**RUTHERFORD PUBLIC SCHOOLS**

**GRADE 3**

**ENGLISH LANGUAGE ARTS
CURRICULUM**

**2017**

**Approved by the Rutherford Board of Education
June 9, 2014**

**Revision Approved by the RBOE:  June 15, 2015
Revision Approved by the RBOE:  January 25, 2016
Revision to Remove CCSS and Replace with NJSLS - Approved by the RBOE:  November 14, 2016**

**INTRODUCTION**

This curriculum affords students interdisciplinary opportunities to become proficient in speaking, listening, writing, and viewing. Students are encouraged to recognize that what they hear, write, and view contribute to the content and quality of their oral and written language.  Instruction will be provided to enable effective listeners to restate, interpret, respond to, and evaluate what they hear.  Strategies will be implemented that enable students to vary forms, style, and conventions in order to write for different audiences, contexts, and purposes.  Students will become fluent readers who construct meaning through text. Success in school and the workplace requires that individuals know how to read, interpret, and synthesize information. To that end, this course of study includes multiple exposures to critical skills, strategies, and instructional techniques necessary to meet these goals.  In addition, this curriculum recognizes that reading, writing, listening, and speaking are interconnected areas of English language arts.  The ultimate goal of the reading curriculum is to produce readers who are thoughtful and purposeful. The language arts are interdependent processes that enrich each other and culminate in an integrated act of learning and knowing.  In following the curriculum, students will prepare for state-mandated standardized tests.

**NEW JERSEY STUDENT LEARNING STANDARDS**

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLS may be viewed here:  http://www.state.nj.us/education/cccs/2016/ela/

**COURSE OUTLINE**

- Grammar, Usage, and Mechanics
  - Sentence Structure
    - Capital letters
    - Punctuation
    - Fragments vs. complete thoughts
    - Four types of sentences
    - Subjects and predicates
    - Run-on sentences
  - Nouns/Pronouns
    - Person, place, thing, animal, idea
    - Common and proper
    - Singular and plural for spelling
    - Singular and plural possessive
    - Capitalization and punctuation for abbreviations and titles
    - Contractions for pronouns
  - Verbs
    - Action, linking, helping

- Correct form (past, present, future)
- Correct spelling of all tenses
- Irregular
- Contractions
  - Adjectives and Adverbs
    - Usage of articles (a, an, the)
    - Using adjectives to compare nouns
    - Identifying adverbs
  - Punctuation
    - Commas
      - Used in combining sentences
      - Used in a series
      - Used with introductory words
    - Quotation marks
    - Conversational punctuation
  - Spelling
    - Sound and letter patterns
      - Vowels/consonants
      - Vowel/consonant combinations
        - Vowel combinations
        - R-controlled vowels
        - Double consonants
      - Silent letters
    - Basic rules
      - Words ending in "y"
      - One syllable, one vowel, one ending consonant
      - Silent "e"
    - Structure of words
      - Prefixes
      - Suffixes
      - Compound words
      - Contractions
      - Plurals
      - Possessives
  - Study Skills
    - Dictionary skills
      - Alphabetical order
      - Guide words
      - Entry words
      - Definitions
      - Syllabication
      - Pronunciation
    - Research skills
      - Encyclopedia
      - Computer
      - Parts of a book

- o Table of contents
- o Index
  - Note taking
- Phonics
  - o Decoding
    - Consonant
    - Vowels
  - o Consonant Blends
  - o Silent Sounds
  - o Compound Words
  - o Inflected Endings
  - o Prefixes
  - o Suffixes
- Story Elements
  - o Setting
    - when
    - where
  - o Character
    - main and supporting characters.
    - feelings and role(s) of character(s).
    - character traits.
  - o Plot
    - problem/solution.
    - rising action, climax and resolution
  - o Theme
    - central idea.
    - theme and real-life experiences
- Literary Focus (9.1.4.D.1)
  - o Fiction
    - animal fantasy
    - drama/play
    - fantasy
    - historical
    - humorous
    - realistic
    - science
    - traditional stories
    - (e.g., fable, fairy tale, folk tale, tall tale, legend, myth)
    - picture book
  - o Nonfiction
    - almanac entry
    - biography/autobiography
    - encyclopedia article
    - expository article
    - how-to article
    - Internet article
    - magazine article
    - narrative writing

