

COURSE TITLE

Grade 3 English Language Arts

LENGTH

Full Year
Grade 3

DEPARTMENT

English
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SCHOOL

Lincoln School
&
Washington School

DATE

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Grade 3 ELA

I. Introduction/Overview/Philosophy

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.

II. Objectives

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
 - Table of contents
 - Index
 - Note taking
- Phonics
 - Decoding
 - Consonant
 - Vowels

- Consonant Blends
- Silent Sounds
- Compound Words
- Inflected Endings
- Prefixes
- Suffixes
- Story Elements
 - Setting
 - when
 - where
 - Character
 - main and supporting characters.
 - feelings and role(s) of character(s).
 - character traits.
 - Plot
 - problem/solution.
 - rising action, climax and resolution
 - Theme
 - central idea.
 - theme and real-life experiences
- Literary Focus (9.1.4.D.1)
 - 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
 - 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)
 - Cause/effect, fact/opinion, realism/fantasy, and main ideas/supporting detail
 - Inference (for information not directly stated)
 - Prediction and self-monitor of text for prior knowledge
 - Ways to respond to text (speaking, writing, illustrating, dramatizations, and oral presentation)
 - Identification and summarization of the main idea
 - Different purposes (enjoyment, information, problem solving)
- Inquiry

- Research
 - gather information
 - discuss new topics
 - develop grade level appropriate questions to explore a topic
 - draw conclusions from data and personal experiences
- 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
 - Specific information (newspaper, magazines, books, reference sources).
 - Real-life connections to media

Student Outcomes:

After successfully completing this course, the student will be able to:

- Understand the concepts of print
- Identify, segment, and combine phonemes
- Read high frequency words
- Demonstrate knowledge of vocabulary and word study
- Reading Comprehension
 - Activate background knowledge
 - Make connections
 - Self-monitor comprehension
 - Retell and summarize
 - Make inferences
- Distinguish various text types/genres
- Use and evaluate story elements
- Use and evaluate text structures and text features
- Appreciate author's craft
- Respond to text
- Set purpose for reading
- Understand and use text features
- Understand and use text structures
- Read critically
- Write with purpose
 - Narrative
 - Informative
 - Persuasive

**NEW JERSEY STUDENT LEARNING STANDARDS
ENGLISH LANGUAGE ARTS****Grade 3**

The 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.

Anchor Standards for Reading**Key Ideas and Details**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Grade 3**Progress Indicators for Reading Literature****Key Ideas and Details**

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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.

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.

Craft and Structure

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

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).

RL.3.8. (Not applicable to literature)

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).

Range of Reading and Complexity of Text

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.

Grade 3**Progress Indicators for Reading Informational Text****Key Ideas and Details**

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

Range of Reading and Complexity of Text

RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Grade 3**Reading Foundational Skills****Phonics and Word Recognition**

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

Fluency

- 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.

Anchor Standards for Writing**Text Types and Purposes**

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade 3

Progress Indicators for Writing

Text Types and Purposes

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

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

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

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

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

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

Production and Distribution of Writing

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Research to Build and Present Knowledge

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

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

W.3.9. (Begins in grade 4)

Range of Writing

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade 3
Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *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.

Presentation of Knowledge and Ideas

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

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Grade 3 Progress Indicators for Language

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.
- 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.
- 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.

- A. Capitalize appropriate words in titles.
- B. Use commas in addresses.
- C. Use commas and quotation marks in dialogue.
- 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.

Knowledge of Language

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.

Vocabulary Acquisition and Use

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

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
- 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*).
- B. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

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

21ST CENTURY LIFE AND CAREERS CAREER READY PRACTICES

CRP1 Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3 Attend to personal health and financial well-being

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting

with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5 Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6 Demonstrate creativity and innovation

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7 Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9 Model integrity, ethical leadership and effective management

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10 Plan education and career paths aligned to personal goals

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11 Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12 Work productively in teams while using cultural global competence

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY STANDARDS

STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*

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.

8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 - Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

8.1.5.A.5 - Create and use a database to answer basic questions.

8.1.5.A.6 - Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.5.B.1 - Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.5.C.1 - Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.5.D.1 - Understand the need for and use of copyrights.

8.1.5.D.2 - Analyze the resource citations in online materials for proper use.

8.1.5.D.3 - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

8.1.5.E.1 - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.5.F.1 - Apply digital tools to collect, organize, and analyze data that support a scientific finding.

