Pacing Guide For ELA Curriculum

Grade 3

Topic	Marking Period	Number of Days
Foundational Skills: Reading Language	Markings Period 1,2,3,4	36 weeks
Foundational Skills: Written Language	Markings Period 1,2,3,4	36 weeks
Reading Domain	Marking Periods 2, 3, 4	8 weeks
Writing Domain	Marking periods 2, 3, 4	8 weeks
Speaking and Listening Domain	Marking period 1-4	weeks

Alpha Public School
ELA Curriculum Map

Grade: 3rd Grade

UNIT: Foundational Skills: Reading Language (Phonics and Word Recognition)

Standard: L.RF.3.3	**Content Topic:** Know and apply grade-level phonics and word analysis skills in decoding words.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes
L.RF.3.3.B	Decode words with common Latin suffixes
L.RF.3.3.C	Decode multisyllable words
L.RF.3.3.D	Read grade-appropriate irregularly spelled words
L.RF.3.3.E	Analyze the parts of high-frequency words that are regular and the parts that are irregular

Practices / Skills & Lesson / Learning Activities

Utilize Fry's 3rd and 4th Hundred Words list for sight word acquisition
Whole Group-

- Display examples of words with common prefixes (e.g., re-, un-, dis-) and derivational suffixes (e.g., -er, -ful, -able). Show examples of words with common Latin suffixes (e.g., -able, -ous, -tion).
- Discuss how knowing these suffixes can help students decode the meaning of unfamiliar words. Practice reading and pronouncing these words together. Discuss the meanings of these prefixes and suffixes and how they change the meaning of the base word. Provide examples and encourage students to create sentences using these words.
- Provide word cards with multisyllable words (e.g., umbrella, fantastic, celebrate). Discuss strategies for breaking down multisyllable words into parts to decode them (e.g., syllable division rules, identifying prefixes and suffixes). Practice reading these words aloud.
- Use sentence strips with high-frequency words that are irregularly spelled (e.g., said, because, enough). Discuss why these words are irregular and how students can remember their spellings. Practice reading these words and use them in sentences.

Independent Practice

- Provide additional high-frequency words on sentence strips or word cards. Ask students to identify the regular parts (e.g., base word, suffix) and irregular parts (e.g., irregular spelling) of these words. Discuss any patterns or rules they notice.
- **Word Sort:** Have students sort word cards into categories based on prefixes, derivational suffixes, or Latin suffixes.
- **Create Your Own Word:** Challenge students to create new words by adding prefixes or suffixes to base words and explain the meanings.
- **Word Hunt:** Provide a text or passage and ask students to find examples of words with specific prefixes, derivational suffixes, or Latin suffixes.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)

Formative- ● Group discussions ● Writing prompts ● Teacher observations ● Conferencing ● IXL modules Summative- ● Vocab check / quizzes ● IXL quizzes Alternative- ● Poster project	Running records Writing response benchmark	● Whiteboard and markers ● Chart paper and markers ● Word cards with examples of words containing prefixes, derivational suffixes, Latin suffixes, multisyllable words, irregularly spelled words ● Sentence strips with high-frequency words ● readwritethink.org ● fundations

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UNIT: Foundational Skills: Reading Language (Fluency)

Standard: L.RF.3.4	**Content Topic:** Read with sufficient accuracy and fluency to support comprehension

Strand	**Disciplinary Core Ideas / Essential Statement / Objective**
L.RF.3.4.A	Read grade-level text with purpose and understanding.
L.RF.3.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Practices / Skills & Lesson / Learning Activities
● Ask appropriate questions to clarify understanding and information Whole Group- ● Morning meeting ● Class discussion ● Anchor charts ● Mentor texts & read alouds ● Reading comprehension ● Shared reading Independent Practice- ● Independent reading Small groups ● Mini lessons ● Reading comprehension ● Guided reading

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Group discussions ● Writing prompts ● Teacher observations ● Conferencing ● IXL modules Summative- ● Vocab check / quizzes ● IXL quizzes Alternative- ● Poster project	Running records Writing response benchmark	● Word cards with examples of words containing prefixes, derivational suffixes, Latin suffixes, multisyllable words, irregularly spelled words ● Sentence strips with high-frequency words ● readwritethink.org ● fundations

Technology (NJSLS standard 8)	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**

8.1.5.NI.2- Describe physical and digital security measures for protecting sensitive personal information 8.1.5.IC.2- Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users 8.1.5.DA.1- collect, organize and display data in order to highlight relationships or support a claim 8.1.5.DA.3- Organize and present collected data visually to communicate insights gained from different views of the data 8.1.5.DA.5- propose cause and effect relationships, predict outcomes, or communicate ideas using data	SS-6.1.5.GeoSV.1-Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information Science-***3-LS2-1-*** being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (LS2.D)

Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
● Additional time for skill mastery ● Extended time on tests / quizzes ● Modified assignment / test format ● Modified test content ● Multi-sensory presentation ● Shortened assignments ● Exploration by interest ● Flexible grouping ● Goal setting with students ● Varied journal prompts ● Collaborating (general ed teacher / specialist) to modify vocabulary, omit or modify items ● Modify tests to reflect selected objectives ● Provide study guides ● Use authentic assessments with real-life problem solving ● Have student repeat directions to check for understanding	● Allow students to correct errors (looking for understanding) ● Teach key aspects of a topic- eliminate nonessential information using videos, illustrations, pictures and drawings to explain or clarify ● Allow products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc) to demonstrate student's learning ● Decreasing the amount of work presented or required ● Modifying tests to reflect selected objectives ● Provide study guides ● Reduce the number of answer choices on a multiple choice test ● Use computer word processing spell check and grammar check features ● Use true / false, matching or fill in the blank tests in lieu of essay tests	● Alternative formative and summative assessments ● Games and tournaments ● Group investigations ● Independent research and projects ● Interest groups ● Learning contracts ● Student and teacher designed leveled rubrics ● Literature circles ● Personal agendas ● Problem based or project based learning ● Tiered assignments/ activities

UNIT: Foundational Skills: Writing Language (Spelling)

Standard: L.WF.3.2	**Content Topic:** Demonstrate command of the conventions of encoding and spelling

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.WF.3.2.A	Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families)
L.WR.3.2.B	Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words
L.WR.3.2.C	Identify language of word origin, as noted in dictionaries
L.WR.3.2.D	Spell singular and plural possessives (teacher's; teachers')
L.WR.3.2.E	Change y to i (cried) in words with suffixes, when required
L.WR.3.2.F..i.	Spell regular two- and three- syllable words that: Combine all basic syllable types: close, VCe, open, vowel team, vowel -r, Consonant-le
L.WR.3.2.F.ii.	Spell regular two- and three-syllable words that: Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix-tion
L.WR.3.2.G	Spell common words in English, including regular and irregular forms

Practices / Skills & Lesson / Learning Activities
Whole Group- ● Show word cards with examples of words containing less common graphemes (e.g., tough, caught, mold, kind, post, child). Discuss the pronunciation and spelling patterns of these words. Practice reading and spelling these words aloud together. ● Demonstrate how to use a digital or print dictionary or thesaurus to check the spellings of unknown words. Provide examples of words and guide students in looking up their spellings and meanings. Discuss any interesting information about word origins found in dictionaries. ● Use sentence strips with examples of singular and plural possessives (e.g., teacher's, teachers'). Discuss the rules for forming singular and plural possessives and practice spelling these words correctly.

- Show examples of words where y changes to i when adding suffixes (e.g., cry → cried, try → trying). Discuss the rule for when to change y to i and practice spelling words with suffixes that require this change.
- Provide word cards with examples of two- and three-syllable words that include various syllable types (e.g., close, VCe, open, vowel team, vowel -r, consonant-le). Discuss the characteristics of each syllable type and practice spelling these words correctly.

Independent Practice-

- **Word Sort:** Have students sort word cards into categories based on different spelling patterns or syllable types.
- **Create Your Own Word List:** Challenge students to create a list of words that follow specific spelling rules or patterns discussed in class.
- **Word Hunt:** Provide a text or passage and ask students to find examples of words with specific prefixes, suffixes, or irregular spellings.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Group discussions ● Writing prompts ● Teacher observations ● conferencing Summative- ● Vocab check / quizzes Alternative- ● Poster project	Running records Writing response benchmark	● Whiteboard and markers ● Chart paper and markers ● Word cards with examples of words containing less common graphemes (e.g., ough, augh; -old, -ind, -ost, -ild families) ● Digital or print dictionaries and thesauruses ● Sentence strips with words for possessives and y to i spelling changes ● Word cards with examples of two- and three-syllable words with different syllable types and common prefixes and suffixes ● Examples of irregularly spelled common words

UNIT: Foundational Skills: Writing Language (Sentence Composition [Grammar, Syntax, and Punctuation])

Standard: L.WF.3.3	**Content Topic:** Demonstrate command and use of the conventions of writing including those listed under grade two foundational skills.

