an opinion essay about the importance of scientific research. Students will develop skill by beginning with persuasive letter writing and problem-and-solution paragraphs to persuasive essay. Then follow through with revising and editing. Journal writing will assist in strengthening of the writing content.
Resources	<ul style="list-style-type: none">● JOURNEYS Student Edition● JOURNEYS Leveled Readers● JOURNEYS Readers Notebook● JOURNEYS Teacher's Edition● JOURNEYS Digital Focus Wall● www.thinkcentral.com● www.starfall.com● www.readinga-z.com● www.raz-plus.com

<p>Essential Questions</p>	<ul style="list-style-type: none"> ● Why is it important to take care of our environment? ● What can fossils tell us about the past? ● What are some differences among types of trees? ● How do members of a community help each other? ● What are the coldest places on Earth like?
<p>Essential Learning Outcomes</p>	<ul style="list-style-type: none"> ● Students will use text details to identify the theme of a story. ● Students will learn factual information about finding fossils. ● Students will use text and graphic features to help locate and understand information. ● Students will identify the message of a story. ● Students will identify the main ideas and supporting details in a text.
<p>Technology Infusion</p>	<ul style="list-style-type: none"> ● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. ● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (e.g. games, museums).
<p>Standards</p>	<p>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.</p> <p>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 the text.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</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>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>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).</p> <p>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.</p> <p>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.</p>

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

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

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text.

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.3.9. 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.

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

c. Decode multisyllable words.

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

a. Read grade-level text with purpose and understanding.

b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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 opinion and reasons.

	<p>d. Provide a conclusion.</p> <p>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.)</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>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.</p> <p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>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.</p> <p>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.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">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., <i>childhood</i>).d. Form and use regular and irregular verbs.e. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none">a.. Capitalize appropriate words in titles.
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	<p>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.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>c. 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>).</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>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>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>).</p>
<p>Integrated Accommodations and Modifications</p>	<ul style="list-style-type: none"> ● Special Education Students <ul style="list-style-type: none"> ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online ● English Language Learners

	<ul style="list-style-type: none"> ● Invite students to explore different points of view on a topic of study and compare ● Integrated and small-group support ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online <ul style="list-style-type: none"> ● Basic Skills Instruction <ul style="list-style-type: none"> ● Encourage students to make transformations - use a common task or item in a different way ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Leveled readers for small group instruction ● Differentiated phonics instruction and fluency ● Digital components/tools available online <ul style="list-style-type: none"> ● 504 Students <ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Digital components/tools available online <ul style="list-style-type: none"> ● Gifted & Talented Students <ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations ● Modeling or independent student led research
<p style="text-align: center;">Assessments</p>	<ul style="list-style-type: none"> ● Observation Checklists ● Narrative Analysis Prompts and Peer Review ● Formal Assessments by Journeys ● Multimedia Presentations ● Writing Prompts ● Vocabulary Quizzes ● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling ● Unit test/Benchmark test including literature, literary devices, and vocabulary
<p style="text-align: center;">Integration of 21st Century Learning Skills</p>	<ul style="list-style-type: none"> ● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. ● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

	<ul style="list-style-type: none"> ● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. ● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7: Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity.
<p>Career Education</p>	<ul style="list-style-type: none"> ● The 21st-Century teacher has many roles: communicator, collaborator, leader. From intuitive planning tools to instructional materials, Journeys has what teachers need to be effective educators.
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> ● Throughout each unit students are exposed to a variety of interdisciplinary connections through the subject matter they read and write about, as well as the art and music they are exposed to in the classroom; thereby creating multiple connections to social studies, science, and the related arts.