- newspaper article
- personal essay
- photo essay
- poetry
- song
- Vocabulary
  - Context Clues
    - picture clues
    - synonyms and antonyms
    - homonyms, homophones, homographs
    - multiple-meaning words
  - Development
    - word structure
    - listening and discussing
    - reading
      - read aloud
      - guided
      - independent
      - shared
    - defining and identifying meaning of vocabulary
    - inferring meaning from roots, prefixes, and suffixes
  - Phonological Awareness
    - decoding
    - blends, digraphs, diphthongs
    - word families and word patterns
- Fluency
  - Oral Reading
    - read aloud
      - a. inflection
      - b. intonation
      - c. style
      - d. phrasing
      - e. punctuation
    - self-correction of errors
  - Silent Reading
    - comprehension of longer text
    - independent reading of longer text
- Reading Strategies
  - Predictions
  - Purpose
  - Context clues, decoding, and vocabulary building strategies
  - Story Events
    - recalling
    - sequencing
  - Graphic Organizers
- Comprehension Skills
  - Author's purpose of the text (persuading, informing, entertaining, instructing)

- o   Cause/effect, fact/opinion, realism/fantasy, and main ideas/supporting detail
- o   Inference (for information not directly stated)
- o   Prediction and self-monitor of text for prior knowledge
- o   Ways to respond to text (speaking, writing, illustrating, dramatizations, and oral presentation)
- o   Identification and summarization of the main idea
- o   Different purposes (enjoyment, information, problem solving)
- Inquiry
  - o   Research
    - gather information
    - discuss new topics
    - develop grade level appropriate questions to explore a topic
    - draw conclusions from data and personal experiences
  - o   Discussion
    - work cooperatively with group members
    - stick to topic and main idea
    - contribute to group discussions
    - use topic appropriate vocabulary to support ideas
    - 5.  respond appropriately to questions, directions, text read aloud, and oral presentations
- Concepts About Print/Media Form
  - o   Specific information (newspaper, magazines, books, reference sources).
  - o   Real-life connections to media

## PROFICIENCY LEVELS

This curriculum is appropriate for all students in grade 3.

## METHODS OF ASSESSMENT

Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following items:

- Formal
  - o   DRA
    - The teacher, at her/his discretion, will either perform a Progress Monitor or a DRA on each student in the last 4 weeks leading up to the end of the 1st Trimester in December.
    - Teachers will perform a DRA assessment on all students in the last four weeks leading up to the end of the 2nd Trimester in March.
    - Teachers will perform a DRA assessment on all students in the last four weeks leading up to the end of the 3rd Trimester in June.
  - o   Published tests
  - o   Teacher-made tests
  - o   Individual student writing portfolios
  - o   Homework
  - o   Class work
  - o   Class participation
  - o   Projects
  - o   Reading Open-ended Scoring Rubric

- o   Standardized tests
- o   Standardized test reading and writing rubrics
- Informal
  - o   Teacher observation
  - o   Peer evaluation
  - o   Teacher/student feedback
  - o   Class discussion
  - o   Self, peer, teacher collaborative feedback
  - o   Portfolios
  - o   Group/individual reports
  - o   Activity sheets/workbooks (publisher/teacher-made)
  - o   Supplemental activities.
- Teacher/Curriculum Assessment will be conducted according to the following statement:
  - o   The subject teacher(s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. Teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting state approved standards.

## GROUPING

English Language Arts Grade 3 classes are heterogeneously grouped, self-contained classes; therefore, no level placement criteria apply to this course of study.  Reading groups may be heterogeneously grouped by ability at the discretion of the teacher.

## ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

English Language Arts Grade 3 is a full-year course.

## RESOURCES

- Speakers
  - o   Teachers are encouraged to contact community groups, parents and organizations to obtain speakers to enhance the curriculum with the approval of the administration.
- References
  - o   Teachers may contact the English Language Arts Department office and the school and local library for additional resources. Nearby colleges and organizations may also be utilized as reference resources.
- Technology
  - o   Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.4.A.1) (8.1.4.A.2) (8.1.4.A.3) (8.1.4.A.4) (8.1.4.A.5) (8.1.4.B.1) (8.1.4.D.1) (8.1.4.E.1) (8.1.4.F.1) (8.2.4.A.1) (8.2.4.B.4)
  - o   Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons.  Students shall use computers for independent practice of developing skills and as part of the writing process.
- Supplies and Materials
  - o   Grade 3 English Language Arts may require video/audio equipment for viewing and listening. Students may also require art supplies for project work.

