**Moonachie School District**

**English Language Arts Curriculum:**

**Grade 3**

***New Jersey Student Learning Standards for English Language Arts***

**Born On: July 25, 2017**

**Re-Adopted: August 23, 2022\**

The following maps outline the New Jersey Student Learning Standards for grade three English Language Arts determined. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

| **Reading Literature and Informational Text** | **Writing and Language** | **Foundational Skills** |
| --- | --- | --- |
| End of story tests (multiple choice, open ended) | Journal Entries | Running records |
| End of Unit/Theme Assessments | Writing Process Pieces | Spelling Tests/Dictations |
| Model Curriculum Assessments | Friendly Letter | Sorting activities |
| Standards Solution Lessons/Assessments | Persuasive: Writing a letter | Building words |
| Running Records | Narrative: Story Writing | Proofreading Editing |
| STAR Assessments | Expository: "How-to" | Written activities i.e. graphic organizers |
| Sequencing activities | Newspaper Article | Writing samples |
| SAAVAS MyView Benchmark Assessments | Written activities i.e. graphic organizers |  |
| End of Book Activities | Book reports |  |
| Exit slips | End of Book Activities/Pamphlets |  |
| Blogs/Journal entries | Standards Solution Writing Prompts |  |
| Literary Analysis Tasks | Literary Analysis Tasks |  |
| Research Simulated Tasks | Research Simulated Tasks |  |

| **Resources:** |  |  |
| --- | --- | --- |
| Graphic Organizers | Sequencing cards | Writers checklist |
| Chart Paper | Leveled libraries | NJDOE Model Curriculum |
| Student Journals | Sentence strips | Audio books |
| Center Activities | Word rings | Stepping up in Reading |
| Proofreading chart | Retelling props | Readers Theater |
| SAAVAS MyView materials | Standards Solution | PARCC information |
| Fundations/PAF | Orton | Rubrics |
| TC Readers Writers Workshop | High Noon Readers |  |

**References:**

[http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/](http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-3/)

http://www.state.nj.us/education/cccs/2016/ela/

NJ Technology Standards**:** <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

NJ Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9pdf>

ELL Scaffolds: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>

**Websites:**

[www.brainpop.com](http://www.brainpop.com) [www.spellingcity.com](http://www.spellingcity.com) [www.standardssolution.com](http://www.standardssolution.com) www.eduplace.com

[www.brainpopjr.com](http://www.brainpopjr.com) [www.parcc.come](http://www.tumblebooks.com)  [www.abcya.com](http://www.abcya.com) www.thinkcentral.com

[www.starfall.com](http://www.starfall.com) <http://www.storylineonline.net> [www.mrnussbaum.com](http://www.mrnussbaum.com) www.rticentral.com

[www.scholastic.com](http://www.scholastic.com) [www.superteacherworksheets.com](http://www.superteacherworksheets.com) [www.readworks.org](http://www.readworks.org) http://www.ereadingworksheets.com/

www.readwritethink.org [www.puzzlemaker.com](http://www.puzzlemaker.com) www.readingatoz.com

[www.manybooks.net](http://www.manybooks.net) [www.commoncoresheets.com](http://www.commoncoresheets.com) www.adaptedmind.com

**Language Arts Curriculum: Grade 3**

| **Curriculum Details** **English Language Arts Grade 3**  |
| --- |
| **Core Materials**  | SAAVAS MyView, Leveled Literacy Intervention |
| **Interdisciplinary Connections**  | **Science:** 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of weather-related hazard.3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.**Social Studies:** 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state, and across the US.6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and/or society.6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies to determine if they meet their intended purpose.6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.6.1.5.EconGE.1: Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the US and the world6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.**Performing Arts**1..2.2.Pr6a: With guidance and moving towards independence, identify, share, and discuss reactions to and experiences of the presentation of media artworks. |
| **Career Ready Practices**  | CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.  |
| **Career Readiness, Life Literacies, and Key Skills** | 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification and examples of these requirements.9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.9.4.5.TL.5: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.  |
| **Computer Science and Design Thinking** | 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influences the changes.8.1.5.IC.2: Identify possible ways to improve accessibility and usability of computing technologies to address the diverse needs and wants of users.8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.8.2.5.ETW.5: Identify the impact of specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change. |

**Reading Standards for Literature**

**Standard RL 3.1**

| **Essential Question(s):** How do readers use the text to support an interpretation?  |
| --- |
| **Vocabulary:** inference, drawing conclusions, annotate, contextual vocabulary embedded in literature |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Key Ideas and Details** |
| **Anchor Standard 1:** 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. |
| **NJSLS Standard: RL.3.1** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 3.1: Ask and answer questions, and make relevant connections to demonstrateunderstanding of a text, referring explicitly to thetext as the basis for the answers. | * Make predictions, inferences, and draw conclusions
* Annotate text
* Citing textual evidence
* Develop questions about the text
 | * Complete preview of text (picture walk, questioning)
* Ask questions during and after reading

- “How do you know?” (cite from text) * Teach students to annotate text
* Have students read in a variety on context: reading pairs, small or whole group
 | * Students ask and answer questions regarding the plot of Patricia MacLachlan’s *Sarah Plain and Tall*, explicitly referring to the book to form the basis for their answers
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Research Activities with cross curricular themes
* Map work tracking Sarah’s journey
* Create a journal/diary for Sarah during journey
* Write letters, newspaper articles
* Compare/contrast modes of communication between early 19th century and today
* Higher Level Text that includes themes of loneliness, abandonment, and change
 | * Audio book
* Video clips
* Choose excerpt(s) from book to focus on vocabulary development, comprehension
* Read aloud
* Word Wall
* Build background knowledge
* Picture Associations
* Partner Work
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Extended time
* Modified assignments
* Small group, alternate location
* Modeling
* Leveled reading
* Excerpt
* Read aloud
* Build background knowledge
* Oral/visual reminders
* Peer assistance
* Preteach vocabulary
* Picture associations with vocab
* Build background knowledge of time period
* Refer to each student’s IEP for more specific modifications
 | * RTI strategies including: reciprocal teaching, teacher modeling,
* Tier II and Tier III intervention
* More intense Fundations
* More frequent STAR assessments, including Early Literacy
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Reading Standards for Literature**

**Standard RL 3.2**

| **Essential Question(s):** How do readers determine the message the author is trying to convey? |
| --- |
| **Vocabulary:** theme, genre (fable, folktale, myth, etc.) moral, supporting details, annotate, contextual vocabulary embedded in literature |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Key Ideas and Details** |
| **Anchor Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **NJSLS Standard: RL.3.2** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 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. | * Identify genres and their elements
* Determine central message, lesson or moral
* Support central message, lesson or moral with details from text
* Annotate text
 | * Introduce literary genres

(i.e. Fable, myth, folk tale)* Teach genre through personal connections (music and movies)
* Use graphic organizer (i.e. web, Venn-Diagram)
 | * Tortoise and the Hare (Aesop), print and digital
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Graphing, statistical data collection related to speeds of animals
* Conduct technology based research related to animals
* Increased text to self-connections with journal entry
* Retell or create new fable by completing cartoon strip
* Create alternate ending
* Create a non-fiction version of fable
* iMovie
 | * Video clips
* Preteach vocabulary
* Reader’s Theatre
* Read aloud
* Word Wall
* Build background knowledge of morals
* Picture Associations
* Cause/effect correlations
* Real-life connections
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Extended time
* Modified assignments
* Small group, alternate location
* Modeling
* Video clips
* Reader’s Theatre
* Reenact race
* Read aloud
* Word Wall
* Build background knowledge of morals
* Picture Associations
* Cause/effect correlations
* Real-life connections
* Preteach vocabulary
* Picture associations with vocab
* Refer to each student’s IEP for more specific modifications
 | * Alternate fable at interest level of the student
* Incorporating nursery rhymes
* Incorporating technology, film clips
* Tier II and Tier III intervention
* More intense Fundations
* More frequent STAR assessments, including Early Literacy
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Reading Standards for Literature**

**Standard RL 3.3**

| **Essential Question(s):** How do readers determine how characters, events, and ideas develop and interact? |
| --- |
| **Vocabulary:** character, plot, motivation, trait, sequence, contextual vocabulary embedded in literature |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Key Ideas and Details** |
| **Anchor Standard 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **NJSLS Standard: RL.3.3** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 3.3. Describe characters in a story (e.g., their traits,motivations, or feelings) and explain how their actions contribute to the plot. | * Activate and use prior knowledge to understand character traits and motivation
* Identify how characters’ choices impact the sequence of events
 | * Have students complete journal entries (i.e. *Charlotte’s Web*: Describe a time when you helped someone else and explain why)
* Use story maps, sequence strips
* Complete a character study
 | * *Charlotte’s Web*, E.B. White (excerpt)
* Any Patricia Polacco title
* *Mr. Popper’s Penguins*, Richard & Florence Atwater (excerpt)
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Conduct observations of peers and conduct character study
* Increased text to self-connections with journal entry
* Acrostic poem related to character traits
* Change a character trait and analyze how that impacts sequence of events in the story
* Create video clip, comic strip, or timeline to represent alternate version
 | * Create word wall of character traits
* Associate pictures/gestures with words
* Video clips
* Preteach vocabulary
* Read aloud
* Build background knowledge of character traits
* Cause/effect correlations
* Real-life connections
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Draw and label intrinsic/extrinsic qualities
* Create word wall of character traits
* Associate pictures/gestures with words
* Extended time
* Modified assignments
* Small group, alternate location
* Modeling
* Video clips

