# **BELVIDERE CLUSTER CURRICULUM MAP**

# SUBJECT: English Language Arts

## **GRADE: 3**

PACING>	UNIT #1 6 Weeks	UNIT #2 6 Weeks	UNIT #3 8 Weeks
OBJECTIVES	<ul> <li>(September)</li> <li>Building a Community of Readers and Writers</li> <li>Read grade level text with purpose and understanding.</li> <li>Use context to confirm or self-correct word recognition, rereading as necessary.</li> <li>Come to discussion prepared, having read and studied required material.</li> <li>Follow rules for discussion (i.e. speaking one at a time about the topic and text under discussion, listening to others with care)</li> <li>Ask appropriate questions to clarify understanding of information.</li> <li>Stay on topic, and link comments to remarks of others.</li> <li>Explain their own ideas and understanding in light of the discussion.</li> <li>Use appropriate facts and descriptive details when reporting on a topic or text, telling a story, or recounting an experience.</li> <li>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>Explain the function of nouns in general and their functions in particular sentences.</li> <li>Produce an organized piece of writing</li> </ul>	<ul> <li>(October)</li> <li>Comprehension Strategies/Fiction</li> <li>Read grade-level text with purpose and understanding.</li> <li>Determine the meaning of words and phrases as they are used in a text.</li> <li>Refer to parts of stories when writing or speaking about a text.</li> <li>Decode multisyllable words.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>Provide closure to a writing piece with a strong concluding statement or section.</li> <li>With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose.</li> <li>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>Recognize and observe differences between the conventions of spoken and written standard English.</li> <li>Establish a situation and introduce a narrator and/or characters within a piece of writing.</li> <li>Organize an event sequence that unfolds naturally in narrative writing.</li> <li>In a narrative piece, apply dialogue and descriptions of actions, thoughts, and feelings to show the response of characters to situations.</li> <li>Produce simple, compound, and complex sentences when writing or speaking.</li> <li>Write routinely over shorter time frames (a</li> </ul>	<ul> <li>(December)</li> <li>Information in Nonfiction Text</li> <li>Ask and answer questions about fiction and non-fiction that can be supported with evidence both written and oral, offering elaboration and detail.</li> <li>Provide an explanation of how key details support the main idea.</li> <li>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).</li> <li>Read grade-level text with purpose and understanding.</li> <li>With guidance and support, write a piece demonstrating development and organization appropriate to task and purpose.</li> <li>Describe the relationship between a series of historical events or scientific ideas or concepts, using language that pertains to cause/effect.</li> <li>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> <li>Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Determine the main idea in informational grade 3 text.</li> <li>Recount key details and explain how they support the main idea in an informational Grade 3 text.</li> </ul>

	<ul> <li>With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose.</li> <li>Write routinely over shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.</li> <li>Produce a written narrative with an organized sequence of events.</li> </ul>	of discipline-specific tasks, purposes, and audiences. Describe the functions of verbs in general and their functions in particular sentences. Form and use simple verb tenses (e.g., I walked; I walk; I will walk)	<ul> <li>Determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> <li>Compare and contrast the most important points and key details presented in two texts on the same topic.</li> <li>Read increasingly complex texts, including informational, history/social studies, science, and technical texts, at the high end of the grades 3–4 text complexity band independently and proficiently.</li> <li>Use facts, definitions, and details to help develop a topic within a piece of writing.</li> <li>Consult references as needed when spelling Grade 3 words.</li> <li>Describe the relationship of steps in technical procedures in a text, using language that indicates time and sequence.</li> <li>Produce an organized piece of writing that states an opinion and provides reasons supporting the opinion.</li> <li>Use text features (e.g., maps, table of contents, captions) to locate information relevant to a given topic efficiently.</li> <li>Use linking words and phrases to develop a logical progression of ideas and thoughts (eg. because, therefore, since, for example) to connect opinion and reasons.</li> </ul>
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	<ul> <li>How can we work together as a class and individually to become better writers?</li> <li>How can we work together as a class, in small groups, and individually to become better readers?</li> <li>How do good writers convey their message?</li> <li>How do I as a reader in a community make informed decisions about reading?</li> <li>How does process shape the writer's product?</li> <li>Why are before, during, and after reading strategies important?</li> <li>Writing serves many purposes including entertaining, informing, and persuading.</li> </ul>	<ul> <li>How do readers apply reading strategies to improve comprehension?</li> <li>How do readers apply word structure and vocabulary skills to comprehend literature selections?</li> <li>How does reading accurately and fluently impact comprehension?</li> <li>How do writers use personal experiences to express and write stories?</li> <li>How does structure in writing aid in engaging a reader?</li> <li>The use of a variety of comprehension strategies enhances the reader's understanding of text and promotes accuracy and fluency.</li> </ul>	<ul> <li>How do readers use informational text to find and share information?</li> <li>What characteristics make informational text unique?</li> <li>What strategies do effective readers use to understand informational text?</li> <li>How do you write to convey an opinion?</li> <li>How do you organize information to persuade a reader to accept an opinion?</li> <li>Informational text conveys information/facts about the natural and social world as well as history.</li> <li>Readers know how to focus their thinking around the important</li> </ul>

Reading is meaningful,	Fictional literature has identifiable     information in a text in order to
<ul> <li>Reading is meaningful, purposeful, and functional, and students must be engaged in a variety of texts.</li> </ul>	<ul> <li>Fictional literature has identifiable and common story elements (characters, setting, plot, problem/solution) to effectively tell a</li> <li>Fictional literature has identifiable understand the main idea.</li> <li>Writers know how to summarize the main idea of informational text</li> </ul>
Effective reading and writing communities work best with clearly communicated procedures and routines and respect of one another's ideas.	<ul> <li>complete story.</li> <li>Writers deliberately choose text structure to craft their personal narrative as small moments, using a variety of strategies to elaborate and enhance their work.</li> <li>supported with key details.</li> <li>To communicate and persuade others of an opinion, you must support with reasons.</li> </ul>

STANDARDS	Reading Literature (RL)	Reading (R)	Reading Informational Text (RI)
	NJSLSA.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. NJSLSA.RL.3.7	NJSLSA.R.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.	NJSLSA.RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	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).	NJSLSA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.	NJSLSA.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
	Reading Informational Text (RI) <u>NJSLSA.RI.3.1</u> <u>Ask and answer questions, and make</u> <u>relevant connections to demonstrate</u>	Reading Literature (RL) NJSLSA.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	NJSLSA.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
	<u>understanding of a text, referring</u> <u>explicitly to the text as the basis for</u> <u>the answers.</u> Reading Foundational Skills (RF)	NJSLSA.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza;	NJSLSA.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject
	NJSLSA.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	describe how each successive part builds on earlier sections. <u>NJSLSA.RL.3.10</u> <u>By the end of the year, read and</u>	area. NJSLSA.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate
	NJSLSA.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. NJSLSA.RF.3.4.C	comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.	information relevant to a given topic efficiently. NJSLSA.RI.3.6 Distinguish their own point of view from that
	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing (W)	<b>Reading Foundational Skills (RF)</b> NJSLSA.RF.3.3.B Decode words with common Latin suffixes.	of the author of a text. <u>NJSLSA.RI.3.7</u> <u>Use information gained from text features</u> (e.g., illustrations, maps, photographs)
	NJSLSA.W.10 Write routinely over extended time frames (time for research, reflection, and	NJSLSA.RF.3.3.C Decode multisyllable words.	and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
	revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	NJSLSA.RF.3.4.A Read on-level text with purpose and understanding.	NJSLSA.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a