Unit 5- Going Places

Timeframe	March-April
Overview	At the end of this unit students will make connections between quotations and photographs used at the beginning of unit to spark curiosity about the unit topic. Students will learn that adverbs like never can be used at the start of a quote. Students will use what they have read to help them write a literary analysis of two characters. The texts and lessons in this unit will prepare students for this culminating task.
Writing Component	Narrative Piece: In this unit students will develop a strong understanding of descriptive writing. They will engage in lessons and writing experiences that will help them develop writing a literary analysis of two characters. Students will develop skill by beginning with fictional narrative paragraphs to descriptive paragraphs to narrative. Then follow through with revising and editing. Journal writing will assist in strengthening of the writing content.
Resources	<ul style="list-style-type: none"> ● JOURNEYS Student Edition ● JOURNEYS Leveled Readers ● JOURNEYS Readers Notebook ● JOURNEYS Teacher’s Edition ● JOURNEYS Digital Focus Wall ● www.thinkcentral.com ● www.starfall.com ● www.readinga-z.com ● www.raz-plus.com

<p>Essential Questions</p>	<ul style="list-style-type: none"> ● What was life on the prairie like for the pioneers? ● Why do animals migrate to other places? ● How can people communicate over long distances? ● What changes do volcanoes cause? ● Why do mountain climbers need to be well prepared?
<p>Essential Learning Outcomes</p>	<ul style="list-style-type: none"> ● Students will learn facts and information about different kinds of wagons. ● Students will be able to compare and contrast information in a text. ● Students will be able to follow the sequence of events in a story. ● Students will learn about volcanoes through a magazine article. ● Students will be able to interpret information in text and graphic features.
<p>Technology Infusion</p>	<ul style="list-style-type: none"> ● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. ● 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
<p>Standards</p>	<p>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.</p> <p>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 the text.</p> <p>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.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</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>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <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>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.</p>

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

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7. Use information gained from 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.

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.

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

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

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.
- d. Provide a conclusion.

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.

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.

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.

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.

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

- 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.
- d. Explain their own ideas and understanding in light of the discussion.

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

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

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

SL.3.5. 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.

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

d. Form and use regular and irregular verbs.

g. Form and use comparative and superlative adjectives and adverbs, and choose

between them depending on what is to be modified.

h. Use coordinating and subordinating conjunctions.

i. Produce simple, compound, and complex sentences.

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

d. Form and use possessives.

e. Use conventional spelling for high-frequency and other studied words and for

adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

f. 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.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.

b. Recognize and observe differences between the conventions of spoken and written standard English.

	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>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>).</p> <p>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>).</p> <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p> <p>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>).</p>
<p>Integrated Accommodations and Modifications</p>	<ul style="list-style-type: none"> ● Special Education Students <ul style="list-style-type: none"> ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online ● English Language Learners <ul style="list-style-type: none"> ● Invite students to explore different points of view on a topic of study and compare ● Integrated and small-group support ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online ● Basic Skills Instruction <ul style="list-style-type: none"> ● Encourage students to make transformations - use a common task or item in a different way

	<ul style="list-style-type: none"> ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Leveled readers for small group instruction ● Differentiated phonics instruction and fluency ● Digital components/tools available online <ul style="list-style-type: none"> ● 504 Students <ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Digital components/tools available online <ul style="list-style-type: none"> ● Gifted & Talented Students <ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations ● Modeling or independent student led research
<p style="text-align: center;">Assessments</p>	<ul style="list-style-type: none"> ● Observation Checklists ● Narrative Analysis Prompts and Peer Review ● Formal Assessments by Journeys ● Multimedia Presentations ● Writing Prompts ● Vocabulary Quizzes ● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling ● Unit test/Benchmark test including literature, literary devices, and vocabulary
<p style="text-align: center;">Integration of 21st Century Learning Skills</p>	<ul style="list-style-type: none"> ● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. ● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. ● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. ● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason.

	<ul style="list-style-type: none"> ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7: Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity.
<p>Career Education</p>	<ul style="list-style-type: none"> ● The 21st-Century teacher has many roles: communicator, collaborator, leader. From intuitive planning tools to instructional materials, Journeys has what teachers need to be effective educators.
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> ● Throughout each unit students are exposed to a variety of interdisciplinary connections through the subject matter they read and write about, as well as the art and music they are exposed to in the classroom; thereby creating multiple connections to social studies, science, and the related arts.