Alpha Public School
ELA Curriculum Map

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.WF.3.3.A	Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns
L.WF.3.3.B	Capitalize appropriate words in titles
L.WF.3.3.C	Choose and maintain consistency of tense, writing nouns and verbs that agree in tense
L.WF.3.3.D	Use common regular and irregular plural forms, writing nouns and verbs that agree in number
L.WF.3.3.E	Use appropriate pronouns with clear referents
L.WF.3.3.F	Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately (e.g., commas and quotation marks in dialogue, and commas in addresses)
L.WF.3.3.G	Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so
L.WF.3.3.H.	Paraphrase a main idea or event in order to vary sentence structure and word use
L.WF.3.3.I	Organize ideas into paragraphs with main ideas and supporting details

Practices / Skills & Lesson / Learning Activities
Utilize a graphic organizer such as the hamburger for paragraphing skills Whole Group- ● Begin with a brief review of punctuation marks (periods, question marks, exclamation points, commas, apostrophes, quotation marks). Discuss their purposes and show examples on the whiteboard. ● **Review of Verbs and Nouns:** Recap what verbs and nouns are. Emphasize the difference between weak verbs/common nouns and strong verbs/precise nouns using examples ● Provide students with sentences containing weak verbs and common nouns. Have them identify these and suggest stronger verbs and more precise nouns. Model this process with a few examples on the board. Example: The dog ran. Revision: The German Shepherd sprinted. ● Distribute sentence strips with sentences that have tense or number agreement errors. In pairs, students correct these errors, ensuring consistency in tense and agreement between subjects and verbs. ● Discuss pronouns and their referents. Provide sentences where pronouns may be ambiguous or incorrect. Have students identify the pronouns and clarify their referents. ● Introduce conjunctions (and, but, or, yet, so) and demonstrate how to use them to combine simple sentences into compound sentences. Provide practice sentences for students to combine on their own. ● Explain the structure of a paragraph with a main idea and supporting details. Discuss how to organize thoughts logically within a paragraph. Independent Practice ● Ask students to write a paragraph on a familiar topic, ensuring they include a clear main idea and supporting details. Encourage them to apply all learned conventions and skills.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Group discussions ● Writing prompts	Running records Writing response benchmark	● Whiteboard and markers ● Sentence strips with example sentences

● Teacher observations ● Conferencing ● IXL modules Summative- ● Vocab check / quizzes Alternative- ● Poster project		● Writing paper and pencils

UNIT: Foundational Skills: Writing Language (Sentence Composition [Grammar, Syntax, and Punctuation])

Standard: L.KL.3.1	**Content Topic:** Use knowledge of language and its conventions when writing, speaking, reading or listening

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases
L.KL.3.1.B	Choose words and phrases for effect
L.KL.3.1.C	Recognize and observe differences between the conventions of spoken and written English

Practices / Skills & Lesson / Learning Activities

Whole Group-
- Introduce 5-6 grade-appropriate vocabulary words (e.g., astonished, reluctant, illuminate, expand, temporary). Write each word on the whiteboard or chart paper. Discuss the meanings of each word, provide examples, and encourage students to ask questions to clarify understanding.
- Read aloud a short passage from a story or a poem. Discuss how the author uses specific words to create images, feelings, or emphasize certain ideas. Ask students to identify words that they think are powerful or interesting, and discuss why. Have students practice choosing descriptive words to replace simple words in sentences. For example, "big" could be replaced with "enormous" or "gigantic."
- Discuss with students the differences they notice between how they speak and how they write. Write a few examples of spoken language (e.g., "I ain't got no time") and ask students to transform them into correct written sentences ("I don't have any time"). Explain that while spoken language can be more casual, written language follows specific rules for clarity and correctness.

Independent Practice-
- Distribute index cards with sentences containing the vocabulary words learned earlier.
- Ask students to choose appropriate vocabulary words to complete or replace underlined words in the sentences.
- Circulate among students to provide assistance and feedback as they work.

Small Groups-
- Have students write short paragraphs using as many of the new vocabulary words as possible.
- Encourage students to read aloud their paragraphs, focusing on clarity and expression.
- Partner students to practice dialogue writing, emphasizing differences in language conventions between speaking and writing.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Group discussions ● Writing prompts ● Teacher observations ● Conferencing ● IXL modules Summative- ● Vocab check / quizzes ● Paragraphs ● IXL quizzes Alternative- ● Poster project	Running records Writing response benchmark	● Whiteboard and markers ● Chart paper and markers ● Age-appropriate books or passages ● Index cards with vocabulary words ● Worksheet with sentences for practice

UNIT: Foundational Skills: Writing Language (Sentence Composition [Grammar, Syntax, and Punctuation])