- Textbooks
  - *Good Habits, Great Readers.* 2012. Pearson Education, Inc.
  - *Project Read.* 2012. Language Circle Enterprises.
  - *Developmental Reading Assessment®, Second Edition (DRA™2)* 2005, Pearson Education, Inc.
  - *Ready*, Curriculum Associates, 2016
- Supplemental Reading
  - Novels selected are based upon individual student's reading levels.
  - Examples include:
    - *Stone Fox* by John Reynolds Gardiner
    - *Ramona Quimby, Age 8* by Beverly Cleary
    - *The Miraculous Journey of Edward Tulane* by Kate DeCamillo
    - *Kneeknock Rise* by Natalie Babbitt
    - *Dear Mr. Henshaw* by Beverly Cleary
    - *Summer Reading is Killing Me* by Jon Sciezka
    - *Because of Winn-Dixie* by Kate DiCamillo
    - *How to Eat Fried Worms* by Thomas Rockwell
    - *Freckle Juice* by Judy Blume
  - Additions and/or deletions to this list may be made periodically at teacher discretion with approval of the principal(s) and/or the supervisor of English Language Arts.

## METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21$^{st}$ Century Life and Careers – Career Ready Practices (2014).
- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 4, students will be able to:

- 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.

**SUGGESTED INSTRUCTIONAL ACTIVITIES**

After reading required selections, students may create stories, journals, newspapers, or scrapbooks.

- Analogy fun - partners create analogies
- Animal report - research an animal by answering questions
- Biography Day
- Book fair
- Book reports (written, oral)
- Concept webs for main idea and supporting detail
- Conduct an interview
- Create an advertisement
- DEAR time (Drop Everything And Read)
- Echo reading
- KWL chart (nonfiction stories)
- Literature circles
- Plays (attend or perform)
- Preview and predict balloons - put clues to book inside balloons
- "Read All About It!"- find the 5W's in a newspaper article
- Reflective journal
- Story boards (fiction stories)
- Story mapping
- Story sequence cards
- Theme-related projects
- Treasure hunt - use newspapers and magazines
- Vocabulary crossword puzzles
- Word Ladder - change letters in a word
- Write an autobiography
- Book reports
- Current events
- "Fishbowl" discussion
- Helping hand - 5W reinforcement
- Illustrate scene and name nouns
- Mini-white board activities
- Money words using adjectives
- Mystery adjective box
- Performance of student plays
- Portfolios
- Read, trace, write, and stamp spelling words
- Rewrite story endings
- Student generated sentence in three tenses
- "Traveling story" (pass along and add on)
- Unscramble spelling words
- Verb charades
- Write a menu
- Word sort to create sentences

**DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

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

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
    - teacher think-alouds

**INTERDISCIPLINARY CONNECTIONS**

The English Language Arts Grade 3 curriculum has numerous possibilities for interdisciplinary connections. Reading and writing can be connected across the disciplines. Project and research report work that involves writing can also be connected to all disciplines.

**PROFESSIONAL DEVELOPMENT**

Teachers will continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

**GRADE 3 HIGH FREQUENCY WORD LIST**

| | | | | |
|---|---|---|---|---|
| high | life | watch | usually | five |
| every | always | far | didn't | step |
| near | those | Indian | friends | morning |
| add | both | real | easy | passed |
| food | paper | almost | heard | vowel |
| between | together | let | order | true |
| own | got | above | red | hundred |
| below | group | girl | door | against |
| country | often | sometimes | sure | pattern |
| plant | run | mountains | become | numeral |
| last | important | cut | top | table |
| school | until | young | ship | north |
| father | children | talk | across | slowly |
| keep | side | soon | today | money |
| tree | feet | list | during | map |
| never | car | song | short | farm |
| start | mile | being | better | pulled |
| city | night | leave | best | draw |
| earth | walk | family | however | voice |
| eyes | white | it's | low | seen |
| light | sea | body | hours | cold |
| thought | began | music | black | cried |
| head | grow | color | products | plan |
| under | took | stand | happened | notice |
| story | river | sun | whole | south |
| saw | four | questions | measure | sing |
| left | carry | fish | remember | war |
| don't | state | area | early | ground |
| few | once | mark | waves | fall |
| while | book | dog | reached | king |
| along | hear | horse | listen | town |
| might | stop | birds | wind | I'll |
| close | without | problem | rock | unit |
| something | second | complete | space | figure |
| seem | late | room | covered | certain |
| next | miss | knew | fast | field |
| hard | idea | since | several | travel |
| open | enough | ever | hold | wood |
| example | eat | piece | himself | fire |
| begin | face | told | toward | upon |