Read aloud* Word Wall
* Build background knowledge of morals
* Cause/effect correlations
* Refer to each student’s IEP for more specific modifications
 | * YouTube videos of people reenacting emotions
* Implement character ed lessons
* Role playing
* Exemplar at first or second grade level
* Display emotions chart

Tier II and Tier III intervention* More intense Fundations
* More frequent STAR assessments, including Early Literacy
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Reading Standards for Literature**

**Standard RL 3.4**

| **Essential Question(s):** How do readers interpret the author’s use of language?  |
| --- |
| **Vocabulary:** context clues, figurative language (i.e. simile, metaphor), tone, word choice, contextual vocabulary embedded in literature |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Craft and Structure** |
| **Anchor Standard 4:** 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. |
| **NJSLS Standard: RL.3.4** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 3.4. Determine the meaning of words and phrases asthey are used in a text, distinguishing literal fromnon-literal language. | * Use context clues to determine meaning
* Distinguish literal from non-literal language (i.e. figurative language, idioms, sarcasm, etc)
 | * Provide cloze exercises
* Discuss connotation for words and phrases
* Use graphic organizers (i.e. word we)
* Teach and provide examples of multiple interpretations for words i.e. mad (angry vs. crazy)
* Illustrate figurative language: metaphors, similes, hyperbole, etc. (i.e. it’s raining cats and dogs)

 *- Amelia Bedelia*  | * Students read Paul Fleishman’s poem “Fireflies,” determining the meaning of words and phrases in the poem, particularly focusing on identifying his use of non-literal language (e.g., “light is the ink we use”) and talking about how it suggests meaning.
* Other examples include songs, such as “Firework” by Katy Perry
* Any Amelia Bedelia title
* Refer to <http://www.ereadingworksheets.com/> for more exemplars
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create own poem
* Choose a stanza, analyze text
* Create song lyrics
* Create own “Mad Libs” using figurative language
* Create own Amelia Bedelia story
 | * Work with a peer
* Receive prompts from the teacher
* Read alouds
* Respond to wiki posts using figurative language
* Daily or weekly idioms with elaboration and examples
* Video clips, RLC TV
* Visual representation
* Matching meanings to expressions
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Work with a peer
* Receive prompts from the teacher
* Read alouds
* Respond to wiki posts using figurative language
* Daily or weekly idioms with elaboration and examples
* Video clips, RLC TV
* Visual representation
* Repetition
* Emphasizing, providing real-life connections
* Matching meanings to expressions
* Refer to each student’s IEP for more specific modifications
 | * Work independently or in a small group, depending on preference
* Incorporate student choice of activities
* Receive prompts from the teacher
* Read alouds
* Respond to wiki posts using figurative language
* Daily or weekly idioms with elaboration and examples
* Video clips, RLC TV
* Visual representation
* Repetition
* Emphasizing, providing real-life connections
* Matching meanings to expressions
* Display emotions chart

Tier II and Tier III intervention* More intense Fundations
* More frequent STAR assessments, including Early Literacy
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Reading Standards for Literature**

**Standard RL 3.5**

| **Essential Question(s):** How do readers use text structure to understand meaning? |
| --- |
| **Vocabulary:** Chapter, scene, stanza, rhyme, rhythm, verse, meter, setter, prologue, epilogue, stage directions, contextual vocabulary embedded in literature |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Craft and Structure** |
| **Anchor Standard 5:** 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. |
| **NJSLS Standard: RL.3.5** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 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 onearlier sections. | * Use correct terminology to identify parts of:
* Stories (Chapter Books)
* Dramas
* Poems
* Discuss how sections of texts build upon prior parts
 | * Locate and label portions of a text in stories, plays, poetry and chapter books
* Check for understanding of previous reading (summarize, comprehension questions)
* Use graphic organizers (story structure, story maps)

\* Refer to W.3.4 | * Shel Silverstein’s *A Light in the Attic, Where the Sidewalk Ends, Falling Up*
* *“An Uptown Adventure”* byMirlande Jean Gilles
* *Little, Little Boat* by Emily Dickinson
* *Mr. Popper’s Penguins* by Richard & Florence Atwater
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Write a poem about a boat and label parts of the poem
* Higher level questioning
* Research Mirlande Jean Gilles and analyze the influence of art and her Haitian heritage on her work
* Research own heritage and create poem or art based on research
* Make own collage
* Write and enact short play in small group
 | * Research own heritage and create picture skit, comic strip, or representative collage
* Interactive field trip
* Nursery rhyme use to support vocabulary, rhyming schemes
* Storybook online; watching video instead of reading play
* Read, stop, tell
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Work as group to create play or reenactment
* Read, stop, tell; keep journal
* Increased use of graphic organizers
* Matching meanings to expressions
* Make real life connections using real-life scenarios that require predicting and inferring
* Refer to each student’s IEP for more specific modifications
 | * Work as group to create play or reenactment
* Read, stop, tell; keep journal
* Increased use of graphic organizers
* Matching meanings to expressions
* Repetition
* Make real life connections using real-life scenarios that require predicting and inferring
* Tier II and Tier III intervention
* More intense Fundations
* More frequent STAR assessments, including Early Literacy
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Reading Standards for Literature**

**Standard RL 3.6**

| **Essential Question(s):** How do readers analyze point of view and/or purpose?  |
| --- |
| **Vocabulary:** point of view, compare, contrast, narrator, contextual vocabulary embedded in literature |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Craft and Structure** |
| **Anchor Standard 6:** Assess how point of view or purpose shapes the content and style of a text. |
| **NJSLS Standard: RL.3.6** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 3.6. Distinguish their own point of view from that of the narrator or those of the characters. | * Identify the point of view of narrator and characters
* Develop a personal point of view (opinion)
* Compare and contrast personal to narrator/character’s point of view
 | * Ask questions during and after reading:

 - “What is the narrator’s point of view?” - “What is each character’s point of view?” - “What is your point of view?”* Use graphic organizer (i.e. Venn-diagram)
 | * *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
* Movie also available
* *Big Bad Bunny* by Franny Billingsley
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Retell from another character’s point of view
* Song, comic strip, poem
* Write and enact short skit in small group
* Debate topic from assigned point of view
 | * Conduct character sort – compare characters from multiple passages and group together based on similar point of view
* Venn diagram or chart comparing/contrasting characters’ point of views
* Matching point of view to character with visual aides
* Fact vs. opinion
* Leveled texts available
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Conduct character sort – compare characters from multiple passages and group together based on similar point of view
* Preteach vocabulary associated with character traits
* Venn diagram or chart comparing/contrasting characters’ point of views
* Matching point of view to character with visual aides
* Fact vs. opinion
* Leveled texts available
* Extended time
* Repetition/reinforcement
* Refer to each student’s IEP for more specific modifications
 | * Conduct character sort – compare characters from multiple passages and group together based on similar point of view
* Preteach vocabulary associated with character traits
* Venn diagram or chart comparing/contrasting characters’ point of views
* Repetition
* Tier II and Tier III intervention
* Leveled texts available
* More intense Fundations
* More frequent STAR assessments, including Early Literacy
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Reading Standards for Literature**

**Standard RL 3.7**

| **Essential Question(s):** How do readers use illustrations to understand the text? |
| --- |
| **Vocabulary:** illustrations, mood, setting, character, contextual vocabulary embedded in literature |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\* |
| **NJSLS Standard: RL.3.7** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 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). | * Make connections between text and illustrations
 | * Complete a picture walk
* “How does the illustration depict the \_\_\_\_\_?” (character, mood, setting)
* “How does the illustrator use color, size, caricature, and exaggeration to emphasize the aspects of a character, mood, or setting?”
 | Students help to explain how Mark Teague’s illustrations contribute to what is conveyed in Cynthia Rylant’s *Poppleton in Winter* to create the mood and emphasize aspects of characters and setting in the story.  |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Choose story written in Writers Workshop and use Kidspiration to create an illustration to go along with story
* Develop illustrations first; exchange with partner and write story to accompany partner’s illustrations
 | * Choose story written in Writers Workshop and use Kidspiration to create an illustration to go along with story
* Show excerpt from “Wizard of Oz” to analyze and discuss change from black and white to color and effect on mood
* Use colors to represent feelings
* Leveled texts available
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Choose story written in Writers Workshop and use Kidspiration to create an illustration to go along with story
* Show excerpt from “Wizard of Oz” to analyze and discuss change from black and white to color and effect on mood
* Create illustration of self to depict mood
* Extended time
* Modified assignments
* Leveled texts available
* Refer to each student’s IEP for more specific modifications
 | * Choose story written in Writers Workshop and use Kidspiration to create an illustration to go along with story
* Show excerpt from “Wizard of Oz” to analyze and discuss change from black and white to color and effect on mood
* Create illustration of self to depict mood
* Repetition
* Tier II and Tier III intervention
* Leveled texts available
* More intense Fundations
* More frequent STAR assessments, including Early Literacy
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Reading Standards for Literature**

**Standard RL 3.8**

| **Essential Question(s):** How do readers determine and make meaning of the arguments/claims presented in a text? |
| --- |
| **Vocabulary:** N/A |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 8:** 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. |
| **NJSLS Standard: RL.3.8** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| (Not applicable to literature) |  |  |  |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
|  |  |  |  |