NJSLSA.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. NJSLSA.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. NJSLSA.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. NJSLSA.W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a	NJSLSA.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>Writing (W)</b> NJSLSA.W.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. <b>NJSLSA.W.3.2.D</b> <b>Provide a conclusion</b> NJSLSA.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. NJSLSA.W.3.3.B	text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.NJSLSA.RI.3.9 Compare and contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.Reading Foundational Skills (RF)NJSLSA.RF.3.4.A Read on-level text with purpose and understanding.Writing (W)NJSLSA.W.4 Produce clear and coherent writing in which the development, organization, and style are
range of discipline-specific tasks,	Use dialogue and descriptions of actions,	appropriate to task, purpose, and audience.
purposes, and audiences. Speaking and Listening (SL)	thoughts, and feelings to develop experiences and events or show the response of characters to situations.	NJSLSA.W.3.1.B Provide reasons that support the opinion.
Speaking and Listening (SL)		
NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	NJSLSA.W.3.3.C Use temporal words and phrases to signal event order. NJSLSA.W.3.3.D Provide a sense of closure.	NJSLSA.W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. <u>NJSLSA.W.3.1.D</u> <u>Provide a conclusion</u>
NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	NJSLSA.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	NJSLSA.W.3.2.B Develop the topic with facts, definitions, and details.
NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are	NJSLSA.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	NJSLSA.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

appropriate to task, purpose, and	Language (L)	NJSLSA.W.3.10
audience.		Write routinely over extended time
	NJSLSA.L.4	frames (time for research, reflection,
NJSLSA.SL6	Determine or clarify the meaning of unknown	metacognition/self-correction and
Adapt speech to a variety of contexts and	and multiple-meaning words and phrases by	revision) and shorter time frames (a
communicative tasks, demonstrating	using context clues, analyzing meaningful	single sitting or a day or two) for a range
command of formal English when	word parts, and consulting general and	of discipline-specific tasks, purposes, and
indicated or appropriate.	specialized reference materials, as	audiences.
	appropriate.	
NJSLSA.SL.3.1.A		Language (L)
Explicitly draw on previously read text	NJSLSA.L.3.1.A	
or material and other information	Explain the function of nouns, pronouns,	NJSLSA.L.3.1.F
known about the topic to explore	verbs, adjectives, and adverbs in general and	Ensure subject-verb and pronoun-antecedent
ideas under discussion.	their functions in particular sentences.	agreement.
NJSLSA.SL.3.1.B	NJSLSA.L.3.1.B	NJSLSA.L.3.1.H
Follow agreed-upon norms for	Form and use regular and irregular plural	Use coordinating and subordinating
discussions (e.g., gaining the floor in	nouns.	conjunctions.
respectful ways, listening to others		
with care, speaking one at a time	NJSLSA.L.3.1.D	NJSLSA.L.3.2.B
about the topics and texts under	Form and use regular and irregular verbs.	Use commas in addresses.
discussion).		
	NJSLSA.L.3.1.E	NJSLSA.L.3.2.G
NJSLSA.SL.3.1.C	Form and use the simple (e.g., I walked; I	Consult reference materials, including
Ask questions to check understanding of	walk; I will walk) verb tenses.	beginning dictionaries, as needed to check and
information presented, stay on topic, and		correct spellings.
link their comments to the remarks of	NJSLSA.L.3.1f.FEnsure subject-verb and	
others.	pronoun-antecedent agreement.	NJSLSA.L.3.3.A
		Choose words and phrases for effect.
NJSLSA.SL.3.1.D	NJSLSA.L.3.1.I	
Explain their own ideas and	Produce simple, compound, and complex	NJSLSA.L.3.4
understanding in light of the discussion.	sentences.	Determine or clarify the meaning of unknown
		and multiple-meaning word and phrases based
NJSLSA.SL.3.3	NJSLSA.L.3.2.C	on grade 3 reading and content, choosing
Ask and answer questions about	Use commas and quotation marks in dialogue.	flexibly from a range of strategies.
information from a speaker, offering		
appropriate elaboration and detail.	NJSLSA.L.3.2.D	NJSLSA.L.3.4.D
	Form and use possessives.	Use glossaries or beginning dictionaries, both
NJSLSA.SL.3.6		print and digital, to determine or clarify the
Speak in complete sentences when	NJSLSA.L.3.3.B	precise meaning of key words and phrases.
appropriate to task and situation in order	Recognize and observe differences between	
to provide requested detail or	the conventions of spoken and written	NJSLSA.L.3.6
clarification.	standard English.	Acquire and use accurately grade-appropriate
		conversational, general academic, and
Language (L)	NJSLSA.L.3.4	domain-specific words and phrases, including
	Determine or clarify the meaning of unknown	those that signal spatial and temporal
NJSLSA.L.3	and multiple-meaning word and phrases based	

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. NJSLSA.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. NJSLSA.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.L.3.2.A Capitalize appropriate words in titles. NJSLSA.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). NJSLSA.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. NJSLSA.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. NJSLSA.L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	on grade 3 reading and content, choosing flexibly from a range of strategies. NJSLSA.L.3.4.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). NJSLSA.L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	relationships (e.g., After dinner that night we went looking for them).

	NJSLSA.L.3.5		1
	Demonstrate understanding of word		
	relationships and nuances in word		
	meanings.		
	NJSLSA.L.3.5.B		
	Identify real-life connections between		
	words and their use (e.g., describe people		
	who are friendly or helpful).		
INSTRUCTIONAL	Whole Group	Whole Group	Whole Group
PROCEDURES	Morning Meeting	Shared Reading	Shared Reading
	Class Discussions Anchor Charts	Anchor Charts	Anchor Charts Mentor Texts & Read Alouds
	Mentor Texts & Read Alouds	Mentor Texts & Read Alouds Reading Comprehension	Reading Comprehension
	Reading Comprehension	Narrative Writing Prompts	Writing Prompts
	Writing Prompts	Pen Pal Writing	Pen Pal Writing
	Shared Reading		Text Features
	Pen Pal Writing	Individual	
		Independent Practice	Individual
	Individual	Independent Reading	Independent Practice
	Independent Practice	Independent Writing	Independent Reading
	Independent Reading		Independent Writing
	Independent Writing	Small Groups	
		Mini Lessons	Small Groups
	Small Groups	Reading Comprehension	Mini Lessons
	Mini Lessons	Writing Prompts	Reading Comprehension
	Reading Comprehension	Centers	Writing Prompts
	Writing Prompts	Guided Reading	Centers
	Centers		Guided Reading
	Guided Reading		
INSTRUCTIONAL	<u>Materials</u>	<u>Materials</u>	<u>Materials</u>
AND			
SUPPLEMENTAL	Belvidere Fundations Phanics	Belvidere	Belvidere
MATERIALS/	Fundations Phonics	Fundations Phonics	Fundations Phonics
LEVELED TEXTS	Quill Grammar Frontier Writing	Quill Grammar	Quill Grammar Frontier Writing
LEVELEDIEXIS	Journeys Reading Series & Tradebooks	Frontier Writing Journeys Reading Series & Tradebooks	Journeys Reading Series & Tradebooks
	http://www.readwritethink.org/	http://www.readwritethink.org/	http://www.readwritethink.org/
	http://www.reduwritethink.org/	ncp.//www.reduwritetriffK.org/	nicp.//www.reduwritechilik.org/
	White Twp	White Twp	White Twp
	Being a Writer	Being A Writer	Being A Writer
	Making Meaning	Making Meaning	Making Meaning
	Zaner-Bloser Spelling	Zaner-Bloser Spelling	Zaner-Bloser Spelling
	Exemplar Texts	Exemplar Texts	Exemplar Texts
	Trade Books	Trade Books	Trade Books