TECHNOLOGY STANDARDS

STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

A. The Nature of Technology: Creativity and Innovation *Technology systems impact every aspect of the world in which we live.*

8.2.5.A.1 - Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.

8.2.5.A.2 - Investigate and present factors that influence the development and function of a product and a system.

8.2.5.A.3 - Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.

8.2.5.A.4 - Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

8.2.5.A.5 - Identify how improvement in the understanding of materials science impacts technologies.

B. Technology and Society: *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.5.B.1 - Examine ethical considerations in the development and production of a product through its life cycle.

8.2.5.B.2 - Examine systems used for recycling and recommend simplification of the systems and share with product developers.

8.2.5.B.3 - Investigate ways that various technologies are being developed and used to reduce improper use of resources.

8.2.5.B.4 - Research technologies that have changed due to society's changing needs and wants.

8.2.5.B.5 - Explain the purpose of intellectual property law.

8.2.5.B.6 - Compare and discuss how technologies have influenced history in the past century.

C. Design: *The design process is a systematic approach to solving problems.*

8.2.5.C.1 - Collaborate with peers to illustrate components of a designed system.

8.2.5.C.2 - Explain how specifications and limitations can be used to direct a product's development.

8.2.5.C.3 - Research how design modifications have led to new products.

8.2.5.C.4 - Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

8.2.5.C.5 - Explain the functions of a system and subsystems.

8.2.5.C.6 - Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

8.2.5.C.7 - Work with peers to redesign an existing product for a different purpose.

D. Abilities for a Technological World: *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.5.D.1 - Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.

8.2.5.D.2 - Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

8.2.5.D.3 - Follow step by step directions to assemble a product or solve a problem.

8.2.5.D.4 - Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

8.2.5.D.5 - Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.

8.2.5.D.6 - Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.

8.2.5.D.7 - Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.5.E.1 - Identify how computer programming impacts our everyday lives.

8.2.5.E.2 - Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.

8.2.5.E.3 - Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.

8.2.5.E.4 - Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).

21ST CENTURY LIFE AND CAREERS

STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION

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 work-related activities in the school home, and community.

9.2.4.A.3 – Investigate both traditional and non-traditional 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.

III. Proficiency Levels

This curriculum is appropriate for all students in grade 3.

IV. Methods of Assessment

Student 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
 - 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.
 - Published tests
 - Teacher-made tests
 - Individual student writing portfolios
 - Homework
 - Class work
 - Class participation
 - Projects
 - Reading Open-ended Scoring Rubric
 - Standardized tests
 - Standardized test reading and writing rubrics
- Informal
 - Teacher observation
 - Peer evaluation
 - Teacher/student feedback
 - Class discussion
 - Self, peer, teacher collaborative feedback
 - Portfolios
 - Group/individual reports
 - Activity sheets/workbooks (publisher/teacher-made)
 - Supplemental activities.

Curriculum/Teacher Assessment

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.

V. 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.

VI. Articulation/Scope & Sequence/Time Frame

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

VII. Resources

Texts/Supplemental Reading/References

- Speakers
 - Teachers are encouraged to contact community groups, parents and organizations to obtain speakers to enhance the curriculum with the approval of the administration.
- References
 - 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
 - Use of technology will conform to the following New Jersey Student Learning 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)
 - 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
 - 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
 - *Units of Study in Opinion, Information, and Narrative Writing, Grade 3 with Trade Book Pack A Workshop Curriculum*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University.
- 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 Scieszka
 - *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.

VIII. Suggested 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

IX. 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 Student Learning Standards for 21st 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.

X. Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with the other departments on a regular basis.

The nature of an English Language Course demands varied text types and genres. Students will be exposed to informational and literary texts that may encompass any of the following areas: art, history, music, science, mathematics, business, and/or technology. Throughout the year, students will use resources from these areas in their English Language Arts class(es). This course reinforces concepts taught in:

- Social Studies
- Humanities
- Mathematics
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

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.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- 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

Differentiation for Enrichment

- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- 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