**Language Arts Curriculum: Grade 3**

**Reading Standards for Literature**

**Standard RL 3.9**

| **Essential Question(s):** How do readers make connections between texts? |
| --- |
| **Vocabulary:** compare, contrast, theme, setting, plot, series, similarities/differences, contextual vocabulary embedded in literature |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 9:** 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. |
| **NJSLS Standard: RL.3.9** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 3.9. Compare and 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) | * Identify similarities of theme, setting and plot
* Identify differences of theme, setting and plot
 | * Use graphic organizers (T-charts, Venn-diagrams)
* Complete author study (i.e. Patricia Polacco, Chris VanAllsburg)
 | * Examples:

My Weird School (series): Dan Gutman The Magic Tree House (series): Mary Hope OsbourneEncyclopedia Brown (series): Donald SobolJudy Moody A to Z MysteriesHenry and Mudge (lower level)Cam Jansen Books (K/L, lower level)Amber Brown (J/K/L lower level) |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create Facebook page for a character from both stories based on theme, setting, and plot
* Journal writing from the viewpoint of the same character from each selection
* Choose a book to sell to classmates. Create sales pitch including elements of theme, setting, and plot, orally present to class, incorporate technology
 | * Create Facebook page for a character from both stories based on theme, setting, and plot
* Create an advertisement for one of the books based on theme, setting, and plot
* Preteach vocabulary
* Text-to-text connections
* Excerpt only
* Leveled texts available
* Extended time
* Modified assignments
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Create Facebook page for a character from both stories based on theme, setting, and plot
* Create an advertisement for one of the books based on theme, setting, and plot
* Preteach vocabulary
* Text-to-text connections
* Excerpt only
* Leveled texts available
* Extended time
* Modified assignments
* Refer to each student’s IEP for more specific modifications
 | * Create Facebook page for a character from both stories based on theme, setting, and plot
* Create an advertisement for one of the books based on theme, setting, and plot
* Preteach vocabulary
* Text-to-text connections
* Excerpt only
* Leveled texts available
* Tier II and Tier III intervention
* Leveled texts available
* More intense Fundations
* More frequent STAR assessments, including Early Literacy
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Reading Standards for Literature**

**Standard RL 3.10**

| **Essential Question(s):** How do readers use comprehension strategies to improve understanding of text?  |
| --- |
| **Vocabulary:** drama, poetry, literature  |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Range of Reading and Level of Text Complexity**  |
| **Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |
| **NJSLS Standard: RL.3.10** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplars** |
| 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. | * Read a variety of genres
* Read literature varying in complexity
 | * Expose students to a variety of genres
* Expose students to literature varying in complexity
* Scaffold reading and comprehension as needed
 | * Reading A to Z Books
* Leveled texts within grade level lexile ranges
* Think Central
* Standards Solution passages
* SAAVAS MyView text
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Writing journal
* Higher level questions
 | * Varied literature available at appropriate level and lexile range for student
* Modified questionos
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied literature available at appropriate level and lexile range for student
* Modified questions
* Refer to each student’s IEP for more specific modifications
 | * Varied literature available at appropriate level and lexile range for student
* Modified questions/assignments
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Reading Standards for Informational Text**

**Standard RI 3.1**

| **Essential Question(s):** How do readers use text to support answers to questions?  |
| --- |
| **Vocabulary:** headings, subheadings, titles, bold, italicized, diagrams, table of contents, glossary, index, graph |
| **Reading Informational Text**  |
| **NJSLS Anchor Standard: Key Ideas and Details** |
| **Anchor Standard 1:** 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. |
| **NJSLS Standard: RI. 3.1** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 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. | * Review and scan headings, titles, diagrams and key vocabulary to locate facts
* Use evidence from the text to support questions and answers
 | * Teach how to annotate important facts and textual evidence (highlight, underline, etc)
* Use graphic organizer (i.e. KWL Chart)
 | * Any Gale Gibbons informational text
* Any nonfiction text on level (K-O)
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Research topic and create a pamphlet/brochure and cite source
* Research topic and create a technology based presentation (Haiku Deck, powerpoint, blog)
 | * Varied texts available at appropriate level and lexile range for student
* Modified questions
* Vocabulary cards/matching cards
* Word bank
* Audio book
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied texts available at appropriate level and lexile range for student
* Modified questions
* Vocabulary cards/matching cards
* Word bank
* Audio book
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
* Refer to each student’s IEP for more specific modifications
 | * Varied texts available at appropriate level and lexile range for student
* Online resources
* Peer work
* Modified questions/assignments
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Reading Standards for Informational Text**

**Standard RI 3.2**

| **Essential Question(s):** How do readers use key details from the text to support the main idea?  |
| --- |
| **Vocabulary:** main/central idea, supporting details, summarize |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Key Ideas and Details** |
| **Anchor Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **NJSLS Standard: RI. 3.2** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 2. Determine the main idea of a text; recount thekey details and explain how they support themain idea. | * Recognize the main/central idea
* Recall key facts and details that support the main/central idea.
 | * Use graphic organizer: main ideas/details

- Main Idea: Ecosystems have different climates  - Supporting Details: desert- hot/ tundra- cold | Students explain how the main idea that Lincoln has “many faces” in Russell Freedman’s *Lincoln: A Photobiography* is supported by key details in the text.  |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create analogies for their given topic that represents the concept main idea and detail (ie: ecosystem is to climate as desert is to hot)
* Create a T-Chart and teach it to the class (main idea/detail sort)
* Play the game “Password” (The topic is presented by student or teacher and student must identify supporting details)
 | * Varied texts available at appropriate level and lexile range for student
* Vocabulary matching sort
* “Support/Not Support” game (student presents statement and partner decides if it’s a supporting detail or not)
* Main idea mobile
* Modified questions
* Vocabulary cards/matching cards
* Word bank
* Audio book
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied texts available at appropriate level and lexile range for student
* Vocabulary matching sort
* “Support/Not Support” game (student presents statement and partner decides if it’s a supporting detail or not)
* Main idea mobile
* Modified questions
* Vocabulary cards/matching cards
* Word bank
* Audio book
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
* Refer to each student’s IEP for more specific modifications
 | * Varied texts available at appropriate level and lexile range for student
* Online resources
* Peer work
* Vocabulary matching sort
* “Support/Not Support” game (student presents statement and partner decides if it’s a supporting detail or not)
* Main idea mobile
* Modified questions/assignments
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Reading Standards for Informational Text**

**Standard RI 3.3**

| **Essential Question(s):** How do readers make connections between concepts in a text? |
| --- |
| **Vocabulary:** analyze, interact, cause and effect, sequence, time line |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Key Ideas and Details** |
| **Anchor Standard 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **NJSLS Standard: RI. 3.3** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 3. Describe the relationship between a series ofhistorical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | * Understand how historical events are related
* Use time order words to determine sequence
* Relate scientific concepts to one another
 | * Teach cause/effect
* Use a timeline to retell events
* Use sentence strips for sequencing
 | Students read Robert Cole’s retelling of a series of historical events in *The Story of Ruby Bridges*. Using their knowledge of how cause and effect gives order to events, they use specific language to describe the sequence of events that leads to Ruby desegregating her school.  |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create interactive timeline on the computer ([www.softschools.com](http://www.softschools.com))
* Create and teach a “How To” to the class
* Cause/effect skit
* Choose historical event and how it’s impacted society
 | * Varied texts available at appropriate level and lexile range for student
* Vocabulary matching sort
* Play “Directional Scavenger Hunt” where students write a 5 step plan for another student to locate an item in the room
* Create “How To” for their procedure of choice
* Modified questions
* Vocabulary cards/matching cards
* Word bank
* Audio book
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied texts available at appropriate level and lexile range for student
* Vocabulary matching sort
* Play “Directional Scavenger Hunt” where students write a 5 step plan for another student to locate an item in the room
* Create “How To” for their procedure of choice
* Modified questions
* Vocabulary cards/matching cards
* Word bank
* Audio book
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
* Refer to each student’s IEP for more specific modifications
 | * Varied texts available at appropriate level and lexile range for student
* Online resources
* Peer work
* Vocabulary matching sort
* Play “Directional Scavenger Hunt” where students write a 5 step plan for another student to locate an item in the room
* Create “How To” for their procedure of choice
* Modified questions/assignments
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Reading Standards for Informational Text**

**Standard RI 3.4**

| **Essential Question(s):** How do readers determine the meaning and use of content specific vocabulary?  |
| --- |
| **Vocabulary:** glossary, dictionary, context clues |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Craft and Structure** |
| **Anchor Standard 4:** 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. |
| **NJSLS Standard: RI. 3.4** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 4. Determine the meaning of general academicand domain-specific words and phrases in a textrelevant to a *grade 3 topic or subject area*. | * Locate and define domain (subject) specific vocabulary using context clues and/or glossary/dictionary/or other technological resources
 | * Have students match words or phrases to definitions using manipulatives (i.e. puzzle pieces, pictures, memory game, crossword puzzles)
* Use study games to recall information (i.e. Jeopardy)
 | Students read Robert Cole’s, *The Story of Ruby Bridges*, to locate and define domain specific vocabulary using context clues.  |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Be detectives and search through informational texts to identify words they don’t know and utilize classroom resources to define each word (ie: dictionaries, internet resource, etc)
* “Context Clue” tic-tac-toe (define a word using context clues in order to fill in a box)
* “Context Clues Cubed” students will fill in three boxes with the following information: word, definition in their own words, word used in a sentence
 | * Varied texts available at appropriate level and lexile range for student
* View online version of *Ruby Bridges* ([www.readworks.org](http://www.readworks.org))
* Complete a paper doll: provide students with character traits of Ruby Bridges and student will locate textual evidence that supports the trait
* “If I Were Ruby Bridges” ([www.scholastic.com](http://www.scholastic.com))
* Modified questions
* Audio book
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied texts available at appropriate level and lexile range for student
* View online version of *Ruby Bridges* ([www.readworks.org](http://www.readworks.org))
* Complete a paper doll: provide students with character traits of Ruby Bridges and student will locate textual evidence that supports the trait
* “If I Were Ruby Bridges” ([www.scholastic.com](http://www.scholastic.com))
* Modified questions
* Audio book
* Refer to each student’s IEP for more specific modifications
 | * Varied texts available at appropriate level and lexile range for student
* View online version of *Ruby Bridges* ([www.readworks.org](http://www.readworks.org))
* Peer work
* “If I Were Ruby Bridges” ([www.scholastic.com](http://www.scholastic.com))
* Modified questions/assignments
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Reading Standards for Informational Text**