Standard: L.VL.3.2	**Content Topic:** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.Vl.3.2.A	Use sentence-level context as a clue to the meaning of a word or phrase
L.VL.3.2.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)
L.VL.3.2.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)
L.VL.3.2.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases

Practices / Skills & Lesson / Learning Activities
Whole Group- ● Explain that sometimes words are used in sentences in ways that give clues to their meanings. Show an example sentence from the reading passage on the board and underline a word with a multiple-meaning or unknown word. Discuss how other words in the sentence can help determine its meaning. ● Introduce the concept of affixes (prefixes and suffixes). Explain that affixes are added to the beginning (prefix) or end (suffix) of a word and can change its meaning. Show examples on index cards: agreeable/disagreeable,

comfortable/uncomfortable, etc. Discuss how adding a prefix changes the meaning of the base word.
- Explain that many words have roots, which are the main parts of words that give them their meaning. Show examples like company/companion and explain how knowing the root word can help understand other words with the same root.
- Introduce dictionaries as tools to find precise meanings of words. Show both print and digital versions. Demonstrate how to look up a word, read its definition, and use that information to understand its meaning in context.

Small Groups-
- Provide a short reading passage or story appropriate for grade 3 level. Choose a passage with a few challenging words.
- In pairs or small groups, have students read the passage and identify words they don't know.
- Encourage them to use the strategies discussed (context clues, affixes, root words, dictionaries) to determine the meanings of these words.

Independent Practice
- Assign students a short passage or article to read. Have them identify and define unfamiliar words using the strategies learned in class. They can write down the words and their meanings in a journal or on index cards to discuss in the next class.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Group discussions ● Writing prompts ● Teacher observations ● Conferencing ● IXL modules Summative- ● Vocab check / quizzes ● Paragraphs ● IXL quizzes Alternative- ● Poster project	Running records Writing response benchmark	● Whiteboard and markers ● Reading passage appropriate for grade 3 level (could be a short story or informational text) ● Student dictionaries (print or digital) ● Index cards with words using affixes and root words

UNIT: Foundational Skills: Writing Language (Sentence Composition[Grammar, Syntax, and Punctuation])

Standard: L.VI.3.3	**Content Topic:** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.VI.3.3.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)
L.VI.3.3.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)
L.VI.3.3.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty

	(e.g., knew, believed, suspected, heard, wondered)

Practices / Skills & Lesson / Learning Activities

Whole Group-
● Show examples of different types of figurative language such as similes ("as busy as a bee"), metaphors ("time is a thief"), idioms ("raining cats and dogs"), and personification ("the stars danced in the sky"). Use picture books or short texts to illustrate these examples.
● Present sentences or phrases that contain both literal and nonliteral meanings. For example:
  ● Literal: "She took steps to climb the ladder."
  ● Nonliteral: "He has a heart of gold." Discuss with students what each phrase means literally and what it means figuratively.
● Discuss how words are used in real life and the connections between words and their meanings. For example, discuss the words "friendly" and "helpful" and ask students to describe people they know who fit these descriptions.
● Introduce a set of related words that describe states of mind or degrees of certainty, such as "knew, believed, suspected, heard, wondered." Discuss the subtle differences in meaning among these words. Create a chart together with the students to show these shades of meaning.
● **Activity 1:** Give students a worksheet with sentences containing figurative language. Have them identify whether each sentence is literal or figurative and explain its meaning.
● **Activity 2:** Play a game where students match vocabulary cards with words like "knew, believed, suspected, heard, wondered" to their definitions or use them in sentences to demonstrate understanding of shades of meaning.

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Group discussions ● Writing prompts ● Teacher observations ● Conferencing ● IXL modules Summative- ● Vocab check / quizzes ● Paragraphs ● IXL quizzes Alternative- ● Poster project	Running records Writing response benchmark	Chart paper or whiteboard Markers Picture books or short texts with examples of figurative language (e.g., similes, metaphors) Worksheet with sentences containing literal and figurative language Vocabulary cards (optional)

Technology (NJSLS standard 8)	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
8.1.5.NI.2- Describe physical and digital security measures for protecting sensitive personal information 8.1.5.IC.2- Identify possible ways to improve the accessibility and usability	SS-6.1.5.GeoSV.1-Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information Science-***3-LS2-1-*** being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and

of computing technologies to address the diverse needs and wants of users 8.1.5.DA.1- collect, organize and display data in order to highlight relationships or support a claim 8.1.5.DA.3- Organize and present collected data visually to communicate insights gained from different views of the data 8.1.5.DA.5- propose cause and effect relationships, predict outcomes, or communicate ideas using data	vary dramatically in size (LS2.D)

Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
● Additional time for skill mastery ● Extended time on tests / quizzes ● Modified assignment / test format ● Modified test content ● Multi-sensory presentation ● Shortened assignments ● Exploration by interest ● Flexible grouping ● Goal setting with students ● Varied journal prompts ● Collaborating (general ed teacher / specialist) to modify vocabulary, omit or modify items ● Modify tests to reflect selected objectives ● Provide study guides ● Use authentic assessments with real-life problem solving ● Have student repeat directions to check for understanding	● Allow students to correct errors (looking for understanding) ● Teach key aspects of a topic- eliminate nonessential information using videos, illustrations, pictures and drawings to explain or clarify ● Allow products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc) to demonstrate student's learning ● Decreasing the amount of work presented or required ● Modifying tests to reflect selected objectives ● Provide study guides ● Reduce the number of answer choices on a multiple choice test ● Use computer word processing spell check and grammar check features ● Use true / false, matching or fill in the blank tests in lieu of essay tests	● Alternative formative and summative assessments ● Games and tournaments ● Group investigations ● Independent research and projects ● Interest groups ● Learning contracts ● Student and teacher designed leveled rubrics ● Literature circles ● Personal agendas ● Problem based or project based learning ● Tiered assignments/ activities

UNIT: READING DOMAIN

Standard	Disciplinary Core Ideas / Essential Statement / Objective
RL.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers
RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of informational text, referring explicitly to the textual evidence as the basis for the answers
RL.CI.3.2	Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures)
R1.CI.3.2	Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
RL.IT.3.3	Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text
RI.IT.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause / effect
RL.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections
RI.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
RL.PP.3.5	Distinguish their own point of view from that of the narrator or those of the characters
RI.PP.3.5	Distinguish their own point of view from that of the author of a text
RL.MF.3.6	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)
RI.MF.3.6	Use information gained from text features, (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)
RI.AA.3.7	Describe the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause / effect, first/ second/ third in a sequence) to support specific points the author makes in a text)
RL.CT.3.8	Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series)
RI.CT.3.8	Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

Practices / Skills & Lesson / Learning Activities
● Read grade-level text with purpose and understanding ● Determine the meaning of words and phrases as they are used in a text ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary

- Ask and answer questions about fiction and non-fiction that can be supported with evidence both written and oral, offering elaboration and detail
- Provide an explanation of how key details support the main idea
- Apply information gained from illustrations (e.g., maps, photographs) and the words in the text to understand informational text (e.g, where, when, why, and how key events occur)
- Describe the relationships between a series of historical events or scientific ideas or concepts, using language that pertains to cause / effect
- Use glossaries or beginning dictionaries both print and digital to determine or clarify the precise meaning of key words and phrases
- Recount key ideas and explain how they support the main idea in informational text
- Compare and contrast the most important points and key details presented in two text on the same topic
- Read increasingly complex texts, including informational, history / social studies. Science and technical texts at the high end of the grade 3-4 text complexity band independently and proficiently
- Use text features (e.g., maps, table of contents, captions) to locate information relevant to a given topic efficiently
- Retell stories including fables, folktales, and myths from diverse cultures
- Determine the theme, lesson or moral and demonstrate with text evidence
- Identify characters and their traits, feelings, and motivations
- Identify how characters' actions contribute to the sequence of events
- Use the meaning of words and phrases in the text and distinguish between literal and non-literal language
- Distinguish reader's point of view from that of the narrator or those of the characters
- Identify how specific text illustrations contribute to what is conveyed by words in a story

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Group discussions ● Writing prompts ● Teacher observations ● Conferencing ● Reading journals ● IXL modules Summative- ● Vocab check / quizzes ● Paragraphs ● IXL quizzes Alternative- ● Poster project	Running records Writing response benchmark	● Picture books or short texts with examples of figurative language (e.g., similes, metaphors) ● Worksheet with sentences containing literal and figurative language ● Vocabulary cards ● readwritethink.org ● Various novels ● Exemplar text

Technology (NJSLS standard 8)	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
8.1.5.NI.2- Describe physical and digital security measures for protecting sensitive personal information 8.1.5.IC.2- Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users	Science-***3-LS3-1-***Many characteristics of organisms are inherited from their parents (LS3.A) Science-***3-LS3-1-***Different organisms vary in how they look and function because they have different inherited information (LS3.B) SS-6.1.5.EconEM.2- The availability of human capital, physical capital, and / or natural resources has contributed to the specialization of trade and production

8.1.5.DA.1- collect, organize and display data in order to highlight relationships or support a claim 8.1.5.DA.3- Organize and present collected data visually to communicate insights gained from different views of the data 8.1.5.DA.5- propose cause and effect relationships, predict outcomes, or communicate ideas using data	