XII. 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.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Emerging as Readers and Writers</p> <ul style="list-style-type: none"> ● <u>Project Read</u> ● <i>Units 1-7</i> ● <u>Good Habits, Great Readers</u> ● <i>Great Readers See Themselves as Readers</i> ● <i>Great Readers Make Sense of Text</i> ● <u>Writers' Workshop</u> ● <i>Narrative Writing</i> 	13 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Provide picture clues for prefixes/suffixes ● Peer modeling of using books correctly ● Provide a graphic organizer that simplifies the steps of making a prediction ● Model/use five finger rule when retelling or summarizing ● Provide a writer's folder with tools for spelling and transitions ● Provide a list of strategies to use for what to do when a student runs out of ideas for true stories 	<p><i>NJSLS – ELA:</i> RI.3.1.,2,3.5, RL.3.7., RF.3.3.,4 W3,4,5,6, W10 SL1., SL4., L1.,2,4,5,6</p> <p><i>21st Century Standards CRP:</i> <i>CRP4, CRP11, CRP12</i></p> <p><i>Technology Standards 8.1:</i> 8.1.5.A.1, 2, 3</p>	<p><i>Project Read Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Use prefixes/suffixes (unit 1-7) correctly in a sentence ● Use a prefix/suffix (unit 1-7) to change the meaning of known words <p><i>Good Habits, Great Readers Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Demonstrate how good readers care for books ● Summarize and retell stories read aloud ● Use text/picture clues to form a reasonable prediction

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Create a list of words that include both prefixes and suffixes learned • Teach a younger student how to properly care for books • Predict an alternate ending to a story based on the details from the text • Provide a list of higher level vocabulary to use during narrative writing 		<p><i>Writer's Workshop</i> <i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Work samples generating true stories • Participation during peer conferencing • Demonstrate paragraph organization in writing <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • DRA and/or Progress Monitor • Published narrative piece on a true personal story • Pre-and post on demand narrative writing piece

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Developing as Readers and Writers</p> <ul style="list-style-type: none"> ● <u>Project Read</u> ● <i>Units 8-14</i> ● <u>Good Habits, Great Readers</u> ● <i>Great Readers Use What They Know</i> ● <i>Great Readers Understand How Stories Work</i> ● <u>Writers' Workshop</u> ● <i>Information Writing</i> 	13 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Provide picture clues for prefixes/suffixes ● Utilize affixes in context ● Pre-teach new vocabulary found in texts ● Provide a graphic organizer to identify background knowledge and clues to make an inference ● Provide visual clue chart to help students identify story elements ● Provide age appropriate websites/texts for research ● Pair students with writer's of different abilities to peer edit and conference 	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> ● RL.3.1,2,3,4,5,6,7,9,10 ● RI.3.1,2,3,4,5,6,7,8,9,10 ● RF.3.3.,4 ● W2,4,5,6,7,8,9,10 ● SL.1,4,5,6 ● .L.1.,2,4,5,6 <p><i>21st Century Standards CRP:</i></p> <p><i>CRP4, CRP7, CRP11. CRP12</i></p> <p><i>Technology Standards 8.1:</i></p> <p>8.1.5.A.1,2,3 8.1.5.D.1,3,4 8.1.5.E.1</p>	<p><i>Project Read Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Use prefixes/suffixes (unit 8-14) correctly in a sentence ● Use a prefix/suffix (unit 8-14) to change the meaning of known words <p><i>Good Habits, Great Readers Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Identify story elements from a new on level text ● Read an on level text and infer the author's purpose

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Write a story using words with both prefixes and suffixes learned • Infer why the author wrote text given • Explain the main character develops throughout the story • Include a glossary of content area vocabulary 		<p><i>Writer's Workshop</i> <i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Work samples generating informational writing • Participation during peer conferencing • Include nonfiction text features in informational writing <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • DRA and/or Progress Monitor • Published nonfiction informational piece • Pre-and post on demand informational writing piece