**Standard RI 3.5**

| **Essential Question(s):** How do readers use text features to locate information?  |
| --- |
| **Vocabulary:** key word, hyperlink, text features, search tools, glossary, table of contents, index, headers, sidebars, tabs |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Craft and Structure** |
| **Anchor Standard 5:** 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. |
| **NJSLS Standard: RI. 3.5** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate informationrelevant to a given topic efficiently. | * Identify various print text features to locate relevant information
* Table of contents
* Index
* Glossary
* Bolded words
* Headers
* Sidebars
* Identify various technological search tools to locate relevant information
* Hyperlinks
* Vocabulary features
* Tabs
 | * Model how to use various print text features
* Model how to use various technological search tools
* Teach students how to analyze texts using print text features or technological search tools
 | * Students will view online texts on the SmartBoard, iPads, or computers from the following sources;
* ThinkCentral
* National Geographic Kids
* Scholastic News
* PBS kids
* Sports Illustrated Kids
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create their own webpage including all text features
* “How To” create a webpage (provide option of paper or technology)
* Revise and add in text features to a personal writing piece
 | * Varied texts available at appropriate level and lexile range for student
* Text Features Bingo
* Create a booklet or foldable
* Create a pamphlet
* Physically matching text feature to online source shown on SmartBoard
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied texts available at appropriate level and lexile range for student
* Text Features Bingo
* Create a booklet or foldable
* Create a pamphlet
* Physically matching text feature to online source shown on SmartBoard
* Refer to each student’s IEP for more specific modifications
 | * Varied texts available at appropriate level and lexile range for student
* Text Features Bingo
* Create a booklet or foldable
* Create a pamphlet
* Physically matching text feature to online source shown on SmartBoard
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Reading Standards for Informational Text**

**Standard RI 3.6**

| **Essential Question(s):** How do readers analyze point of view and/or purpose? |
| --- |
| **Vocabulary:** compare, contrast, point of view, opposing viewpoints  |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Craft and Structure** |
| **Anchor Standard 6:** Assess how point of view or purpose shapes the content and style of a text. |
| **NJSLS Standard: RI. 3.6** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 6. Distinguish their own point of view from that ofthe author of a text. | * Identify author's point of view
* Develop personal point of view
* Compare and contrast author's or personal point of view
 | * "What is your point of view of this text?"
* Use graphic organizer (i.e. Venn Diagram)
* Have students examine opposing viewpoints in informational text
 | * Scholastic News Articles
* Newspaper Articles
* Blogs
* Letter to the editor
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create their own letter to the author
* T-Chart using on leveled books: identifying whether they agree/disagree with the author’s point of view
* Interview peers and record whether they agree or disagree with their point of view
* Respond to a letter to the editor: essay format
 | * Varied texts available at appropriate level and lexile range for student
* T-Chart using on leveled books: identifying whether they agree/disagree with the author’s point of view
* Interview peers and record whether they agree or disagree with their point of view
* Respond to a letter to the editor: bullet point format
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied texts available at appropriate level and lexile range for student
* T-Chart using on leveled books: identifying whether they agree/disagree with the author’s point of view
* Interview peers and record whether they agree or disagree with their point of view
* Respond to a letter to the editor: bullet point format
* Refer to each student’s IEP for more specific modifications
 | * Varied texts available at appropriate level and lexile range for student
* T-Chart using on leveled books: identifying whether they agree/disagree with the author’s point of view
* Respond to a letter to the editor: bullet point format
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Reading Standards for Informational Text**

**Standard RI 3.7**

| **Essential Question(s):** How do readers use information from illustrations and text to demonstrate understanding?  |
| --- |
| **Vocabulary:** diagram, key, legend, captions, symbols  |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\* |
| **NJSLS Standard: RI. 3.7** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 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). | * Discuss information found by viewing maps, photographs, diagrams, etc.
* Use visual information to demonstrate understanding of text
 | * Model how to use visuals to gain information
* Teach how to respond to questions based on information from illustrations

 (i.e. Describe the life of a butterfly, Locate the  seven continents on a map) | Choose from the following:* History.com
* Scholastic News
* National Geographic
* National Geographic Kids
* PBS kids
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Choose illustration and create questions for a peer to answer
* Current event article with an illustration and create a 5W Question Quiz
* Choose BrainPopJr topic of choice and complete the quiz
 | * Varied texts available at appropriate level and lexile range for student
* Answer teacher created questions based on leveled article and illustration in small group
* View images and create captions
* View article or video on iPad in small groups and identify 5 key facts
* Respond to a letter to the editor: bullet point format
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied texts available at appropriate level and lexile range for student
* Answer teacher created questions based on leveled article and illustration in small group
* View images and create captions
* View article or video on iPad in small groups and identify 5 key facts
* Refer to each student’s IEP for more specific modifications
 | * Varied texts available at appropriate level and lexile range for student
* Answer teacher created questions based on leveled article and illustration in small group
* View images and create captions
* View article or video on iPad in small groups and identify 5 key facts
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Reading Standards for Informational Text**

**Standard RI 3.8**

| **Essential Question(s):** How do readers determine and make meaning of the arguments/claims presented in a text? |
| --- |
| **Vocabulary:** cause and effect, sequence, connections |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 8:** 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. |
| **NJSLS Standard: RI. 3.8** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 8. Describe the logical connection betweenparticular 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. | * Determine connections in a text through cause and effect, comparison, and sequencing activities
 | * Use graphic organizers (i.e. concept map, sequencing charts, cause and effect charts, timeline)
 | Choose from the following:* Standards Solutions
* Leveled Nonfiction Text
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Read provided text and locate a multimedia text that either compares or contrasts the original text. Student must identify whether or not it’s a comparison or a contrasting text.
* Complete a diagram that compares and contrasts two different texts
 | * Varied texts available at appropriate level and lexile range for student
* Sequence of event sort
* Physical sequence of event sort (each student represents an event and must work together to put themselves in the correct sequential order)
* Cause/Effect matching
* Teacher selected article and identify either cause or effect
* Choose 3 BrainpopJr videos and explain the importance of each video within small groups
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied texts available at appropriate level and lexile range for student
* Answer teacher created questions based on leveled article and illustration in small group
* Sequence of event sort
* Physical sequence of event sort (each student represents an event and must work together to put themselves in the correct sequential order)
* Cause/Effect matching
* Teacher selected article and identify either cause or effect
* Choose 3 BrainpopJr videos and explain the importance of each video within small groups
* Refer to each student’s IEP for more specific modifications
 | * Varied texts available at appropriate level and lexile range for student
* Answer teacher created questions based on leveled article and illustration in small group
* Sequence of event sort
* Physical sequence of event sort (each student represents an event and must work together to put themselves in the correct sequential order)
* Cause/Effect matching
* Teacher selected article and identify either cause or effect
* Choose 3 BrainpopJr videos and explain the importance of each video within small groups
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Reading Standards for Informational Text**

**Standard RI 3.9**

| **Essential Question(s):** How do readers make connections or determine differences and/or similarities among texts of the same topic?  |
| --- |
| **Vocabulary:** compare, contrast, key detail, outline  |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 9:** 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. |
| **NJSLS Standard: RI. 3.9** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 9. Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important pointsand key details presented in two texts on the same topic. | * Determine key details in texts
* Compare and contrast important details between texts of the same topic
 | * Model how to list key details
* Have students use key details to complete graphic organizers (i.e. outline, T-Chart, Venn Diagram)
 | Choose from the following:* History.com
* Scholastic News
* National Geographic
* National Geographic Kids
* PBS kids
* Leveled Library
* Standards Solutions
* SAAVAS MyView
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Read provided text and locate a multimedia text that compares to the original text and explain why
* Complete a diagram that compares the two texts
* Search online for one topic and two multimedia texts and discuss how they relate
* Complete a diagram that compares the approaches the author takes and write a response
 | * Varied texts available at appropriate level and lexile range for student
* View two videos and identify similar themes
* Match titles of text that would be similar in content (provide students with the first few examples and then allow them to identify their own)
* Sort nonfiction texts based on themes/content within your leveled library
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied texts available at appropriate level and lexile range for student
* View two videos and identify similar themes
* Match titles of text that would be similar in content (provide students with the first few examples and then allow them to identify their own)
* Sort nonfiction texts based on themes/content within your leveled library
* Refer to each student’s IEP for more specific modifications
 | * Varied texts available at appropriate level and lexile range for student
* View two videos and identify similar themes
* Match titles of text that would be similar in content (provide students with the first few examples and then allow them to identify their own)
* Sort nonfiction texts based on themes/content within your leveled library
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Reading Standards for Informational Text**