**COMMON WRITING TERMINOLOGY**

| Term | Meaning |
|---|---|
| **Writing Process** | |
| Prewriting | Gathering Ideas |
| Drafting | Writing a Draft |
| Revising | Revising for Content |
| Editing | Editing for Grammar |
| Publishing | Producing Final Product |
| Creating Final Draft | Producing Final Product |
| | |
| **Writing Terms** | |
| Introduction | Introductory Paragraph/Statement |
| Hook | Attention Grabber |
| Thesis Statement | Statement of Purpose |
| Body Paragraph(s) | Reasoning Paragraph(s) |
| Topic Sentence | Introduction of Paragraph-Specific Content |
| Evidence | Supporting Details |
| Closing Sentence | Conclusion of Paragraph-Specific Content |
| Call to Action | What Should the Reader Do? |
| Conclusion | Concluding Paragraph |
| Exposition | Background/Characters/ Setting |
| Conflict | Internal and/or External |
| Rising Action | The events that lead to the climax |
| Climax | The pinnacle moment |
| Falling Action | The events that lead to the resolution |
| Resolution | The final outcome |
| | |
| **Writing Genres** | |
| Opinion | Grades K – 5 |
| Argument | Grades 6 – 12 |
| Informational/Explanatory | Grades K – 12 |
| Narrative | Grades K – 12 |
| Research | Grades K – 12 |

**COMMON EDITING MARKS**

| Symbol | Meaning | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ℒ or γ or ꝯ | Delete | X | X | X | X | X | X | X | X | X | X |
| ⊂ | Close up | X | X | X | X | X | X | X | X | X | X |
| ∧ or > or ⋏ | Caret | X | X | X | X | X | X | X | X | X | X |
| # | Insert a space | X | X | X | X | X | X | X | X | X | X |
| ∽ | Transpose | X | X | X | X | X | X | X | X | X | X |
| ¶ | Begin a new paragraph here | | | X | X | X | X | X | X | X | X |
| no ¶ | Don't begin a new paragraph here | | | X | X | X | X | X | X | X | X |
| ≣ | Set in capitals | X | X | X | X | X | X | X | X | X | X |
| / | Set in lowercase | X | X | X | X | X | X | X | X | X | X |
| ⌃ | Add comma | | X | X | X | X | X | X | X | X | X |
| ⌄ | Add apostrophe | | | X | X | X | X | X | X | X | X |
| ⊙ | Add period | X | X | X | X | X | X | X | X | X | X |
| ❝❞ or ⌄⌄ | Add quotation marks | | | X | X | X | X | X | X | X | X |
| ⓢⓟ | Check Spelling | | X | X | X | X | X | X | X | X | X |
| awk | Awkward phrasing or word choice | | | | | | | X | X | X | X |
| frag. | Fragment | | | X | X | X | X | X | X | X | X |
| R-O | Run on sentence | | | X | X | X | X | X | X | X | X |
| S-V agr | Subject verb agreement | | | X | X | X | X | X | X | X | X |