	https://www.scholastic.com/teachers/less ons-and-ideas/	https://www.scholastic.com/teachers/lessons- and-ideas/	https://www.scholastic.com/teachers/lessons- and-ideas/
	Hope	Hope	Hope
	Reading Streets	Reading Streets	Reading Streets
	Leveled Texts	Leveled Texts	Leveled Texts
	Various Novels chosen by Teacher	Various Novels Chosen By Teacher	Various Novels Chosen By Teacher
ASSESSMENTS	Formative	Formative	Formative
	Group Discussions	Group Discussions	Group Discussions
	Writing Prompts Teacher Observations	Writing Prompts Teacher Observations	Writing Prompts Teacher Observations
	Comprehension Checks	Comprehension Checks	Comprehension Checks
	Conferencing	Conferencing	Conferencing
	Summative	Summative	Summative
	Spelling Test	Spelling Tests	Spelling Tests
	Vocabulary Tests	Vocabulary Tests	Vocabulary Tests
	vocabalary reses	Reading Assessment	Reading Assessments
	<u>Benchmark</u>	Narrative Writing Pieces	Writing Pieces
	DRA		Letter Writing
	Dibels	Benchmark	5
	BAS		<u>Benchmark</u>
	MAPP Testing		
	Writing Response Benchmark	Alternative	Alternative
	NWEA MAP Testing	Book Reports	Poster Projects
		Poster Projects	Google Slides
	Alternative	Google Slides	Book Reports
	Poster Project	We videos	We videos
ACCOMMODATIONS	Special Education	Special Education	Special Education
	<ul> <li>Additional time for skill mastery</li> </ul>	<ul> <li>Additional time for skill mastery</li> </ul>	<ul> <li>Additional time for skill mastery</li> </ul>
	<ul> <li>Extended time on tests/ quizzes</li> </ul>	<ul> <li>Extended time on tests/ quizzes</li> </ul>	<ul> <li>Extended time on tests/ quizzes</li> </ul>
	<ul> <li>Modified assignment/test format</li> </ul>	<ul> <li>Modified assignment/test format</li> </ul>	<ul> <li>Modified assignment/test format</li> </ul>
	<ul> <li>Modified test content</li> </ul>	<ul> <li>Modified test content</li> </ul>	<ul> <li>Modified test content</li> </ul>
	- Multi-sensory presentation	- Multi-sensory presentation	- Multi-sensory presentation
	<ul> <li>Shortened assignments</li> <li>Evolution by interest</li> </ul>	<ul> <li>Shortened assignments</li> <li>Exploration by interest</li> </ul>	<ul> <li>Shortened assignments</li> <li>Exploration by interest</li> </ul>
	<ul> <li>Exploration by interest</li> <li>Flexible grouping</li> </ul>	<ul> <li>Exploration by interest</li> <li>Flexible grouping</li> </ul>	<ul> <li>Exploration by interest</li> <li>Flexible grouping</li> </ul>
	<ul> <li>Goal setting with students</li> </ul>	<ul> <li>Goal setting with students</li> </ul>	<ul> <li>Goal setting with students</li> </ul>
	<ul> <li>Varied journal prompts</li> </ul>	<ul> <li>Varied journal prompts</li> </ul>	<ul> <li>Varied journal prompts</li> </ul>
	ELL	ELL	ELL

<ul> <li>Allowing students to correct errors</li> </ul>	<ul> <li>Allowing students to correct errors (looking</li> </ul>	<ul> <li>Allowing students to correct errors (looking</li> </ul>
(looking for understanding)	for understanding)	for understanding)
<ul> <li>Teaching key aspects of a topic</li> </ul>	<ul> <li>Teaching key aspects of a topic Eliminate</li> </ul>	<ul> <li>Teaching key aspects of a topic Eliminate</li> </ul>
Eliminate nonessential information	nonessential information Using videos,	nonessential information Using videos,
Using videos, illustrations, pictures, and	illustrations, pictures, and drawings to	illustrations, pictures, and drawings to
drawings to explain or clarify	explain or clarify	explain or clarify
<ul> <li>allowing products (projects, timelines,</li> </ul>	<ul> <li>allowing products (projects, timelines,</li> </ul>	<ul> <li>allowing products (projects, timelines,</li> </ul>
demonstrations, models, drawings,	demonstrations, models, drawings,	demonstrations, models, drawings,
dioramas, poster boards, charts,	dioramas, poster boards, charts, graphs,	dioramas, poster boards, charts, graphs,
graphs, slideshows, videos, etc.) to	slideshows, videos, etc.) to demonstrate	slideshows, videos, etc.) to demonstrate
demonstrate student's learning	student's learning	student's learning
<ul> <li>Allowing the use of note cards or</li> </ul>	<ul> <li>Allowing the use of note cards or open-book</li> </ul>	- Allowing the use of note cards or open-book
open-book during testing	during testing	during testing
<ul> <li>Modifying tests to reflect selected</li> </ul>	<ul> <li>Modifying tests to reflect selected objectives</li> </ul>	- Modifying tests to reflect selected objectives
objectives	- Providing study guides	<ul> <li>Providing study guides</li> </ul>
<ul> <li>Providing study guides</li> </ul>	<ul> <li>Reducing or omitting lengthy outside</li> </ul>	<ul> <li>Reducing or omitting lengthy outside</li> </ul>
<ul> <li>Reducing or omitting lengthy outside</li> </ul>	reading assignments	reading assignments
reading assignments	<ul> <li>Reducing the number of answer choices on</li> </ul>	<ul> <li>Reducing the number of answer choices on</li> </ul>
<ul> <li>Reducing the number of answer choices</li> </ul>	a multiple choice test	a multiple choice test
on a multiple choice test	- Using computer word processing spell check	<ul> <li>Using computer word processing spell check</li> </ul>
<ul> <li>Using computer word processing spell</li> </ul>	and grammar check features	and grammar check features
check and grammar check features		
	At Risk	At Risk
At Risk	<ul> <li>Allowing students to correct errors (looking</li> </ul>	<ul> <li>Allowing students to correct errors (looking</li> </ul>
<ul> <li>Allowing students to correct errors</li> </ul>	for understanding)	for understanding)
(looking for understanding)	<ul> <li>Collaborating (general education teacher</li> </ul>	<ul> <li>Collaborating (general education teacher</li> </ul>
<ul> <li>Collaborating (general education</li> </ul>	and specialist) to modify vocabulary, omit or	and specialist) to modify vocabulary, omit or
teacher and specialist) to modify	modify items to reflect objectives for the	modify items to reflect objectives for the
vocabulary, omit or modify items to	student, eliminate sections of the test, and	student, eliminate sections of the test, and
reflect objectives for the student,	determine how the grade will be determined	determine how the grade will be determined
eliminate sections of the test, and	prior to giving the test	prior to giving the test
determine how the grade will be	<ul> <li>Marking students' correct and acceptable</li> </ul>	<ul> <li>Marking students' correct and acceptable</li> </ul>
determined prior to giving the test	work, not the mistakes	work, not the mistakes
<ul> <li>Marking students' correct and</li> </ul>	<ul> <li>Using authentic assessments with real-life</li> </ul>	<ul> <li>Using authentic assessments with real-life</li> </ul>
acceptable work, not the mistakes	problem-solving	problem-solving
<ul> <li>Using authentic assessments with</li> </ul>	<ul> <li>Using true/false, matching, or fill in the</li> </ul>	<ul> <li>Using true/false, matching, or fill in the</li> </ul>
real-life problem-solving	blank tests in lieu of essay tests	blank tests in lieu of essay tests
<ul> <li>Using true/false, matching, or fill in the</li> </ul>	<ul> <li>using videos, illustrations, pictures, and</li> </ul>	- using videos, illustrations, pictures, and
blank tests in lieu of essay tests	drawings to explain or clarify	drawings to explain or clarify
<ul> <li>using videos, illustrations, pictures, and</li> </ul>	- Exploration by interest	<ul> <li>Exploration by interest</li> </ul>
drawings to explain or clarify	<ul> <li>Flexible grouping</li> </ul>	- Flexible grouping
<ul> <li>Exploration by interest</li> </ul>	- Goal setting with students	- Goal setting with students
<ul> <li>Flexible grouping</li> </ul>	- Varied journal prompts	- Varied journal prompts
- Goal setting with students		
- Varied journal prompts	Gifted and Talented	Gifted and Talented
	<ul> <li>Alternative formative and summative</li> </ul>	<ul> <li>Alternative formative and summative</li> </ul>
Gifted and Talented	assessments	assessments