**Standard RI 3.10**

| **Essential Question(s):** How do readers understand information texts in all subject areas?  |
| --- |
| **Vocabulary:** N/A  |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Range of Reading and Level of Text Complexity**  |
| **Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |
| **NJSLS Standard: RI. 3.10** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. | * Comprehend informational text at grade level proficiency
 | * Expose students to grade level informational text
* Scaffold reading and comprehension as needed
 | Choose from the following:* History.com
* Scholastic News
* National Geographic
* National Geographic Kids
* PBS kids
* Leveled Library
* Standards Solutions
* SAAVAS MyView
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Choose favorite informational topic and create any multimedia resource to present final product (Haiku Deck, Powerpoint, iMovie, Blog, EdMoto)
* Choose two opposing nonfiction topics and create a 5 paragraph essay comparing and contrasting both
* Create a newspaper article or blog incorporating all text features
 | * Varied texts available at appropriate level and lexile range for student
* Choose topic, research and create a ladder book to present the information
* Choose an animal, place or object and create a labeled poster based on the researched information (include necessary text features)
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied texts available at appropriate level and lexile range for student
* Choose topic, research and create a ladder book to present the information
* Choose an animal, place or object and create a labeled poster based on the researched information (include necessary text features)
* Refer to each student’s IEP for more specific modifications
 | * Varied texts available at appropriate level and lexile range for student
* Choose topic, research and create a ladder book to present the information
* Choose an animal, place or object and create a labeled poster based on the researched information (include necessary text features)
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Foundational Skills**

**Standard RF 3.3**

| **Essential Question(s):** How do readers apply phonics to decode words?  |
| --- |
| **Vocabulary:** prefix, suffix, multi-syllable, root |
| **Foundational Skills**  |
| **NJSLS Anchor Standard: Phonics and Word Recognition**  |
| **Anchor Standard 3**. Know and apply grade-level phonics and word analysis skills in decoding words. |
| **NJSLS Standard: RF. 3.3** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| a. Identify and know the meaning of the most common prefixes and derivational suffixes. | * List prefixes and suffixes and their meanings
* Determine parts of a word (root, prefix, suffix)
 | * Make prefix and Suffix charts (i.e. re-, pre-,- ly, -ing, etc.)
 | * SAAVAS MyView
* Fundations
 |
| b. Decode words with common Latin suffixes. | * List and state meaning of common Latin suffixes
 | * Create Latin Suffix Chart (i.e. -ject)
 |
| c. Decode multi-syllable words. | * Identify multi-syllable words
* Divide words into syllables
 | * Clapping
* Dictionary search
 |
| d. Read grade-appropriate irregularly spelled words. | * Identify commonly misspelled words
 | * Make word wall, word rings, personal list of words
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Complete a Mad Libs story
* Expose to Latin and Greek prefixes/suffixes and complete a sort based on definition
* Use higher leveled words in sentences
 | * Complete a prefix/suffix matching game
* Prefix sort
* Suffix sort
* Prefix/Suffix Search – identify words with suffixes within a given text
* Play “Headband” (students walk around with root word/prefix/suffix and match to another student’s card)
* Play “Clue Me” a pair of students work together to give clues to their partner to help them guess the word on the card that is held on their head
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Complete a prefix/suffix matching game
* Prefix sort
* Suffix sort
* Prefix/Suffix Search – identify words with suffixes within a given text
* Play “Headband” (students walk around with root word/prefix/suffix and match to another student’s card)
* Play “Clue Me” a pair of students work together to give clues to their partner to help them guess the word on the card that is held on their head
* Refer to each student’s IEP for more specific modifications
 | * Complete a prefix/suffix matching game
* Prefix sort
* Suffix sort
* Prefix/Suffix Search – identify words with suffixes within a given text
* Play “Headband” (students walk around with root word/prefix/suffix and match to another student’s card)
* Play “Clue Me” a pair of students work together to give clues to their partner to help them guess the word on the card that is held on their head
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Foundational Skills**

**Standard RF 3.4**

| **Essential Question(s):** How do readers improve fluency to support comprehension?  |
| --- |
| **Vocabulary:** prose, poetry, accuracy, rate, expression, self-correct, fluency, decode |
| **Foundational Skills**  |
| **NJSLS Anchor Standard: Fluency** |
| **Anchor Standard 4** Read with sufficient accuracy and fluency to support comprehension. |
| **NJSLS Standard: RF. 3.4** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| a. Read on-level text with purpose and understanding. | * Employ reading strategies while reading independently and aloud

- Pre-reading: prediction  making, setting a purpose *-* During reading: ask  questions, make connections - After reading: summarize | * Model strategies good readers use (i.e. questioning, re-reading, using context clues)
* Practice a variety of reading formats:
* student guided reading
* peer reading
* teacher read-aloud
 | * SAAVAS MyView
* Fundations
* ThinkCentral
* Audio Books
 |
| b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | * Read prose and poetry orally with:
* Accuracy
* Appropriate Rate
* Expression
 | * Model fluent reading with proper pacing, emphasis, and expression
* Running records and fluency tests
 |
| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | * Use context clues when decoding and determining word meaning
 | * Discuss strategies to confirm word recognition or self-correct miscues
* Using context clues
* Rereading
* Model rereading to correct errors
* "How can the other words in the sentence help us identify new words?"
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create a Reader’s Theatre for peers to perform
* Expose them to and practice higher leveled text
* Video themselves reading and self correct independently or with a partner
 | * Readers Theatre
* Read along out loud with audio book or ThinkCentral text
* Fluency strips (provide students with on level phrases and have them increase their reading speed over a specific time frame)
* Timed reading (teacher will give students a timed reading goal for a specific short text. After reading section two times, students will decrease their time limit and record their list of times in journal)
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Readers Theatre
* Read along out loud with audio book or ThinkCentral text
* Fluency strips (provide students with on level phrases and have them increase their reading speed over a specific time frame)
* Timed reading (teacher will give students a timed reading goal for a specific short text. After reading section two times, students will decrease their time limit and record their list of times in journal)
* Refer to each student’s IEP for more specific modifications
 | * Readers Theatre
* Read along out loud with audio book or ThinkCentral text
* Fluency strips (provide students with on level phrases and have them increase their reading speed over a specific time frame)
* Timed reading (teacher will give students a timed reading goal for a specific short text. After reading section two times, students will decrease their time limit and record their list of times in journal)
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Writing**

**Standard W.3.1**

| **Essential Question(s):** How do writers use valid evidence to support claims? |
| --- |
| **Vocabulary:** linking words, claim, conclusion, supporting evidence, rubric, valid, peer editing |
| **Writing**  |
| **NJSLS Anchor Standard: Text Types and Purpose** |
| **Anchor Standard 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| **NJSLS Standard: W.3.1** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 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 anorganizational structure that lists reasons. | * Write an opening statement expressing personal opinion
 | * Use graphic organizers (i.e. KWL chart, Pro/Con list, Opinion/Supporting Evidence, web)
* Provide blank template for organizational structure

(State opinion) * Introduce writing rubric
 | * TimeForKids.com
* LearnZillion
* SAAVAS MyView
* Smart Exchange (if applicable)
 |
| b. Provide reasons that support the opinion. | * Brainstorm reasons that support opinion (reference text when appropriate)
* Identify and write valid reasons
 | * Use graphic organizers (i.e. Opinion/Supporting Evidence, outline)
* Provide template for organizational structure

(Include valid reasons)  |
| c. Use linking words and phrases (e.g., *because*,*therefore*, *since*, *for example*) to connectopinion and reasons. | * Use linking words and phrases when drafting the body
 | * Create word wall/ word rings
* Provide cloze activity for linking words
* "I think….*because*....." and ".....*therefore*….."
* Use template to create draft
 |
| d. Provide a conclusion. | * Draft a conclusion to support opening statement
* Peer edit using rubric
 | * Graphic Organizer (i.e. Opinion/Support/Conclusion)
* Edit using rubric and create final draft
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Write a rebuttal to a peer’s opinion piece
* Conduct a debate among group
* Identify and collaborate with a peer with similar view points
* Revise and edit using higher level linking words (independently and with peer)
* Rank their reasons to support their opinions from strongest to weakest
* Create multimedia advertisement to support opinion on topic
 | * Complete Venn diagram on two opposing topics
* Complete an essay template with sentence starters
* Modeling
* Video tutorials
* Brainstorming template (main idea supporting details)
* Paragraph template
* List of transitional phrases
* Checklist
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Complete Venn diagram on two opposing topics
* Complete an essay template with sentence starters
* Modeling
* Video tutorials
* Checklist
* Brainstorming template (main idea supporting details)
* Paragraph template
* List of transitional phrases
* Refer to each student’s IEP for more specific modifications
 | * Complete Venn diagram on two opposing topics
* Complete an essay template with sentence starters
* Modeling
* Video tutorials
* Checklist
* Brainstorming template (main idea supporting details)
* Paragraph template
* List of transitional phrases
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Writing**