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Applying as Readers and Writers</p> <ul style="list-style-type: none"> ● <u>Project Read</u> ● <i>Units 15-20</i> ● <u>Good Habits, Great Readers</u> ● <i>Great Readers Read to Learn</i> ● <i>Great Readers Monitor and Organize Ideas and Information</i> ● <i>Great Readers Think Critically About Books</i> ● <u>Writers' Workshop</u> ● <i>Opinion Writing</i> 	14 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Use multisensory strategies to spell words with affixes ● Utilize affixes in context ● Utilize anchor charts that provide examples of nonfiction text features ● Model use of new graphic organizers for fiction and nonfiction texts ● Use sticky notes to self-monitor and visualize when reading independently ● Provide graphic organizer to organize reasons and examples to support thesis statement ● Peer editing and review of opinion writing 	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> ● RL.3.1.,3.2,4,6.,3.7.,3.9.,3.10 ● RI.1,2,3,4,5,6,7,8,9,10 ● NJSLARF.3.3.,4 ● NJLSA.W1,4,5,6,7,8,9,10 ● SL.1,4,5,6 ● L.1,2,3,4,5,6 <p><i>21st Century Standards CRP:</i></p> <p><i>CRP1,2,4,5,6,7,8,11,12</i></p> <p><i>Technology Standards 8.1:</i></p> <p>8.1.5.A.1,2,3 8.1.5.D.1,3,4 8.1.5.E.1</p>	<p><i>Project Read Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Use prefixes/suffixes (unit 15-20) correctly in a sentence ● Use a prefix/suffix (unit 15-20) to change the meaning of known words <p><i>Good Habits, Great Readers Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Use nonfiction text features to answer questions about a text ● Take notes and use self-monitoring strategies when reading independently

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Conduct a word hunt for words with affixes in independent reading books • Explain the author's purpose for using specific text features in nonfiction articles • Use sticky notes to demonstrate metacognitive awareness 		<p><i>Writer's Workshop</i></p> <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Work samples generating opinion writing • Participation during peer conferencing • Support thesis with reasons and examples in opinion writing <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • DRA and/or Progress Monitor • Published opinion piece • Pre-and post on demand opinion writing piece

XIV. Appendices

Monthly Map

September	October	November	December	January
<p>Phonics: Teacher will follow scope and sequence found in this curriculum document.</p> <p>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.</p> <p>Writing/Grammar: Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics: Teacher will follow scope and sequence found in this curriculum document.</p> <p>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.</p> <p>Writing/Grammar: Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics: Teacher will follow scope and sequence found in this curriculum document.</p> <p>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.</p> <p>Writing/Grammar: Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics: Teacher will follow scope and sequence found in this curriculum document.</p> <p>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.</p> <p>Writing/Grammar: Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics: Teacher will follow scope and sequence found in this curriculum document.</p> <p>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.</p> <p>Writing/Grammar: Teacher will follow scope and sequence found in this curriculum document.</p>

February	March	April	May	June
<p>Phonics: Teacher will follow scope and sequence found in this curriculum document.</p> <p>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.</p> <p>Writing/Grammar: Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics: Teacher will follow scope and sequence found in this curriculum document.</p> <p>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.</p> <p>Writing/Grammar: Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics: Teacher will follow scope and sequence found in this curriculum document.</p> <p>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.</p> <p>Writing/Grammar: Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics: Teacher will follow scope and sequence found in this curriculum document.</p> <p>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.</p> <p>Writing/Grammar: Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics: Teacher will follow scope and sequence found in this curriculum document.</p> <p>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.</p> <p>Writing/Grammar: Teacher will follow scope and sequence found in this curriculum document.</p>

READING CURRICULUM MAP

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

Teacher discretion may mean that different novels are read at different times.

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

THIRD GRADE WRITING SCOPE AND SEQUENCE

Month	Genre/Type of Writing	Assessment/Publish	Notes
September	- <i>Beginning of Year Routines</i> : Introduce Writing Workshop; Build Base for Writing; Explore Read/Write Connections; Review Six Traits of Writing -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 * DRA #1	*On demand piece to be compared with year-end on demand piece *May continue for longer than 4 weeks *Six Traits lessons focus on "Ideas" and "Organization"
October	-Continue Descriptive Writing -Narrative Writing: Personal Narratives, Writing to Prompts, Generating Topics, Pacing, Endings, Using Details		*Six Traits lessons focus on "Voice" *Guided Reading Begins: Make ties to writing
November	-Continue Narrative Writing -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 -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 -Informational Writing: Web Page		*Six Traits lessons focus on

	Staying on Topic, Selecting Important Information, Leads, Revising		“Sentence Fluency”
February	-Continue Informational Writing -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 *PARCC PBA Assessment
March	-Continue Writing To Explain and Learn -Persuasive Writing: Persuasive Letters, Supporting An Opinion, Purpose and Audience, Transitions, Voice		*Six Traits lessons focus on “Conventions”
April	-Continue Persuasive Writing -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 *DRA #3	*Year-end on demand piece to be compared with September on demand piece

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	