**GRAMMAR AND CONVENTIONS SCOPE AND SEQUENCE**

| Skills By Grade Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| Capitalization | | X | X | X | X | X | X | X | X |
| Days of the Week | X | X | X | X | X | X | X | X | X |
| First Letter of a Sentence | X | X | X | X | X | X | X | X | X |
| First Letter of First, Middle and Last Names | X | X | X | X | X | X | X | X | X |
| Geographic Places | | X | X | X | X | X | X | X | X |
| Holidays | | X | X | X | X | X | X | X | X |
| In Dialogue | | | | X | X | X | X | X | X |
| Letter Salutations/Closings | | | X | X | X | X | X | X | X |
| Months of the Year | X | X | X | X | X | X | X | X | X |
| Proper Nouns | X | X | X | X | X | X | X | X | X |
| The Word "I" | X | X | X | X | X | X | X | X | X |
| Titles | | X | X | X | X | X | X | X | X |
| Uppercase and Lowercase Letters | X | X | X | X | X | X | X | X | X |
| | | | | | | | | | |
| **Grammar – Parts of Speech** | | | | | | | | | |
| Adjectives | X | X | X | X | X | X | X | X | X |
| Adverbs | | | X | X | X | X | X | X | X |
| Compound Words | | X | X | X | X | X | X | X | X |
| Conjunctions | | | | X | X | X | X | X | X |
| Interjections | | | | | X | X | X | X | X |
| Modifiers | X | X | X | X | X | X | X | X | X |
| Nouns | X | X | X | X | X | X | X | X | X |
| Participles | | | | | X | X | X | X | X |
| Perfect/Past Perfect Tense | X | X | X | X | X | X | X | X | X |
| Plural Words | X | X | X | X | X | X | X | X | X |
| Prepositional Phrases | | | | | | X | X | X | X |
| Prepositions | | | | | | X | X | X | X |
| Pronouns | | | X | X | X | X | X | X | X |
| Tense | X | X | X | X | X | X | X | X | X |
| Verbs | X | X | X | X | X | X | X | X | X |
| | | | | | | | | | |
| **Punctuation** | | | | | | | | | |
| Apostrophe Use (contractions; possessives) | | | X | X | X | X | X | X | X |
| Colon/Semicolon | | | X | X | X | X | X | X | X |
| Comma (dialogue) | | | X | X | X | X | X | X | X |
| Comma (in a series) | | X | X | X | X | X | X | X | X |
| Ellipses | | | X | X | X | X | X | X | X |
| End marks (period, question mark, exclamation point) | X | X | X | X | X | X | X | X | X |
| Parentheses | | | | | X | X | X | X | X |
| Punctuating Dialogue | | | X | X | X | X | X | X | X |
| Quotation Marks | | | X | X | X | X | X | X | X |

| Skills By Grade Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Grammar – Sentence Structure/Fluency** | | | | | | | | | |
| Chronological Structure | | X | X | X | X | X | X | X | X |
| Clauses | | | | | | X | X | X | X |
| Dialogue | | | X | X | X | X | X | X | X |
| List Structure | X | X | X | X | X | X | X | X | X |
| Paragraphs | | | X | X | X | X | X | X | X |
| Participial Phrases | | | | | | X | X | X | X |
| Phrases | | | | | X | X | X | X | X |
| Sentence Building | X | X | X | X | X | X | X | X | X |
| Simple/Compound/Complex Sentences | | | X | X | X | X | X | X | X |
| Subject-Verb Agreement | X | X | X | X | X | X | X | X | X |
| Tense | X | X | X | X | X | X | X | X | X |
| Transition Words | X | X | X | X | X | X | X | X | X |
| Varied Sentence Lengths | | X | X | X | X | X | X | X | X |
| | | | | | | | | | |
| **Text Layout** | | | | | | | | | |
| Font/Feature of Type | X | X | X | X | X | X | X | X | X |
| How Layout Conveys Meaning | X | X | X | X | X | X | X | X | X |
| Nonfiction Text Features | | X | X | X | X | X | X | X | X |
| Space Between Words/Concepts of Print | X | X | X | X | X | X | X | X | X |
| Text Features (color, bold, shapes, etc.) | X | X | X | X | X | X | X | X | X |
| Text/Image Placement | X | X | X | X | X | X | X | X | X |