**Standard W.3.2**

| **Essential Question(s):** How do writers explore topics and convey ideas? |
| --- |
| **Vocabulary:** linking words, conclusions, supporting details, fact vs. opinion, outline, rubric, peer editing |
| **Writing**  |
| **NJSLS Anchor Standard: Text Types and Purpose** |
| **Anchor Standard 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **NJSLS Standard: W.3.2** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 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. | * Choose and refine topic and gather information from texts
* Sort relevant information
* Include illustrations to support topic
 | * Teach students to create a web
* Teach students how to take notes: post-its, note cards, etc.
* Model how to support text with illustrations (student created or found through research)
* Introduce writing rubric
 | * TimeForKids.com
* LearnZillion
* SAAVAS MyView
* Smart Exchange (if applicable)
 |
| b. Develop the topic with facts, definitions, anddetails.  | * Add supporting facts, definitions, and details
 | * Have students create outline including supporting details
 |
| c. Use linking words and phrases (e.g., *also*,*another*, *and*, *more*, *but*) to connect ideaswithin categories of information. | * Use linking words and phrases when drafting the body to connect ideas
* Use outline to draft writing sample
 | * Create word wall/word rings
* Provide cloze activity for linking words
 |
| d. Provide a conclusion. | * Draft a conclusion to support topic’
* Peer edit using rubric
 | * Teach how to edit using rubric and create final draft
 |  |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create a commercial “selling” the idea of your essay – Peers can write a rebuttal
* Research vocabulary related to topic and create a reference book
* Conduct a debate among group
* Identify and collaborate with a peer with similar view points
* Revise and edit using higher level linking words (independently and with peer)
* Rank their reasons to support their opinions from strongest to weakest
* Create advertisement/flyer to support opinion on topic
 | * Complete Venn diagram on two opposing topics
* Fact/Opinion activity
* Create a flyer supporting opinion or facts based on topic
* Complete an essay template with sentence starters
* Modeling
* Video tutorials
* Brainstorming template (main idea supporting details)
* Paragraph template
* List of transitional phrases
* Checklist
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Complete Venn diagram on two opposing topics
* Fact/Opinion activity
* Complete an essay template with sentence starters
* Create a flyer supporting opinion or facts based on topic
* Modeling
* Video tutorials
* Checklist
* Brainstorming template (main idea supporting details)
* Paragraph template
* List of transitional phrases
* Refer to each student’s IEP for more specific modifications
 | * Complete Venn diagram on two opposing topics
* Fact/Opinion activity
* Complete an essay template with sentence starters
* Create a flyer supporting opinion or facts based on topic
* Modeling
* Video tutorials
* Checklist
* Brainstorming template (main idea supporting details)
* Paragraph template
* List of transitional phrases
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Writing**

**Standard W.3.3**

| **Essential Question(s):** How do writers develop effective narratives?  |
| --- |
| **Vocabulary:** dialogue, conflict, plot, setting, sequencing words, rubric, peer editing  |
| **Writing**  |
| **NJSLS Anchor Standard: Text Types and Purpose** |
| **Anchor Standard 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| **NJSLS Standard: W.3.3** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 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 narratorand/or characters; organize an event sequencethat unfolds naturally. | * Develop basic story elements organize in a logical sequence
 | * Review basic story elements (setting, characters, plot, conflict, and resolution)
* Use raphic organizers: Prewriting ( i.e. planning chart, brainstorming web)
* Introduce writing rubric (NJDOE holistic scoring rubric)
 | * Choose from the following mentor texts: <http://webcache.googleusercontent.com/search?q=cache:OIRk9opTBQQJ:www.d11.org/Instruction/Literacy.LanguageArts/Documents/K-5%2520Writing%2520Resources/3rd%2520Grade%2520Units%2520of%2520Study/3rd%2520Grade/Third%2520Grade_Narrative_MentorTexts.docx+&cd=1&hl=en&ct=clnk&gl=us&client=safari>
* LearnZillion
* SAAVAS MyView
* Smart Exchange (if applicable)
* Standards Solutions
 |
| b. Use dialogue and descriptions of actions,thoughts, and feelings to develop experiencesand events or show the response of charactersto situations. | * Integrate dialogue, descriptions, thoughts and feelings into draft
* Use plot/conflict to develop characters
 | * Introduce writing dialogue and using vivid language
* Conduct mini-lesson on quotation marks

  |
| c. Use temporal words and phrases to signalevent order. | * Introduce sequencing words
* Use sequencing words to order events
 | * Create word wall
* Integrate sequencing words into draft
* Complete sequencing activity
 |
| d. Provide a sense of closure. | * Teach strategies for ending narrative
* Draft a conclusion to convey universal lesson
* Peer edit using rubric
 | * Model development of possible endings
* Create ending of narrative
* Teach how to edit using rubric and create final draft
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Formulate narrative with figurative language
* Figurative language detective – identify fig. language within peer’s writing pieces
* Create an alternate ending for a peer’s narrative piece
* Change genre of peer’s writing piece (ie: if student’s narrative is fictional, partner must write it in the form of a fantasy)
 | * Interactive dialogue activity
* Sequence of events comic strip including narrative components
* Kinesthetic dialogue practice (hand gestures/sound effects that represent quotation marks, commas, periods, exclamation points, question mark and capital letters)
* Fact/Opinion activity
* Modeling
* Video tutorials
* Brainstorming template
* Paragraph template
* List of transitional phrases
* Checklist
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Interactive dialogue activity
* Sequence of events comic strip including narrative components
* Kinesthetic dialogue practice (hand gestures/sound effects that represent quotation marks, commas, periods, exclamation points, question mark and capital letters)
* Fact/Opinion activity
* Modeling
* Video tutorials
* Checklist
* Brainstorming template (main idea supporting details)
* Paragraph template
* List of transitional phrases
* Refer to each student’s IEP for more specific modifications
 | * Interactive dialogue activity
* Sequence of events comic strip including narrative components
* Kinesthetic dialogue practice (hand gestures/sound effects that represent quotation marks, commas, periods, exclamation points, question mark and capital letters)
* Fact/Opinion activity
* Modeling
* Video tutorials
* Checklist
* Brainstorming template (main idea supporting details)
* Paragraph template
* List of transitional phrases
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Writing**

**Standard W.3.4**

| **Essential Question(s):** How do writers create effective pieces of writing?  |
| --- |
| **Vocabulary:** purpose, audience, rubric, prompt, draft, annotate |
| **Writing**  |
| **NJSLS Anchor Standard: Production and Distribution of Text**  |
| **Anchor Standard 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **NJSLS Standard: W.3.4** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 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 writingtypes are defined in standards 1–3 above.) | * Interpret prompt (discuss purpose and audience)
* Draft text
* Follow writing process
 | * Teach how to annotate prompt (i.e. highlight, underline)
* Discuss interpretations of prompt
* Have students complete pre-writing activities
* Teach process for drafting text
* Use NJDOE writing rubric
 | * Standards Solutions Prompts:

-Narrative Tasks-Literary Analysis -Research Simulation * PARCC website
* LearnZillion
* SAAVAS MyView
* Smart Exchange (if applicable)
* Standards Solutions
* Personal/Peer writing pieces
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Peer editing: speaking and listening activity
* Create a student checklist
* Tips to revising poster
* Demonstrate how to answer a PARCC related writing task (journal, powerpoint, etc)
* Revise and edit peer writing pieces based on provided rubric; focusing on organization and purpose
 | * Sequence of events comic strip including narrative components
* Kinesthetic dialogue practice (hand gestures/sound effects that represent quotation marks, commas, periods, exclamation points, question mark and capital letters)
* Fact/Opinion activity
* Modeling
* Video tutorials
* List of transitional phrases
* Provide revising/editing checklist
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Sequence of events comic strip including narrative components
* Kinesthetic dialogue practice (hand gestures/sound effects that represent quotation marks, commas, periods, exclamation points, question mark and capital letters)
* Fact/Opinion activity
* Modeling
* Video tutorials
* List of transitional phrases
* Create your own checklist related to prompt
* Refer to each student’s IEP for more specific modifications
 | * Sequence of events comic strip including narrative components
* Kinesthetic dialogue practice (hand gestures/sound effects that represent quotation marks, commas, periods, exclamation points, question mark and capital letters)
* Fact/Opinion activity
* Modeling
* Video tutorials
* List of transitional phrases
* Create your own checklist related to prompt
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Writing**

**Standard W.3.5**

| **Essential Question(s):** How do writers use the writing process to improve text?  |
| --- |
| **Vocabulary:** writing process, revise, edit, draft, rubric,  |
| **Writing**  |
| **NJSLS Anchor Standard: Production and Distribution of Text** |
| **Anchor Standard 5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **NJSLS Standard: W.3.5** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.) | * Complete all stages of the writing process
 | * List and model all steps of the writing process
* Conduct mini-lessons as needed
* Use writing scoring rubric
 | * Standards Solutions Prompts:
* Narrative Tasks
* Literary Analysis
* Research Simulation
* PARCC website
* LearnZillion
* SAAVAS MyView
* Smart Exchange (if applicable)
* Standards Solutions
* Personal/Peer writing pieces
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Revise and edit a higher grade level writing piece with a peer
* Demonstrate a different way of answering a PARCC related writing task (journal, powerpoint, etc)
* Revise and edit peer writing pieces based on provided rubric; focusing on organization and purpose
 | * Create a “How To” checklist based on writing prompt
* Sequence of events comic strip including narrative components
* Video tutorials
* List of transitional phrases
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Create a “How To” checklist based on writing prompt
* Sequence of events comic strip including narrative components
* Video tutorials
* List of transitional phrases
* Refer to each student’s IEP for more specific modifications
 | * Sequence of events comic strip including narrative components
* Video tutorials
* List of transitional phrases
* Create a “How To” checklist based on writing prompt
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Writing**