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
● Additional time for skill mastery ● Extended time on tests / quizzes ● Modified assignment / test format ● Modified test content ● Multi-sensory presentation ● Shortened assignments ● Exploration by interest ● Flexible grouping ● Goal setting with students ● Varied journal prompts ● Collaborating (general ed teacher / specialist) to modify vocabulary, omit or modify items ● Modify tests to reflect selected objectives ● Provide study guides ● Use authentic assessments with real-life problem solving ● Have student repeat directions to check for understanding	● Allow students to correct errors (looking for understanding) ● Teach key aspects of a topic- eliminate nonessential information using videos, illustrations, pictures and drawings to explain or clarify ● Allow products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc) to demonstrate student's learning ● Decreasing the amount of work presented or required ● Modifying tests to reflect selected objectives ● Provide study guides ● Reduce the number of answer choices on a multiple choice test ● Use computer word processing spell check and grammar check features ● Use true / false, matching or fill in the blank tests in lieu of essay tests	● Alternative formative and summative assessments ● Games and tournaments ● Group investigations ● Independent research and projects ● Interest groups ● Learning contracts ● Student and teacher designed leveled rubrics ● Literature circles ● Personal agendas ● Problem based or project based learning ● Tiered assignments/ activities

UNIT: WRITING DOMAIN

Standard: W.AW.3.1	**Content Topic:** Write opinion pieces to present an idea with reasons or information

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.AW.3.1.A	Introduce an opinion clearly.
W.AW.3.1.B	Support the opinion with facts, definitions, reasons, text evidence, or other information and examples related to the topic.
W.AW.3.1.C	Link ideas within seconds of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons
W.AW.3.1.D	Provide a conclusion related to the opinion presented

Practices / Skills & Lesson / Learning Activities
● Produce an organized piece of writing that introduces a topic or text ● With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose ● Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences ● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing ● Produce simple, compound, and complex sentences when writing ● Produce an organized piece of writing that states an opinion and reasons supporting the opinion ● Use text features (e.g., maps, table of contents, captions) to locate information relevant to a given topic efficiently ● Use linking words and phrases to develop a logical progression of ideas and thoughts (e.g, because, therefore, since, for example) to connect opinion and reasons

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Group discussions ● Writing prompts ● Teacher observations ● Conferencing ● Reading journals ● IXL modules	Running records Writing response benchmark	● Picture books or short texts with examples of figurative language (e.g., similes, metaphors) ● Worksheet with sentences containing literal and figurative language

Summative- ● Vocab check / quizzes ● Paragraphs Alternative- ● Poster project		● Vocabulary cards ● readwritethink.org ● Various novels ● Exemplar text

UNIT: WRITING DOMAIN

Standard: W.IW.3.2	**Content Topic:** Write informative / explanatory texts to examine a topic and convey ideas and information clearly

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.IW.3.2.A	Introduce a topic clearly
W.IW.3.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic
W.IW.3.2.C	Include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension
W.IW.3.3.D	Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore)
W.IW.3.3.E	Provide a conclusion related to the information or explanation presented.

Practices / Skills & Lesson / Learning Activities
● Produce an organized piece of writing that introduces a topic or text ● With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose ● Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences ● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing ● Produce simple, compound, and complex sentences when writing ● Use text features (e.g., maps, table of contents, captions) to locate information relevant to a given topic efficiently ● Use linking words and phrases to develop a logical progression of ideas and thoughts (e.g, because, therefore, since, for example) to connect reasons

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Group discussions ● Writing prompts ● Teacher observations ● Conferencing	Running records Writing response benchmark	● Picture books or short texts with examples of figurative language (e.g., similes, metaphors) ● Worksheet with sentences

● Reading journals Summative- ● Vocab check / quizzes ● Paragraphs Alternative- ● Poster project		containing literal and figurative language ● Vocabulary cards ● readwritethink.org ● Various novels ● Exemplar text

UNIT: WRITING DOMAIN

Standard: W.NW.3.3	**Content Topic:** Write narratives to develop real or imagined experiences or events with basic story elements.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.NW.3.3.A	Orient the reader by establishing a situation and introducing the narrator and / or characters; clearly organize an event sequence.
W.NW.3.3.B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations
W.NW.3.3.C	Use transitional words and phrases to manage the sequence of events
W.NW.3.3.D	Use concrete words and phrases and sensory details to convey experience and events
W.NW.3.3.E	Provide a conclusion or sense of closure related to the narrated experience or events