**THIRD GRADE WRITING SCOPE AND SEQUENCE**

| Month | Genre/Type of Writing | Assessment/Publish | Notes |
|---|---|---|---|
| **September** | -*Beginning of Year Routines*: Introduce Writing Workshop; Build Base for Writing; Explore Read/Write Connections; Review Six Traits of Writing<br>-Descriptive Writing: poems and paragraphs, Show Don't Tell, Sensory Words | *one completed on demand piece to be saved for beginning of year assessment and portfolio<br>* DRA #1 | *On demand piece to be compared with year-end on demand piece<br>*May continue for longer than 4 weeks<br>*Six Traits lessons focus on "Ideas" and "Organization" |
| **October** | -Continue Descriptive Writing<br><br>-Narrative Writing: Personal Narratives, Writing to Prompts, Generating Topics, Pacing, Endings, Using Details | | *Six Traits lessons focus on "Voice"<br>*Guided Reading Begins:<br>Make ties to writing |
| **November** | -Continue Narrative Writing<br><br>-Response To Reading: Summary of Fiction, Book Blurbs, Summary of Nonfiction Vivid Verbs, Pacing Words and Layout of Pictures, Topic Sentences | | |
| **December** | -Continue Response To Reading<br><br>-Creative Writing: Realistic Short Stories; Free Verse Poems, Creating Characters, Point of View, Dialogue, Literary Devices | | *Six Traits lessons focus on "Word Choice" |
| **January** | -Continue Creative Writing<br><br>-Informational Writing: Web Page Staying on Topic, Selecting Important Information, Leads, Revising | | *Six Traits lessons focus on "Sentence Fluency" |
| **February** | -Continue Informational Writing<br><br>-Writing To Explain and Learn: How-To Paragraphs, Double-Entry Journals, Observation Logs; Matching Pictures to Text, Using Descriptive Words, Time-Order Words | *DRA #2 | *PARCC Writing Practice<br>*PARCC PBA Assessment |
| **March** | -Continue Writing To Explain and Learn<br><br>-Persuasive Writing: Persuasive Letters, Supporting An Opinion, Purpose and Audience, Transitions, Voice | | *Six Traits lessons focus on "Conventions" |

| | | | |
|---|---|---|---|
| **April** | -Continue Persuasive Writing<br><br>-Informational Writing: Animal or Insect Reports | *Reports publishing using Google Docs | |
| **May** | -Continue Informational Writing: Animal or Insect Reports | *Reports publishing using Google Docs | *PARCC EOY Assessment |
| **June** | Personal Narrative; Opinion Letter | *one completed on demand piece to be saved for end of year assessment and portfolio<br>*DRA #3 | *Year-end on demand piece to be compared with September on demand piece |

*Timeline based on <u>Good Habits, Great Readers</u> (Pearson Education, Inc., 2009) and 3<sup>rd</sup> Grade New Jersey Student Learning Standards.   Mapping subject to change based on class needs and teacher preference.*

**GRADE 3 PHONICS SCOPE AND SEQUENCE**

| Lesson: | Unit: | Notes: |
|---------|-------|--------|
| 1 | Phonics Review | *Reading Specialists will be teaching Phonics Review in Homerooms |
| 2 | Phonics Review | |
| 3 | Phonics Review | |
| 4 | Lesson 1 – un / -able | |
| 5 | | |
| 6 | Lesson 2 – non / -ed | |
| 7 | | |
| 8 | Lesson 3 – mis / -ing | |
| 9 | | |
| 10 | Lesson 4 – re / -ible | |
| 11 | | |
| 12 | Lesson 5 – inter / -er, -or, -ist | |
| 13 | | |
| 14 | | |
| 15 | Lesson 6 – in / -est, -er | |
| 16 | | |
| 17 | Dropping Rule for vowel suffixes | |
| 18 | Doubling Rule for vowel suffixes | |
| 19 | Lesson 7 – im/ -ful | *Assimilation lesson on Chameleons |
| 20 | | |
| 21 | Lesson 8 – dis / -ness | |

| | | |
|---|---|---|
| **22** | Lesson 9 – sub / -ous, -ious | |
| **23** | | |
| **24** | Lesson 10 – con, com / tion, sion | |
| **25** | | |
| **26** | Lesson 11 – over / -some | |
| **27** | Lesson 12 – super / -ly | |
| **28** | Lesson 13 – trans / -less | |
| **29** | Lesson 14 – pre / -ship, -age | |
| **30** | Lesson 15 – ab / -ant, -ent | |
| **31** | | |
| **32** | Lesson 16 -  ad / -ish | |
| **33** | Lesson 17 – ex / -ment | |
| **34** | Lesson 18 – pro / -en | |
| **35** | Lesson 19 – de / -an | |
| **36** | Lesson 20 – en / -al | |