**Standard W.3.6**

| **Essential Question(s):** How do writers use technology to facilitate writing and collaboration? |
| --- |
| **Vocabulary:** collaborate, publish, peer editing |
| **Writing**  |
| **NJSLS Anchor Standard: Production and Distribution of Text** |
| **Anchor Standard 6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| **NJSLS Standard: W.3.6** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. | * Create text using word processing program
* Collaborate with others
* Type and share text
* Peer edit
 | * Use computer lab
* Demonstrate how to use word processing program
 | * Standards Solutions Prompts:
* Narrative Tasks
* Literary Analysis
* Research Simulation
* PARCC website
* LearnZillion
* SAAVAS MyView
* Smart Exchange (if applicable)
* Standards Solutions
* Personal/Peer writing pieces
* Kidblog
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Students will draft an email and attach their writing piece and send to a peer in order to publish and interact with others
* Kidblog a writing piece and comment other’s blogs. Conduct open dialogue with friends on your post
* Revise and edit peer emails
 | * Kidblog a writing piece and comment other’s blogs. Conduct open dialogue with friends on your post
* Create “How To” for creating a Microsoft Word document
* Video tutorial on drafting an email
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Kidblog a writing piece and comment other’s blogs. Conduct open dialogue with friends on your post
* Create “How To” for creating a Microsoft Word document
* Video tutorial on drafting an email
* Refer to each student’s IEP for more specific modifications
 | * Kidblog a writing piece and comment other’s blogs. Conduct open dialogue with friends on your post
* Create “How To” for creating a Microsoft Word document
* Video tutorial on drafting an email
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Writing**

**Standard W.3.7**

| **Essential Question(s):** How do writers conduct research to demonstrate understanding of a subject?  |
| --- |
| **Vocabulary:** research, conduct, produce, sustain |
| **Writing**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| **NJSLS Standard: W.3.7** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 7. Conduct short research projects that buildknowledge about a topic. | * Research information on topic
 | * Provide research instruction
* Use various sources to explore subject
 | * ReadWorks.org
* Standards Solutions
* Leveled Library
* Media Center
* Internet Resources (National Geographic, History, etc)
* Magazines (Sports Illustrated Kids, Scholastic News, etc)
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create multimedia presentation and link video that supports topic
* Create a video that presents researched topic
* Create a nonfiction book based on researched topic
* Hypothesize higher order thinking questions based on researched topic
 | * Create labeled diagram presenting the researched topic
* Formulate questions related to topic
* Generate a quiz (paper or technology based)
* Integrate illustrations that support student created nonfiction book
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Create labeled diagram presenting the researched topic
* Formulate questions related to topic
* Generate a quiz (paper or technology based)
* Integrate illustrations that support student created nonfiction book
* Refer to each student’s IEP for more specific modifications
 | * Create labeled diagram presenting the researched topic
* Formulate questions related to topic
* Generate a quiz (paper or technology based)
* Integrate illustrations that support student created nonfiction book
* Video tutorial on drafting an email
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Writing**

**Standard W.3.8**

| **Essential Question(s):** How do writers evaluate and use sources?  |
| --- |
| **Vocabulary:** source, research, credibility |
| **Writing** |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| **NJSLS Standard: W.3.8** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 8. Recall information from experiences or gatherinformation from print and digital sources; takebrief notes on sources and sort evidence intoprovided categories. | * Evaluate sources (annotate text)
* Instruct note taking strategies
* Sort information into provided categories
 | * Teach strategies to determine if source is appropriate in relation to the topic
* Teach strategies to determine credibility of sources
* Provide categories for information sorting activities
 | * ReadWorks.org
* Standards Solutions
* Leveled Library
* Media Center
* Internet Resources (National Geographic, History, etc)
* Magazines (Sports Illustrated Kids, Scholastic News, etc)
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Write a letter to a peer as to why plagiarism is illegal
* Research 3 different texts (multimedia, books, etc) and state how it’s a credible source
* Create a work cited page
 | * Formulate a list of what makes a source credible
* Create a poster against plagiarism
* Produce notes in their own words
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Formulate a list of what makes a source credible
* Create a poster against plagiarism
* Produce notes in their own words
* Refer to each student’s IEP for more specific modifications
 | * Formulate a list of what makes a source credible
* Create a poster against plagiarism
* Produce notes in their own words
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Writing**

**Standard W.3.9**

| **Essential Question(s):** How do writers apply evidence from text to support conclusions? |
| --- |
| **Writing**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **NJSLS Standard: W.3.9** |
| **Vocabulary:** N/A |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| (Begins in Grade 4) |  |  |  |

**Language Arts Curriculum: Grade 3**

**Writing**

**Standard W.3.10**

| **Essential Question(s):** How do writers successfully create text based upon the established time frame, task, purpose and audience? |
| --- |
| **Vocabulary:** N/A |
| **Writing**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 10:** 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. |
| **NJSLS Standard: W.3.10** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplars** |
| 10. Write routinely over extended time frames (timefor research, reflection, metacognition/self- correction and revision) and shortertime frames (a single sitting or a day or two) fora range of discipline-specific tasks, purposes, andaudiences. | * Complete writing tasks according to determined time frame, task, purpose, and audience
 | * Use a variety of prompts( i.e. persuasive, narrative)
* Vary length of writing tasks (i.e. writing process pieces vs. timed writing practice)
* Venn diagram for extended time pieces vs. short time frame pieces

 Extended time: all steps of the writing process Short time frame: modified writing process  | * ReadWorks.org
* Standards Solutions
* Leveled Library
* Media Center
* Internet Resources (National Geographic, History, etc)
* Magazines (Sports Illustrated Kids, Scholastic News, etc)
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create their own rubric
* Create their own checklist
* Develop a sequel to a previously written piece
* Design a multimedia product
* Create a work cited page (if applicable)
 | * Grade level writing exemplars
* Providing students with multiple writing tasks for final product
* Providing students with the option to type or hand write work
* Revision and editing checklists
* Rubrics
* Peer editing
* Accompany writing piece with an illustration that represents the information
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Grade level writing exemplars
* Providing students with multiple writing tasks for final product
* Providing students with the option to type or hand write work
* Revision and editing checklists
* Rubrics
* Peer editing
* Accompany writing piece with an illustration that represents the information
* Refer to each student’s IEP for more specific modifications
 | * Grade level writing exemplars
* Providing students with multiple writing tasks for final product
* Providing students with the option to type or hand write work
* Revision and editing checklists
* Rubrics
* Peer editing
* Accompany writing piece with an illustration that represents the information
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 3**

**Speaking and Listening**

| **Essential Question(s):** How do students express thoughts and ideas in an effective manner?  |
| --- |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 1:** 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. |
| **NJSLS Standard: SL.3.1** |
| **Vocabulary:** collaborate, discussion  |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 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. | * Prepare for a discussion
* Read pertinent material
* Take notes (note cards)
 | * Teach and model note taking skills
 |  |
| b. Follow agreed-upon norms for discussions (e.g.,gaining the floor in respectful ways, listening toothers with care, speaking one at a time about the topics and texts under discussion). | * Practice large and small group discussions
* Reflect on discussion
 | * Establish classroom procedures for discussion including active listening, turn taking, respecting opinions, establishing roles, etc.

- Classroom contract - Classroom rule chart |  |
| c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | * Develop effective questions
 | * Model appropriate questioning techniques
* Model appropriate questioning that links to remarks of others

  |  |
| d. Explain their own ideas and understanding inlight of the discussion. | * Verbally demonstrate understanding of discussion
* Formulate and express own ideas based on the discussion
 | * Ask questions following the discussion to monitor understanding
* “What did we learn from our discussion today on \_\_\_\_\_\_?”
 |  |

**Language Arts Curriculum: Grade 3**

**Speaking and Listening**

| **Essential Question(s):** How do readers use information presented in diverse formats to determine main ideas and supporting details?  |
| --- |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
| **NJSLS Standard: SL.3.2** |
| **Vocabulary:** main idea, supporting details |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 2. Determine the main ideas and supporting detailsof a text read aloud or information presented indiverse media and formats, including visually,quantitatively, and orally. | * Identify main ideas and supporting details
 | * Review main ideas and supporting details
* Present information in diverse media and formats
 |  |

**Language Arts Curriculum: Grade 3**

**Speaking and Listening**

| **Essential Question(s):** How do listeners evaluate speakers? |
| --- |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. |
| **NJSLS Standard: SL.3.3** |
| **Vocabulary:** elaborate |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 3. Ask and answer questions about information from a speaker, offering appropriate elaboration anddetail. | * Ask and answer questions about information presented by a speaker
* Elaborate on the points made by the speaker
 | * Teach effective questioning strategies to evaluate a speaker
* Teach students how to ask and answer higher level questions (Bloom’s Taxonomy)
 |  |

**Language Arts Curriculum: Grade 3**

**Speaking and Listening**

| **Essential Question(s):** How do speakers vary their presentation of information dependent upon the established task, purpose and audience? |
| --- |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Presentation of Knowledge and Ideas**  |
| **Anchor Standard 4:** 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. |
| **NJSLS Standard: SL.3.4** |
| **Vocabulary:** descriptive details, rubric, pace |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 4. Report on a topic or text, tell a story, or recountan experience with appropriate facts and relevant, descriptive details, speaking clearly at anunderstandable pace | * Create a presentation that includes appropriate facts and details
* Use proper pacing
 | * Model presentation skills
* Provide examples of effective speakers
* Video/audio clip
* Oral presentation rubric
 |  |