	<ul> <li>Alternative formative and summative</li> </ul>	<ul> <li>Choice boards</li> </ul>	<ul> <li>Choice boards</li> </ul>
	assessments	<ul> <li>Independent research and projects Interest</li> </ul>	<ul> <li>Independent research and projects Interest</li> </ul>
	<ul> <li>Choice boards</li> </ul>	groups	groups
	<ul> <li>Independent research and projects</li> </ul>	<ul> <li>Multiple intelligence options</li> </ul>	<ul> <li>Multiple intelligence options</li> </ul>
	Interest groups	<ul> <li>Project-based learning</li> </ul>	<ul> <li>Project-based learning</li> </ul>
	<ul> <li>Multiple intelligence options</li> </ul>	- Problem-based learning	<ul> <li>Problem-based learning</li> </ul>
	- Project-based learning	<ul> <li>Tiered activities/assignments</li> </ul>	- Tiered activities/assignments
	- Problem-based learning	- Tiered products	- Tiered products
	- Tiered activities/assignments		
	- Tiered products	<u>504</u>	504
		<ul> <li>Additional time for skill mastery</li> </ul>	<ul> <li>Additional time for skill mastery</li> </ul>
	504	<ul> <li>Extended time on tests/ guizzes</li> </ul>	<ul> <li>Extended time on tests/ guizzes</li> </ul>
	– Additional time for skill mastery	<ul> <li>Modified assignment/test format</li> </ul>	<ul> <li>Modified assignment/test format</li> </ul>
	<ul> <li>Extended time on tests/ guizzes</li> </ul>	<ul> <li>Modified test content</li> </ul>	<ul> <li>Modified test content</li> </ul>
	<ul> <li>Modified assignment/test format</li> </ul>	<ul> <li>Multi-sensory presentation</li> <li>Shortened assignments</li> </ul>	<ul> <li>Multi-sensory presentation</li> <li>Chartened assignments</li> </ul>
	- Modified test content	- Shortened assignments	<ul> <li>Shortened assignments</li> </ul>
	– Multi-sensory presentation	<ul> <li>Exploration by interest</li> </ul>	<ul> <li>Exploration by interest</li> </ul>
	<ul> <li>Shortened assignments</li> </ul>	- Flexible grouping	- Flexible grouping
	<ul> <li>Exploration by interest</li> </ul>	<ul> <li>Goal setting with students</li> </ul>	<ul> <li>Goal setting with students</li> </ul>
	- Flexible grouping	<ul> <li>Varied journal prompts</li> </ul>	<ul> <li>Varied journal prompts</li> </ul>
	<ul> <li>Goal setting with students</li> </ul>		
	<ul> <li>Varied journal prompts</li> </ul>		
INTERDISCIPLINARY	Interdisciplinary Connections	Interdisciplinary Connections	Interdisciplinary Connections
CONNECTIONS	– English Language Arts	<ul> <li>English Language Arts</li> </ul>	<ul> <li>English Language Arts</li> </ul>
	<ul> <li>Science and Scientific Inquiry (Next</li> </ul>	<ul> <li>Science and Scientific Inquiry (Next</li> </ul>	<ul> <li>Science and Scientific Inquiry (Next</li> </ul>
21ST CENTURY	Generation)	Generation)	Generation)
	<ul> <li>Social Studies, including American</li> </ul>	<ul> <li>Social Studies, including American History,</li> </ul>	<ul> <li>Social Studies, including American History,</li> </ul>
SKILLS/THEMES	History, World History, Geography,	World History, Geography, Government and	World History, Geography, Government and
(P21.ORG)	Government and Civics, and Economics	Civics, and Economics	Civics, and Economics
	– Technology	– Technology	– Technology
TECHNOLOGY	<ul> <li>Visual and Performing Arts</li> </ul>	<ul> <li>Visual and Performing Arts</li> </ul>	<ul> <li>Visual and Performing Arts</li> </ul>
INTEGRATION	-		
INTEGRATION		21st Century Skills/ Themes	21st Century Skills/ Themes
	21st Century Skills/ Themes	- Global Awareness	– Global Awareness
CAREER EDUCATION	– Civic Literacy	- Civic Literacy	<ul> <li>Civic Literacy</li> </ul>
(NJDOE CTE	- Creativity and Innovation	- Health Literacy	– Health Literacy
•	– Critical Thinking	– Environmental Literacy	– Environmental Literacy
Clusters)	- Problem Solving	<ul> <li>Creativity and Innovation</li> </ul>	- Creativity and Innovation
	- Communication	- Critical Thinking	- Critical Thinking
	- Collaboration	- Problem Solving	- Problem Solving
	– Media Literacy	- Communication	- Communication
	– ICT (Information, Communication and	- Collaboration	- Collaboration
	Technology) Literacy	- Information Literacy	- Information Literacy
		– Media Literacy	– Media Literacy
	Technology Integration	– ICT (Information, Communication and	– ICT (Information, Communication and
	-Use of Ipads	Technology) Literacy	Technology) Literacy
	-Use of Google Classroom		realition of the real states of