Unit 6 - Make Your Mark

Timeframe	May-June
Overview	In this unit, students will understand the idiom <i>making your mark</i> . The unit will focus on nonfiction text presented in the format of news articles. Students will use newspaper articles as models to write their own narratives as reporters. Students will construct understandings about journalism and the job of a newspaper reporter. They will review how to read, analyze, and critique models of narrative writing in news articles.
Resources	<ul style="list-style-type: none">● JOURNEYS Student Edition● JOURNEYS Leveled Readers● JOURNEYS Readers Notebook● JOURNEYS Teacher's Edition● JOURNEYS Digital Focus Wall● www.thinkcentral.com● www.starfall.com● www.readinga-z.com● www.raz-plus.com
Essential Questions	<ul style="list-style-type: none">● How does having a goal help people succeed?● How would your life be different without magnets?● What are some benefits of being physically active?● What can you learn from champions?● How can children and adults learn from each other?

<p>Essential Learning Outcomes</p>	<ul style="list-style-type: none"> ● Students will learn facts and information about different kinds of wagons. ● Students will be able to compare and contrast information in a text. ● Students will be able to follow the sequence of events in a story. ● Students will learn about volcanoes through a magazine article. ● Students will be able to interpret information in text and graphic features.
<p>Technology Infusion</p>	<ul style="list-style-type: none"> ● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. ● 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
<p>Standards</p>	<p>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.</p> <p>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 the text.</p> <p>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.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</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>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <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>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.</p> <p>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.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</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.

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.

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.

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

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words.

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.
- 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.

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.

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.

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.

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

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

W.3.10. Write routinely over extended time frames (time for research, reflection, 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.

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

- 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.
- d. Explain their own ideas and understanding in light of the discussion.

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

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

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

SL.3.5. 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.

L.3.1. Demonstrate command of the conventions of standard English 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.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- 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 appropriate words in titles.
- b. Use commas in addresses.
- d. Form and use possessives.

	<p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>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.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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>).</p> <p>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>).</p> <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>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>).</p>
<p>Integrated Accommodations and Modifications</p>	<ul style="list-style-type: none"> ● Special Education Students <ul style="list-style-type: none"> ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online ● English Language Learners

	<ul style="list-style-type: none"> ● Invite students to explore different points of view on a topic of study and compare ● Integrated and small-group support ● Provide visuals of vocabulary/language ● Books on audio ● Digital components/tools available online <ul style="list-style-type: none"> ● Basic Skills Instruction <ul style="list-style-type: none"> ● Encourage students to make transformations - use a common task or item in a different way ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Leveled readers for small group instruction ● Differentiated phonics instruction and fluency ● Digital components/tools available online <ul style="list-style-type: none"> ● 504 Students <ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment ● Provide graphic organizers for additional support ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Digital components/tools available online <ul style="list-style-type: none"> ● Gifted & Talented Students <ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations ● Modeling or independent student led research
<p style="text-align: center;">Assessments</p>	<ul style="list-style-type: none"> ● Observation Checklists ● Narrative Analysis Prompts and Peer Review ● Formal Assessments by Journeys ● Multimedia Presentations ● Writing Prompts ● Vocabulary Quizzes ● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling ● Unit test/Benchmark test including literature, literary devices, and vocabulary
<p style="text-align: center;">Integration of 21st Century Learning Skills</p>	<ul style="list-style-type: none"> ● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. ● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

	<ul style="list-style-type: none"> ● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. ● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7: Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity.
<p>Career Education</p>	<ul style="list-style-type: none"> ● The 21st-Century teacher has many roles: communicator, collaborator, leader. From intuitive planning tools to instructional materials, Journeys has what teachers need to be effective educators.
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> ● Throughout each unit students are exposed to a variety of interdisciplinary connections through the subject matter they read and write about, as well as the art and music they are exposed to in the classroom; thereby creating multiple connections to social studies, science, and the related arts.