**Language Arts Curriculum: Grade 3**

**Speaking and Listening**

| **Essential Question(s):** How do students enhance a presentation?  |
| --- |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Presentation of Knowledge and Ideas**  |
| **Anchor Standard 5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |
| **NJSLS Standard: SL.3.5** |
| **Vocabulary:** podcast, PowerPoint  |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.  | * Read aloud for recording
* Create visual displays
* Posters displaying facts and details
 | * Record students individually reading aloud
* Podcast
* PowerPoint
* Recordable books
 |  |

**Language Arts Curriculum: Grade 3**

**Speaking and Listening**

| **Essential Question(s):** How do students demonstrate command of formal English?  |
| --- |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Presentation of Knowledge and Ideas**  |
| **Anchor Standard 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English whenindicated or appropriate. |
| **NJSLS Standard: SL.3.6** |
| **Vocabulary:** N/A  |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 6. Speak in complete sentences when appropriate to task and situation in order to provide requesteddetail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specificexpectations.) | * Speak in complete

sentences * Provide requested detail or clarification
 | * Require students to speak in complete sentences
* Model the use of standard English
* Observe and document students’ use of language
 |  |

**Language Arts Curriculum: Grade 3**

**Language**

| **Essential Question(s):** How do students effectively use the convections of standard English to convey a message?  |
| --- |
| **Language**  |
| **NJSLS Anchor Standard: Convections of Standard English**  |
| **Anchor Standard 1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| **NJSLS Standard: L.3.1** |
| **Vocabulary:** nouns and abstract nouns, pronouns, verbs and irregular verbs, adverbs (comparative and superlative), adjectives, regular and irregular plurals, verb tense, subject-verb, pronoun-antecedent, coordinating and subordinating conjunctions, simple, compound and complex sentences |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 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. | * Define functions of various parts of speech. (nouns, pronouns,. Verbs, adjectives and adverbs)
 | * Written Practice

 - close exercises - identifying parts of speech in a sentence* Oral Practice

  |  |
| b. Form and use regular and irregular plural nouns. | * Use grammar rules for regular plural nouns and give examples of irregular plural nouns
 | * Written Practice:

 - proofread and edit a story- then read story aloud - match singular form to plural form - sort regular and irregular nouns - identify regular and irregular nouns in a sentence* Oral Practice
 |  |
| c. Use abstract nouns (e.g., *childhood*). | * Distinguish between concrete and abstract nouns

 - Concrete noun: book  - Abstract noun: love | * Written Practice:

 - create sentence when provided a bank of abstract  nouns * Oral Practice
 |  |
| d. Form and use regular and irregular verbs. | * Use grammar rules for regular verbs and give examples of irregular verbs
 | * Written Practice:

 - proofread and edit a story- then read aloud - sort irregular and regular verbs - identify regular and irregular verbs in a sentence * Oral Practice
 |  |
| e. Form and use the simple (e.g., *I walked; I walk;**I will walk*) verb tenses. | * Use verb tenses by orally creating sentences and having students imitate aloud
 | * Review tenses in terms of time
* Written Practice

 - write a story that take place in the past/future* Oral Practice
 |  |
| f. Ensure subject-verb and pronoun-antecedentagreement.\* | * Use grammar rules for subject-verb and pronoun-antecedent agreement.
 | * Written Practice

 - proofread and edit a story- then read aloud - select the correct verb when given the subject or  select the correct pronoun with given the antecedent * Oral Practice
 |  |
| g. Form and use comparative and superlativeadjectives and adverbs, and choose between them depending on what is to be modified. | * Determine when to use the comparative or superlative forms of adjectives and adverbs
 | * Written Practice

 - proofread and edit a story- then read aloud - select the correct form of the adjective or adverb* Oral Practice
 |  |
| h. Use coordinating and subordinating conjunctions. | * Use grammar rules for the use of coordinating and subordinating conjunctions
 | * Teach student to identify conjunctions in sentences and/or paragraphs
 |  |
| i. Produce simple, compound, and complexsentences. | * Use simple, compound, and complex sentences
 | * Teach students the use of conjunctions to combine sentences
 |  |

**Language Arts Curriculum: Grade 3**

**Language**

| **Essential Question(s):** How do students effectively use the convections of standard English mechanics to convey a message? |
| --- |
| **Language**  |
| **NJSLS Anchor Standard: Convections of Standard English**  |
| **Anchor Standard 2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **NJSLS Standard: L.3.2** |
| **Vocabulary:** capitalize, comma, dialogue, quotation mark, possessive, suffix, base word, syllable, apostrophe |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| a. Capitalize appropriate words in titles. | * Edit titles with capitalization errors
* Employ proper capitalizing rules when titling personal writing pieces

  | * Review rules for capitalization
* Introduce the use of the capitalization proofreading mark
 |  |
| b. Use commas in addresses. | * Write letters and address envelopes correctly
 | * Review convections of using commas in an address
 |  |
| c. Use commas and quotation marks in dialogue. | * Create comic strips, short plays, etc. focusing of the use of dialogue
 | * Provide examples of stories using dialogue
* Introduce the use of quotation marks
 |  |
| d. Form and use possessives. | * Distinguish between singular and plural possessive forms
 | * Teach grammar rules for forming a possessive
* Written Practice

 - proofread and edit a story- then read aloud - select the correct form of 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*). | * Employ conventional spelling rules for adding suffixes
 | * Teach spelling rules for adding suffixes to base words and changing tenses
* Create word wall/word rings
* Written Practice

 - proofread and edit a story- then read aloud  |  |
| f. Use spelling patterns and generalizations (e.g., word families, position-based spellings,syllable patterns, ending rules, meaningful word parts) in writing words. | * Identify and use spelling patterns
 | * Teach features of spelling focusing on patterns and rules
* Create word wall/word rings
* Written Practice

 - proofread and edit a story with spelling errors  - crossword puzzles |  |
| g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | * Use a dictionary to edit writing
 | * Review use of reference materials
 |  |

**Language Arts Curriculum: Grade 3**

**Language**

| **Essential Question(s):** How do students use their knowledge of language to communicate effectively and increase understanding?  |
| --- |
| **Language**  |
| **NJSLS Anchor Standard: Knowledge of Language**  |
| **Anchor Standard 3:** 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. |
| **NJSLS Standard: L.3.3** |
| **Vocabulary:** formality, standard English |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| a. Choose words and phrases for effect.\* | * Use words to communicate effectively
 | * Teach effective word choice and provide examples
 |  |
| b. Recognize and observe differences between the conventions of spoken and written standard English. | * Recognize the difference between the formality or written language vs. spoken language
 | * Provide examples of both types of language (written language and spoken language)
 |  |

**Language Arts Curriculum: Grade 3**

**Language**

| **Essential Question(s):** How do students use context clues and word parts to clarify the meaning of unknown words?  |
| --- |
| **Language**  |
| **NJSLS Anchor Standard: Vocabulary Acquisition and Use**  |
| **Anchor Standard 4:** 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. |
| **NJSLS Standard: L.3.4** |
| **Vocabulary:** context clues, suffixes, prefixes, roots, glossaries, dictionaries |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 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. | * Determine word meaning based on general content of the sentence
* Annotate the sentence
 | * Demonstrate how to determine word meaning based on general content of the sentence
 |  |
| 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*). | * Determine how the addition of an affix affects the meaning of a known word
 | * Teach common meaning a of prefixes and suffixes
* Demonstrate how the addition of an affix affects the meaning of a known word
 |  |
| c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). | * Find known words within unknown word to define new word meaning
 | * Demonstrate how to use known root words to determine meaning of unknown word that contain that root
 |  |
| d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | * Use glossaries and beginning dictionaries
 | * Model use of dictionary during read alouds when new vocabulary words are presented
* Teach dictionary skills
 |  |

**Language Arts Curriculum: Grade 3**

**Language**

| **Essential Question(s):** How do students demonstrate their understanding of word meaning when making connections between related words? |
| --- |
| **Language**  |
| **NJSLS Anchor Standard: Vocabulary Acquisition and Use**  |
| **Anchor Standard 5:** Demonstrate understanding of word relationships and nuances in word meanings. |
| **NJSLS Standard: L.3.5** |
| **Vocabulary:** literal/ non-literal meaning , shades of meaning |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*). | * Identify literal and non-literal meanings of words and phrases
 | * Teach non-literal language through examples in text
* Use Amelia Bedelia series to provide examples of literal and non-literal meanings for words and phrases
 |  |
| b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). | * Make vocabulary relevant through personal connections
 | * Demonstrate understanding of word meaning by applying knowledge of a definition to real life situations
 |  |
| c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). | * Choose words that demonstrate varying shades of meaning
 | * Teach how states of mind and degrees of certainty can vary
* Provide students with words and have them determine additional words with varying shades of meaning

 - Ex: Give the word "worried" Lower Degree: Fear Higher Degree: Brave  |  |

**Language Arts Curriculum: Grade 3**

**Language**

| **Essential Question(s):** How do student apply their knowledge of the English language to communicate most effectively? |
| --- |
| **Language**  |
| **NJSLS Anchor Standard: Vocabulary Acquisition and Use**  |
| **Anchor Standard 6:** 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. |
| **NJSLS Standard: L.3.6** |
| **Vocabulary:** academic language, proficiency, standard English |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 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). | * Use grade appropriate language and vocabulary at a level of proficiency
* Use standard English to communicate effectively
 | * Provide strategies and examples of using standard English
* Provide speaking and writing opportunities during which students can strengthen command of standard English
 |  |