	-Use of chromebooks	Technology Integration	Technology Integration
		-Use of Ipads	-Use of Ipads
	-Wevideo		
	-Podcasts	-Use of Google Classroom	-Use of Google Classroom
	-Smartboard	-Use of chromebooks	-Use of chromebooks
	-Kidsblog	-Wevideo	-Wevideo
	-Skyping	-Podcasts	-Podcasts
	-Quill	-Smartboard	-Smartboard
		-Kidsblog	-Kidsblog
	Career Education	-Skyping	-Skyping
	- None apply at this time	-Quill	-Quill
	······		
		Career Education	Career Education
		<ul> <li>Agriculture, Food &amp; Natural Resources</li> </ul>	<ul> <li>Agriculture, Food &amp; Natural Resources</li> </ul>
		- Architecture & Construction	- Architecture & Construction
		- Arts, A/V Technology & Communications	<ul> <li>Arts, A/V Technology &amp; Communications</li> </ul>
		<ul> <li>Business Management &amp; Administration</li> </ul>	- Business Management & Administration
		- Education & Training	- Education & Training
		- Finance	- Finance
		<ul> <li>Government &amp; Public Administration</li> </ul>	<ul> <li>Government &amp; Public Administration</li> </ul>
		- Health Science	- Health Science
		<ul> <li>Hospitality &amp; Tourism</li> </ul>	<ul> <li>Hospitality &amp; Tourism</li> </ul>
		– Human Services	– Human Services
		<ul> <li>Information Technology</li> </ul>	<ul> <li>Information Technology</li> </ul>
		<ul> <li>Law, Public Safety, Corrections &amp; Security</li> </ul>	<ul> <li>Law, Public Safety, Corrections &amp; Security</li> </ul>
		- Manufacturing	- Manufacturing
		– Marketing	– Marketing
		- Science, Technology, Engineering &	- Science, Technology, Engineering &
		Mathematics (STEM)	Mathematics (STEM)
		- Transportation, Distribution & Logistics	- Transportation, Distribution & Logistics
PACING>	UNIT #4	UNIT #5	UNIT #6
	6 Weeks	6 Weeks	6 Weeks
	(February)	(April)	(May)
<b>TOPIC/THEME AND</b>	Traditional Literature	Poetry	Informational, Research-based Project
OBJECTIVES	Retell stories including fables,	Interpret a poem and respond by quoting	Ask and answer questions about fiction and
	folktales, and myths from diverse	accurately, utilizing evidence to explain	non-fiction that can be supported with
	cultures.	what the poem is saying explicitly or	evidence both written and orally, offering
	Determine the theme, lesson, or	through inference.	elaboration and detail.
		Read and comprehend a variety of poetry	
	moral and demonstrate with text	demonstrating accuracy, fluency, and	Identify the main idea of a text and
	evidence.	expression during engagement.	recount key details.
	Identify characters and their traits,		• With guidance and support, write a piece
	feelings, and motivations.	Identify the theme of a poem utilizing the	demonstrating development and
		evidence offered by the speaker reflecting	- · ·
	Identify how characters' actions	on a topic.	organization appropriate to task and
	contribute to sequence of events.	<ul> <li>Demonstrate an understanding of the</li> </ul>	purpose.
	Use the meaning of words and	-	• Describe the relationship between a series
	phrases in the text and distinguish	central theme through a summarization of	of historical events or scientific ideas or

	<ul> <li>between literal and non-literal language.</li> <li>Distinguish reader's point of view from that of the narrator or those of the characters.</li> <li>Identify how specific text illustrations contribute to what is conveyed by words in a story.</li> </ul>	<ul> <li>the poem offered through discussion and/or written reading responses.</li> <li>Use context clues and grade appropriate Greek and Latin affixes and roots clues to determine the meaning of words or phrases (including figurative language: metaphors and similes) to aid in the comprehension of the text.</li> <li>Analyze poets' devices such as, but not limited to, rhyme, rhythm, repetition, line breaks, and stanzas to explain the overall structure of a poem.</li> <li>Analyze and describe how visual and multimedia elements contribute to the meaning, tone, or beauty of a poem.</li> <li>Compare and contrast poems on a similar topic or theme, with a similar style, etc.</li> <li>Demonstrate the ability to summarize a poem and the point a speaker makes using the support of reasoning/inferring and textual evidence.</li> </ul>	<ul> <li>concepts, using language that pertains to cause/effect.</li> <li>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> <li>Use facts, definitions, and details to help develop a topic within a piece of writing.</li> <li>Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Recount key details and explain how they support the main idea in an informational Grade 3 text.</li> <li>Determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> <li>Compare and contrast the most important points and key details presented in two texts on the same topic.</li> <li>Read increasingly complex texts, including informational, history/social studies, science, and technical texts, at the high end of the grades 3-4 text complexity band independently and proficiently.</li> <li>Use facts, definitions, and details to help develop a topic within a piece of writing.</li> <li>Use technology using keyboarding skills to produce and publish an informational writing (ei. posters, oral presentations, powerpoints)</li> <li>Produce a research informative piece that builds knowledge about a topic.</li> </ul>
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	<ul> <li>What are the origins of fables and folktales and how are they unique?</li> <li>What can fables, folktales, fantasy, and myths teach us and how can we apply it to real life?</li> </ul>	<ul> <li>How does poetry create mental/visual and sensory images that engage the reader in thinking beyond the literal/superficial?</li> <li>How do I make sense of and respond to a variety of poems?</li> </ul>	<ul> <li>Why do writers conduct research?</li> <li>How do writers use a research process to find and share information?</li> <li>How do readers compare, contrast, and synthesize information to summarize a topic?</li> </ul>

	<ul> <li>What story elements differ in realistic fiction versus fantasy?</li> <li>Folktales, fables, fantasy, and myths from different cultures have common themes which reflect the shared needs and desires of people around the world.</li> <li>Each genre contains common literary elements that tie them together (ie. folktales reflect oral traditions and cultures of the countries represented; fairy tales contain magic, fantasy, and royalty; fantasy contains elements of magic and unrealistic settings).</li> <li>Writers can convey morals and lessons through writing of traditional literature.</li> </ul>	<ul> <li>Poets use poetic devices such as rhyme, rhythm, repetition, line breaks, and figurative language to convey meaning.</li> <li>Poetry can be crafted in many different styles and has no set boundary.</li> </ul>	<ul> <li>Research writing is based on information gathered from sources other than the writer's own imagination or experience.</li> <li>Researchers use a variety of sources and strategies to gather and record information.</li> <li>Researchers organize notes to allow them to categorize information.</li> </ul>
STANDARDS	Reading (R) NJSLSA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative	Reading (R) NJSLSA.R.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. Reading Literature (RL) NJSLSA.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. NJSLSA.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. Reading Foundational Skills (RF)	Reading Informational Text (RI) <u>NJSLSA.RI.3.9</u> <u>Compare and contrast and reflect on</u> (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic. <u>NJSLSA.RI.3.10</u> By the end of the year, read and <u>comprehend literary nonfiction at grade</u> <u>level text-complexity or above, with</u> <u>scaffolding, as needed.</u> Writing (W) NJSLSA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