**READING CURRICULUM MAP**

| Month(s) | Unit(s) / Topic(s) |
|---|---|
| September / October | *Administer baseline DRA/Progress Monitor*<br>Unit 1: "Flex Time" during the first two weeks of September to be condensed/ expanded based on student needs.<br>Introduce making connections, analyzing text and non-fiction text<br>Unit 2: Introduce predictions, retelling skills, author's purpose |
| November | Novel #1<br>Introduce inferences<br>Spiral previous skills |
| December | Unit 3: Introduce summarizing, literary devices<br>Spiral previous skills |
| January | Unit 4: Introduce text features<br>Spiral previous skills |
| February | *Administer mid-year DRA*<br>Novel #2<br>Spiral previous skills |
| March | Unit 5: introduce how to identify/use non-fiction features and structure<br>Spiral previous skills |
| April | Unit 6: introduce visualizing<br>Spiral previous skills |
| May | Unit 7: introduce the evaluation of books and how to engage with books<br>*Administer Final DRA* |
| June | Novel #3<br>Spiral previous skills |

Note that "Flex Time" will allow instruction to be condensed/expanded based on student needs. This will enable Chapter 2 to begin early, when possible.

Each reading teacher may make the decision of when to read a specific novel with her/her class. Teacher discretion may mean that different novels are read at different times.

English Language Arts Grade 3

**PHONICS, SPELLING, GRAMMAR CURRICULUM MAP**

| September | October | November | December | January |
|---|---|---|---|---|
| **Phonics:** Teacher will follow scope and sequence found in this curriculum document.<br><br>**High Frequency Words:** Teacher will use words from 3rd Grade list. All words will be covered over the course of the year. Students will read, write, and spell all words.<br><br>**Writing/Grammar:** Teacher will follow scope and sequence found in this curriculum document. | **Phonics:** Teacher will follow scope and sequence found in this curriculum document.<br><br>**High Frequency Words:** Teacher will use words from 3rd Grade list. All words will be covered over the course of the year. Students will read, write, and spell all words.<br><br>**Writing/Grammar:** Teacher will follow scope and sequence found in this curriculum document. | **Phonics:** Teacher will follow scope and sequence found in this curriculum document.<br><br>**High Frequency Words:** Teacher will use words from 3rd Grade list. All words will be covered over the course of the year. Students will read, write, and spell all words.<br><br>**Writing/Grammar:** Teacher will follow scope and sequence found in this curriculum document. | **Phonics:** Teacher will follow scope and sequence found in this curriculum document.<br><br>**High Frequency Words:** Teacher will use words from 3rd Grade list. All words will be covered over the course of the year. Students will read, write, and spell all words.<br><br>**Writing/Grammar:** Teacher will follow scope and sequence found in this curriculum document. | **Phonics:** Teacher will follow scope and sequence found in this curriculum document.<br><br>**High Frequency Words:** Teacher will use words from 3rd Grade list. All words will be covered over the course of the year. Students will read, write, and spell all words.<br><br>**Writing/Grammar:** Teacher will follow scope and sequence found in this curriculum document. |

| February | March | April | May | June |
|---|---|---|---|---|
| **Phonics:** Teacher will follow scope and sequence found in this curriculum document.<br><br>**High Frequency Words:** Teacher will use words from 3rd Grade list. All words will be covered over the course of the year. Students will read, write, and spell all words.<br><br>**Writing/Grammar:** Teacher will follow scope and sequence found in this curriculum document. | **Phonics:** Teacher will follow scope and sequence found in this curriculum document.<br><br>**High Frequency Words:** Teacher will use words from 3rd Grade list. All words will be covered over the course of the year. Students will read, write, and spell all words.<br><br>**Writing/Grammar:** Teacher will follow scope and sequence found in this curriculum document. | **Phonics:** Teacher will follow scope and sequence found in this curriculum document.<br><br>**High Frequency Words:** Teacher will use words from 3rd Grade list. All words will be covered over the course of the year. Students will read, write, and spell all words.<br><br>**Writing/Grammar:** Teacher will follow scope and sequence found in this curriculum document. | **Phonics:** Teacher will follow scope and sequence found in this curriculum document.<br><br>**High Frequency Words:** Teacher will use words from 3rd Grade list. All words will be covered over the course of the year. Students will read, write, and spell all words.<br><br>**Writing/Grammar:** Teacher will follow scope and sequence found in this curriculum document. | **Phonics:** Teacher will follow scope and sequence found in this curriculum document.<br><br>**High Frequency Words:** Teacher will use words from 3rd Grade list. All words will be covered over the course of the year. Students will read, write, and spell all words.<br><br>**Writing/Grammar:** Teacher will follow scope and sequence found in this curriculum document. |