Practices / Skills & Lesson / Learning Activities
● Produce an organized piece of writing that introduces a topic ● With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose ● Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences ● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing ● Produce simple, compound, and complex sentences when writing ● Produce a written narrative with an organized sequence of events ● Provide closure to a writing piece with a strong conclusion ● Establish a situation with a narrator and / or characters within a piece of writing ● Organize an event sequence that unfolds naturally in narrative writing ● In a narrative piece, apply dialogue and descriptions of actions, thoughts, and feelings to show the response of characters to situations

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative-	Running records	● Picture books or short texts

● Group discussions ● Writing prompts ● Teacher observations ● Conferencing ● Reading journals Summative- ● Vocab check / quizzes ● Paragraphs ● Narrative writing pieces Alternative- ● Poster project ● Book reports	Writing response benchmark	with examples of figurative language (e.g., similes, metaphors) ● Worksheet with sentences containing literal and figurative language ● Vocabulary cards ● readwritethink.org ● Various novels ● Exemplar text

UNIT: WRITING DOMAIN

Standard: W.WP.3.4	**Content Topic:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.WP.3.4.A	identify audience, purpose, and intended length of composition before writing
W.WP.3.4.B	Consider writing as a process, including self- evaluation, revision, and editing
W.WP.3.4.C	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and / or spell checker, find and correct errors and improve word choice

Practices / Skills & Lesson / Learning Activities
● With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose ● Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences ● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing ● Produce simple, compound, and complex sentences when writing ● Provide closure to a writing piece with a strong conclusion ● Establish a situation with a narrator and / or characters within a piece of writing ● Organize an event sequence that unfolds naturally in writing

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Group discussions ● Writing prompts ● Teacher observations	Running records Writing response benchmark	● Picture books or short texts with examples of figurative language (e.g., similes, metaphors)

● Conferencing ● Reading journals Summative- ● Vocab check / quizzes ● Paragraphs Alternative- ● Poster project		● Worksheet with sentences containing literal and figurative language ● Vocabulary cards ● readwritethink.org ● Various novels ● Exemplar text

UNIT: WRITING DOMAIN

Standard	Disciplinary Core Ideas / Essential Statement / Objective
W.WR.3.5	Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
W.SE.3.6	Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include when planning to write about a topic
W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely

Practices / Skills & Lesson / Learning Activities
● Produce an organized piece of writing that introduces a topic ● With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose ● Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences ● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing ● Produce simple, compound, and complex sentences when writing ● Provide closure to a writing piece with a strong conclusion ● With guidance and support, write a piece demonstrating development and organization appropriate to task and purpose ● Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline specific tasks, purposes and audiences ● Use facts, definitions, and details to help develop a topic within a piece of writing ● Use linking words and phrases to develop a logical progression of ideas and thoughts (e.g., because, therefore, since, for example) to connect reasons

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Group discussions ● Writing prompts	Running records Writing response benchmark	● Picture books or short texts with examples of figurative language (e.g., similes,

● Teacher observations ● Conferencing ● Reading journals Summative- ● Vocab check / quizzes ● Paragraphs Alternative- ● Poster project		metaphors) ● Worksheet with sentences containing literal and figurative language ● Vocabulary cards ● readwritethink.org ● Various novels ● Exemplar text

Technology (NJSLS standard 8)	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
8.1.5.NI.2- Describe physical and digital security measures for protecting sensitive personal information 8.1.5.IC.2- Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users 8.1.5.DA.1- collect, organize and display data in order to highlight relationships or support a claim 8.1.5.DA.3- Organize and present collected data visually to communicate insights gained from different views of the data 8.1.5.DA.5- propose cause and effect relationships, predict outcomes, or communicate ideas using data	Science-***3-LS3-1-***Many characteristics of organisms are inherited from their parents (LS3.A) Science-***3-LS3-1-***Different organisms vary in how they look and function because they have different inherited information (LS3.B) SS-6.1.5.EconEM.2- The availability of human capital, physical capital, and / or natural resources has contributed to the specialization of trade and production

Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
● Additional time for skill mastery ● Extended time on tests / quizzes ● Modified assignment / test format ● Modified test content ● Multi-sensory presentation ● Shortened assignments ● Exploration by interest ● Flexible grouping ● Goal setting with students ● Varied journal prompts ● Collaborating (general ed teacher / specialist) to modify vocabulary, omit or modify items ● Modify tests to reflect	● Allow students to correct errors (looking for understanding) ● Teach key aspects of a topic- eliminate nonessential information using videos, illustrations, pictures and drawings to explain or clarify ● Allow products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc) to demonstrate student's learning ● Decreasing the amount of work presented or required	● Alternative formative and summative assessments ● Games and tournaments ● Group investigations ● Independent research and projects ● Interest groups ● Learning contracts ● Student and teacher designed leveled rubrics ● Literature circles ● Personal agendas ● Problem based or project based learning ● Tiered assignments/ activities

selected objectives ● Provide study guides ● Use authentic assessments with real-life problem solving ● Have student repeat directions to check for understanding	● Modifying tests to reflect selected objectives ● Provide study guides ● Reduce the number of answer choices on a multiple choice test ● Use computer word processing spell check and grammar check features ● Use true / false, matching or fill in the blank tests in lieu of essay tests	