meanings, and analyze how specific word		NJSLSA.W.8
choices shape meaning or tone.	NJSLSA.RF.3.4	Gather relevant information from multiple
<b>J</b>	Read with sufficient accuracy and fluency to	print and digital sources, assess the credibility
NJSLSA.R.5	support comprehension.	and accuracy of each source, and integrate the
Analyze the structure of texts, including		information while avoiding plagiarism.
how specific sentences, paragraphs, and	NJSLSA.RF.3.4a	
larger portions of the text (e.g., a	Read on-level text with purpose and	NJSLSA.W.9
section, chapter, scene, or stanza) relate	understanding.	Draw evidence from literary or informational
to each other and the whole.		texts to support analysis, reflection, and
	NJSLSA.RF.3.4.B	research.
NJSLSA.R.6	Read on-level prose and poetry orally with	
Assess how point of view or purpose	accuracy, appropriate rate, and expression on	NJSLSA.W.3.2.A
shapes the content and style of a text.	successive readings.	Introduce a topic and group related
		information together; include text
NJSLSA.R.9	NJSLSA.RF.3.4.C	features (e.g., illustrations, diagrams,
Analyze how two or more texts address	Use context to confirm or self-correct word	captions) when useful to so support
similar themes or topics in order to build	recognition and understanding, rereading as	comprehension.
knowledge or to compare the approaches	necessary.	-
the authors take.		NJSLSA.W.3.2.C
	Writing (W)	Use linking words and phrases (e.g., also,
NJSLSA.R.10		another, and, more, but) to connect ideas
Read and comprehend complex literary	NJSLSA.W.10	within categories of information.
and informational texts independently	Write routinely over extended time frames	
and proficiently.	(time for research, reflection, and revision)	NJSLSA.W.3.6
	and shorter time frames (a single sitting or a	With guidance and support from adults,
Reading Literature (RL)	day or two) for a range of tasks, purposes,	use technology to produce and publish
	and audiences.	writing as well as to interact and
NJSLSA.RL.3.1		collaborate with others.
Ask and answer questions, and make	NJSLSA.W.3.10	
relevant connections to demonstrate	Write routinely over extended time	NJSLSA.W.3.7
understanding of a text, referring	frames (time for research, reflection,	Conduct short research projects that build
explicitly to the text as the basis for	metacognition/self-correction and	knowledge about a topic.
the answers.	revision) and shorter time frames (a	
	single sitting or a day or two) for a range	NJSLSA.W.3.8
NJSLSA.RL.3.2	of discipline-specific tasks, purposes, and	Recall information from experiences or gather
Recount stories, including fables,	audiences.	information from print and digital sources;
folktales, and myths from diverse		take brief notes on sources and sort evidence
cultures; determine the central	Speaking and Listening (SL)	into provided categories.
message/theme, lesson, or moral		
and explain how it is revealed	NJSLSA.SL6	NJSLSA.W.3.10
through key details in the text.	Adapt speech to a variety of contexts and	Write routinely over extended time
	communicative tasks, demonstrating	frames (time for research, reflection,
NJSLSA.RL.3.3	command of formal English when indicated or	metacognition/self-correction and
Describe characters in a story (e.g.,	appropriate.	revision) and shorter time frames (a
their traits, motivations, or feelings)		single sitting or a day or two) for a range
and explain how their actions	NJSLSA.SL.3.5	of discipline-specific tasks, purposes, and
contribute to the plot.		<u>audiences.</u>

	Use multimedia to demonstrate fluid	
NJSLSA.RL.3.4	reading at an understandable pace; add	Speaking and Listening (SL)
Determine the meaning of words and	visual displays when appropriate to	
phrases as they are used in a text,	emphasize or enhance certain facts or	NJSLSA.SL2
distinguishing literal from nonliteral	details.	Integrate and evaluate information presented
language.		in diverse media and formats, including
	Language (L)	visually, quantitatively, and orally.
NJSLSA.RL.3.5		
Refer to parts of stories, dramas, and	NJSLSA.L.5	NJSLSA.SL3
poems when writing or speaking about a	Demonstrate understanding of figurative	Evaluate a speaker's point of view, reasoning,
text, using terms such as chapter, scene,	language, word relationships, and nuances in	and use of evidence and rhetoric.
and stanza; describe how each successive	word meanings.	
part builds on earlier sections.		NJSLSA.SL4
	NJSLSA.L.3.1a	Present information, findings, and supporting
NJSLSA.RL.3.6	Explain the function of nouns, pronouns,	evidence such that listeners can follow the line
Distinguish their own point of view from	verbs, adjectives, and adverbs in general and	of reasoning and the organization,
that of the narrator or those of the	their functions in particular sentences.	development, and style are appropriate to
characters.		task, purpose, and audience.
	NJSLSA.L.3.2	
NJSLSA.RL.3.7	Demonstrate command of the conventions of	NJSLSA.SL.3.2
Explain how specific aspects of a text's	standard English capitalization, punctuation,	Determine the main ideas and supporting
illustrations contribute to what is	and spelling when writing.	details of a text read aloud or information
conveyed by the words in a story (e.g.,		presented in diverse media and formats,
create mood, emphasize aspects of a	NJSLSA.L.3.2.A	including visually, quantitatively, and orally.
character or setting).	Capitalize appropriate words in titles.	NJSLSA.SL.3.3
NIGLEA BL 2.0	NJSLSA.L.3.3.A	
NJSLSA.RL.3.9		Ask and answer questions about information from a speaker, offering appropriate
<u>Compare, contrast and reflect on</u> (e.g. practical knowledge,	Choose words and phrases for effect.	elaboration and detail.
historical/cultural context, and	NJSLSA.L.3.5	
background knowledge) the central	Demonstrate understanding of word	NJSLSA.SL.3.4
message/theme, lesson, and/or	relationships and nuances in word meanings.	Report on a topic or text, tell a story, or
moral, settings, and plots of stories	relationships and huances in word meanings.	recount an experience with appropriate facts
written by the same author about the		and relevant, descriptive details, speaking
same or similar characters (e.g., in		clearly at an understandable pace.
books from a series).		clearly at all understandable pace.
books from a series).		NJSLSA.SL.3.6
NJSLSA.RL.3.10		Speak in complete sentences when
By the end of the year, read and		appropriate to task and situation in order to
comprehend literature, including		provide requested detail or clarification.
stories, dramas, and poems at grade		provide requested detail of clarification.
level text-complexity or above, with		Language (L)
scaffolding as needed.		
scarrolanig as needed.		NJSLSA.L.1
Reading Foundational Skills (RF)		Demonstrate command of the conventions of
		standard English grammar and usage when
NJSLSA.RF.3.3.A		writing or speaking.
		witchig of speaking.

Identify and know the meaning of the most common prefixes and derivational suffixes. NJSLSA.RF.3.3.D Read grade-appropriate irregularly spelled words. Writing (W) NJSLSA.W.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. NJSLSA.W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. NJSLSA.W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening (SL) NJSLSA.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. NJSLSA.SL.3.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	NJSLSA.L.4 Determine of and multiple using contex- word parts, specialized r appropriate. NJSLSA.L.6 Acquire and academic an phrases suff speaking, ar career readi independent knowledge v term import expression. NJSLSA.L.3. Use abstract LA.3.CCSS.E Use a knowr meaning of root (e.g., c NJSLSA.L.3. Acquire and conversatior domain-spec those that si relationships went looking

or clarify the meaning of unknown le-meaning words and phrases by ext clues, analyzing meaningful , and consulting general and reference materials, as e.

nd use accurately a range of general and domain-specific words and ufficient for reading, writing, and listening at the college and diness level; demonstrate nce in gathering vocabulary when encountering an unknown rtant to comprehension or ۱.

### 3.1.C

ct nouns (e.g., childhood). S.ELA-Literacy.L.3.4c wn root word as a clue to the f an unknown word with the same company, companion).

## 3.6

nd use accurately grade-appropriate onal, general academic, and pecific words and phrases, including signal spatial and temporal ips (e.g., After dinner that night we ng for them).

NJSLSA.SL.3.1.D Explain their own ideas and understanding in light of the discussion. Language (L)	
NJSLSA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
NJSLSA.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	
NJSLSA.L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	
NJSLSA.L.3.2.A Capitalize appropriate words in titles.	
NJSLSA.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	
NJSLSA.L.3.3.A Choose words and phrases for effect.	
NJSLSA.L.3.4.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).	
NJSLSA.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.	

			1
	NJSLSA.L.3.5.A		
	Distinguish the literal and nonliteral		
	meanings of words and phrases in		
	context (e.g., take steps).		
	NJSLSA.L.3.5.B		
	Identify real-life connections between		
	words and their use (e.g., describe people		
	who are friendly or helpful).		
	who are menuly or helpful).		
	NJSLSA.L.3.5.C		
	Distinguish shades of meaning among		
	related words that describe states of		
	mind or degrees of certainty (e.g., knew,		
	believed, suspected, heard, wondered).		
INSTRUCTIONAL	Whole Group	Whole Group	Whole Group
	Readers' Theater	Shared Reading	Shared Reading
PROCEDURES		Mentor Texts and Read Alouds	Mentor Texts & Read alouds
	Reading Journal		
	Story Retelling	Reading Comprehension	Reading Comprehension
	Pen Pal Writing	Poetry Book	Anchor Charts
	Shared Reading	Figurative Language	Writing Prompts
	Anchor Charts	Anchor Charts	Technology Integration
	Mentor Texts & Read Alouds	Songs	Teacher Guided Note Taking
	Reading Comprehension	Readers' Theater	Synthesize and record on note cards
	Nonfiction Writing Pieces	Writing Prompts	Conferences
	Nonnecion writing Fleces	writing Frompts	
			Paraphrasing
	Individual	Individual	Think-Pair-Share
	Independent Reading	Independent Reading	Circle of Voices
	Independent Writing	Independent Writing	
	Independent Practice	Independent Practice	Individual
			Independent Reading
	Small Groups	Small Groups	Independent Writing
	Readers' Theater	Centers	Independent Practice
	Reader Journals	Reading Comprehension	
			Small Groups
	Centers	Writing Prompts	Small Groups
	Reading Comprehension	Guided Reading	Centers
	Writing Prompts	Reader Journals	Reading Comprehension
	Guided Reading		Writing Prompts
			Guided Reading
			Peer Editing
			Reader Journals
INSTRUCTIONAL	Materials	Materials	Materials
	Fraveriais	riaterialo	<u>Fraceriais</u>
AND	Belvidere	Bolvidoro	Polvidoro
SUPPLEMENTAL	Belvidere Evendetione Phoneice	Belvidere	Belvidere
	Fundations Phonics	Fundations Phonics	Fundations Phonics
MATERIALS/	Quill Grammar	Quill Grammar	Quill Grammar
LEVELED TEXTS	Frontier Writing	Frontier Writing	Frontier Writing

	Journeys Reading Series & Tradebooks	Journeys Reading Series & Tradebooks	Journeys Reading Series & Tradebooks
	sources a madebooks	source including belies a madebooks	
	White Twp	White Twp	White Twp
	Being a Writer	Being a Writer	Being a Writer
	Making Meaning	Making Meaning	Making Meaning
	Zaner-Bloser Spelling	Zaner-Bloser Spelling	Zaner-Bloser Spelling
	Exemplar Texts	Exemplar Texts	Exemplar Texts
	Trade Books	Trade Books	Trade Books
	http://www.readwritethink.org/	http://www.readwritethink.org/	Anchor Charts
	https://www.scholastic.com/teachers/less	https://www.scholastic.com/teachers/lessons-	Graphic Organizers
	ons-and-ideas/	and-ideas/	http://www.readwritethink.org/
			https://www.scholastic.com/teachers/lessons-
	Норе	Hope	and-ideas/
	Reading Streets	Reading Streets	
	Redding Streets	Redding Streets	Норе
	Leveled Texts	Leveled Texts	Reading Streets
	Various Novels chosen by Teacher	Various Novels chosen by Teacher	Reading Screets
	various novels chosen by reacher	Dictionaries, Thesauruses	Leveled Texts
		Dictionaries, mesauluses	Various Novels chosen by Teacher
			various novels chosen by reacher
ASSESSMENTS	Formative	Formative	Formative
ASSESSMENTS	Group Discussions	Group Discussions	Group Discussions
	Teacher Observation	Teacher Observations	Teacher Observations
	Written responses	Written Responses	Written Responses
	Opinion Writing Prompts	Writing Prompts	Writing Prompts
	Summative	Summative	Summative
	Spelling Tests	Poetry Book	Spelling Tests
	Vocabulary Test	Spelling Tests	Vocabulary Tests
	Reading Tests	Vocabulary Tests	Reading Tests
	Final Writing Piece	Reading Tests	Research Project
	Benchmark	Benchmark	Benchmark
	DRA		DRAs
	Writing response	Alternative	Writing response
	Dibels	Poetry Book	Dibels
	BAS	Poetry Anthology	BAS
	MAPP Testing	Google Slides	MAPP Testing
	NWEA MAP Testing	Book Report	Dibels
		We video	NWEA MAP Testing
	Alternative		
	Book Reports		Alternative
			We video
	Poster Projects		
	Poster Projects Google Slides		Podcasts
	Google Slides		Podcasts KidBlog
			Podcasts KidBlog Prezi Presentation

ACCOMMODATIONS	Special Education	Special Education	Special Education
	<ul> <li>Additional time for skill mastery</li> </ul>	<ul> <li>Additional time for skill mastery</li> </ul>	<ul> <li>Additional time for skill mastery</li> </ul>
	<ul> <li>Extended time on tests/ quizzes</li> </ul>	<ul> <li>Extended time on tests/ quizzes</li> </ul>	<ul> <li>Extended time on tests/ quizzes</li> </ul>
	<ul> <li>Modified assignment/test format</li> </ul>	<ul> <li>Modified assignment/test format</li> </ul>	<ul> <li>Modified assignment/test format</li> </ul>
	<ul> <li>Modified test content</li> </ul>	<ul> <li>Modified test content</li> </ul>	<ul> <li>Modified test content</li> </ul>
	<ul> <li>Multi-sensory presentation</li> </ul>	<ul> <li>Multi-sensory presentation</li> </ul>	<ul> <li>Multi-sensory presentation</li> </ul>
	<ul> <li>Shortened assignments</li> </ul>	<ul> <li>Shortened assignments</li> </ul>	<ul> <li>Shortened assignments</li> </ul>
	<ul> <li>Exploration by interest</li> </ul>	<ul> <li>Exploration by interest</li> </ul>	<ul> <li>Exploration by interest</li> </ul>
	- Flexible grouping	<ul> <li>Flexible grouping</li> </ul>	<ul> <li>Flexible grouping</li> </ul>
	<ul> <li>Goal setting with students</li> </ul>	<ul> <li>Goal setting with students</li> </ul>	<ul> <li>Goal setting with students</li> </ul>
	- Varied journal prompts	<ul> <li>Varied journal prompts</li> </ul>	<ul> <li>Varied journal prompts</li> </ul>
	ELL	ELL	ELL
	<ul> <li>Allowing students to correct errors (looking for understanding)</li> </ul>	<ul> <li>Allowing students to correct errors (looking for understanding)</li> </ul>	<ul> <li>Allowing students to correct errors (looking for understanding)</li> </ul>
	<ul> <li>Teaching key aspects of a topic</li> </ul>	<ul> <li>Teaching key aspects of a topic Eliminate</li> </ul>	<ul> <li>Teaching key aspects of a topic Eliminate</li> </ul>
	Eliminate nonessential information	nonessential information Using videos,	nonessential information Using videos,
	Using videos, illustrations, pictures, and	illustrations, pictures, and drawings to	illustrations, pictures, and drawings to
	drawings to explain or clarify	explain or clarify	explain or clarify
	<ul> <li>allowing products (projects, timelines,</li> </ul>	<ul> <li>allowing products (projects, timelines,</li> </ul>	<ul> <li>allowing products (projects, timelines,</li> </ul>
	demonstrations, models, drawings,	demonstrations, models, drawings,	demonstrations, models, drawings,
	dioramas, poster boards, charts,	dioramas, poster boards, charts, graphs,	dioramas, poster boards, charts, graphs,
	graphs, slideshows, videos, etc.) to	slideshows, videos, etc.) to demonstrate	slideshows, videos, etc.) to demonstrate
	demonstrate student's learning	student's learning	student's learning
	- Allowing the use of note cards or	- Allowing the use of note cards or open-book	- Allowing the use of note cards or open-book
	open-book during testing	during testing	during testing
	<ul> <li>Modifying tests to reflect selected</li> </ul>	<ul> <li>Modifying tests to reflect selected objectives</li> </ul>	<ul> <li>Modifying tests to reflect selected objectives</li> </ul>
	objectives	<ul> <li>Providing study guides</li> </ul>	<ul> <li>Providing study guides</li> </ul>
	<ul> <li>Providing study guides</li> </ul>	<ul> <li>Reducing or omitting lengthy outside</li> </ul>	<ul> <li>Reducing or omitting lengthy outside</li> </ul>
	<ul> <li>Reducing or omitting lengthy outside</li> </ul>	reading assignments	reading assignments
	reading assignments	<ul> <li>Reducing the number of answer choices on</li> </ul>	<ul> <li>Reducing the number of answer choices on</li> </ul>
	<ul> <li>Reducing the number of answer choices</li> </ul>	a multiple choice test	a multiple choice test
	on a multiple choice test	<ul> <li>Using computer word processing spell check</li> </ul>	<ul> <li>Using computer word processing spell check</li> </ul>
	<ul> <li>Using computer word processing spell</li> </ul>	and grammar check features	and grammar check features
	check and grammar check features		
		At Risk	At Risk
	At Risk	<ul> <li>Allowing students to correct errors (looking for understanding)</li> </ul>	<ul> <li>Allowing students to correct errors (looking for understanding)</li> </ul>
	- Allowing students to correct errors	for understanding)	for understanding)
	(looking for understanding)	<ul> <li>Collaborating (general education teacher</li> <li>and enocialist) to modify yearshulary, amit or</li> </ul>	<ul> <li>Collaborating (general education teacher</li> <li>and apacialist) to modify yearbulary, amit or</li> </ul>
	- Collaborating (general education	and specialist) to modify vocabulary, omit or	and specialist) to modify vocabulary, omit or
	teacher and specialist) to modify	modify items to reflect objectives for the	modify items to reflect objectives for the
	vocabulary, omit or modify items to	student, eliminate sections of the test, and	student, eliminate sections of the test, and
	reflect objectives for the student,	determine how the grade will be determined	determine how the grade will be determined
	eliminate sections of the test, and determine how the grade will be	prior to giving the test – Marking students' correct and acceptable	prior to giving the test – Marking students' correct and acceptable
		work, not the mistakes	work, not the mistakes
	determined prior to giving the test	WULK, HUL THE HIISTAKES	WULK, HUL LHE HIISLAKES