UNIT: SPEAKING AND LISTENING DOMAIN

Standard	Disciplinary Core Ideas / Essential Statement / Objective
SL.PE.3.1.A.	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. Explicitly draw on previously read text or material and other information known about a topic to explore ideas under discussion.
SL.PE.3.1.B	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. Follow agreed-upon norms for discussions (e.g, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
SL.PE.3.1.C	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. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
SL.PE.3.1.D	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. Explain their own ideas and understanding in light of the discussion
SL.II.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail
SL.PI.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace
SL.UM.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details
SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested

	detail or clarification

Practices / Skills & Lesson / Learning Activities
● Come to class prepared, having read and studied required material ● Follow rules for discussion (i.e. speaking one at a time about the topic or text under discussion, listening to others with care) ● Ask appropriate questions to clarify understanding of information ● Stay on topic, and link comments to remarks of others ● Explain their own ideas and understanding in light of the discussion ● Use appropriate facts and descriptive details when reporting on a topic or text, telling a story, or recounting an experience ● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification ● Ask and answer questions about information from a speaker, offering appropriate elaboration and detail

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Group discussions ● Writing prompts ● Teacher observations ● Conferencing ● Reading journals Summative- ● Vocab check / quizzes ● Paragraphs Alternative- ● Poster project	Running records Writing response benchmark	● Picture books or short texts with examples of figurative language (e.g., similes, metaphors) ● Worksheet with sentences containing literal and figurative language ● Vocabulary cards ● readwritethink.org ● Various novels ● Exemplar text

Technology (NJSLS standard 8)	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
8.1.5.NI.2- Describe physical and digital security measures for protecting sensitive personal information 8.1.5.IC.2- Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users 8.1.5.DA.1- collect, organize and display data in order to highlight relationships or support a claim 8.1.5.DA.3- Organize and present collected data visually to communicate insights gained from different views of the data	Science-***3-LS3-1-***Many characteristics of organisms are inherited from their parents (LS3.A) Science-***3-LS3-1-***Different organisms vary in how they look and function because they have different inherited information (LS3.B) SS-6.1.5.EconEM.2- The availability of human capital, physical capital, and / or natural resources has contributed to the specialization of trade and production

8.1.5.DA.5- propose cause and effect relationships, predict outcomes, or communicate ideas using data	

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
● Additional time for skill mastery ● Extended time on tests / quizzes ● Modified assignment / test format ● Modified test content ● Multi-sensory presentation ● Shortened assignments ● Exploration by interest ● Flexible grouping ● Goal setting with students ● Varied journal prompts ● Collaborating (general ed teacher / specialist) to modify vocabulary, omit or modify items ● Modify tests to reflect selected objectives ● Provide study guides ● Use authentic assessments with real-life problem solving ● Have student repeat directions to check for understanding	● Allow students to correct errors (looking for understanding) ● Teach key aspects of a topic- eliminate nonessential information using videos, illustrations, pictures and drawings to explain or clarify ● Allow products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc) to demonstrate student's learning ● Decreasing the amount of work presented or required ● Modifying tests to reflect selected objectives ● Provide study guides ● Reduce the number of answer choices on a multiple choice test ● Use computer word processing spell check and grammar check features ● Use true / false, matching or fill in the blank tests in lieu of essay tests	● Alternative formative and summative assessments ● Games and tournaments ● Group investigations ● Independent research and projects ● Interest groups ● Learning contracts ● Student and teacher designed leveled rubrics ● Literature circles ● Personal agendas ● Problem based or project based learning ● Tiered assignments/ activities

For all ELA units:

21st Century Education (NJSLS Standard 9)	Career Education
<u>THEMES:</u> Global Awareness Civic Literacy Environmental Literacy Communication Collaboration Media Literacy <u>SKILLS:</u> CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and	-Arts, A/V Technology & Communication -Government and Public Administration -Education and Training

effectively with reason CRP6. Demonstrate creativity and innovation CRP7. Employ valid and reliable research strategies CRP11. Use technology to enhance productivity CRP12. Work productively in teams while using cultural global competence	