	<ul> <li>Marking students' correct and</li> </ul>	<ul> <li>Using authentic assessments with real-life</li> </ul>	<ul> <li>Using authentic assessments with real-life</li> </ul>
	acceptable work, not the mistakes	problem-solving	problem-solving
	<ul> <li>Using authentic assessments with</li> </ul>	<ul> <li>Using true/false, matching, or fill in the</li> </ul>	<ul> <li>Using true/false, matching, or fill in the</li> </ul>
	real-life problem-solving	blank tests in lieu of essay tests	blank tests in lieu of essay tests
	- Using true/false, matching, or fill in the	<ul> <li>using videos, illustrations, pictures, and</li> </ul>	<ul> <li>using videos, illustrations, pictures, and</li> </ul>
	blank tests in lieu of essay tests	drawings to explain or clarify	drawings to explain or clarify
	- using videos, illustrations, pictures, and	<ul> <li>Exploration by interest</li> </ul>	<ul> <li>Exploration by interest</li> </ul>
	drawings to explain or clarify	<ul> <li>Flexible grouping</li> </ul>	<ul> <li>Flexible grouping</li> </ul>
	<ul> <li>Exploration by interest</li> </ul>	<ul> <li>Goal setting with students</li> </ul>	<ul> <li>Goal setting with students</li> </ul>
	- Flexible grouping	<ul> <li>Varied journal prompts</li> </ul>	<ul> <li>Varied journal prompts</li> </ul>
	- Goal setting with students		
	- Varied journal prompts	Gifted and Talented	Gifted and Talented
		<ul> <li>Alternative formative and summative</li> </ul>	<ul> <li>Alternative formative and summative</li> </ul>
	Gifted and Talented	assessments	assessments
	<ul> <li>Alternative formative and summative</li> </ul>	<ul> <li>Choice boards</li> </ul>	- Choice boards
	assessments	<ul> <li>Independent research and projects Interest</li> </ul>	<ul> <li>Independent research and projects Interest</li> </ul>
	- Choice boards	groups	groups
	<ul> <li>Independent research and projects</li> </ul>	<ul> <li>Multiple intelligence options</li> </ul>	<ul> <li>Multiple intelligence options</li> </ul>
	Interest groups	<ul> <li>Project-based learning</li> </ul>	- Project-based learning
	<ul> <li>Multiple intelligence options</li> </ul>	<ul> <li>Problem-based learning</li> </ul>	- Problem-based learning
	<ul> <li>Project-based learning</li> </ul>	- Tiered activities/assignments	- Tiered activities/assignments
	<ul> <li>Problem-based learning</li> </ul>	- Tiered products	- Tiered products
	- Tiered activities/assignments	hered products	
	- Tiered products	504	504
		– Additional time for skill mastery	– Additional time for skill mastery
	504	<ul> <li>Extended time on tests/ quizzes</li> </ul>	<ul> <li>Extended time on tests/ quizzes</li> </ul>
	– Additional time for skill mastery	<ul> <li>Modified assignment/test format</li> </ul>	<ul> <li>Modified assignment/test format</li> </ul>
		<ul> <li>Modified test content</li> </ul>	<ul> <li>Modified assignment/test format</li> <li>Modified test content</li> </ul>
	<ul> <li>Extended time on tests/ quizzes</li> <li>Modified assignment/test format</li> </ul>		
	<ul> <li>Modified assignment/test format</li> <li>Modified test content</li> </ul>	<ul> <li>Multi-sensory presentation</li> <li>Shortoned assignments</li> </ul>	<ul> <li>Multi-sensory presentation</li> <li>Shortened assignments</li> </ul>
		<ul> <li>Shortened assignments</li> </ul>	- Shortened assignments
	<ul> <li>Multi-sensory presentation</li> </ul>	- Exploration by interest	- Exploration by interest
	<ul> <li>Shortened assignments</li> </ul>	- Flexible grouping	- Flexible grouping
	- Exploration by interest	- Goal setting with students	- Goal setting with students
	- Flexible grouping	<ul> <li>Varied journal prompts</li> </ul>	- Varied journal prompts
	- Goal setting with students		
	– Varied journal prompts		
INTERDISCIPLINARY	Interdisciplinary Connections	Interdisciplinary Connections	Interdisciplinary Connections
CONNECTIONS	– English Language Arts	<ul> <li>English Language Arts</li> </ul>	– English Language Arts
	<ul> <li>Science and Scientific Inquiry (Next</li> </ul>	<ul> <li>Science and Scientific Inquiry (Next</li> </ul>	<ul> <li>Science and Scientific Inquiry (Next</li> </ul>
21ST CENTURY	Generation)	Generation)	Generation)
	- Social Studies, including American	- Social Studies, including American History,	- Social Studies, including American History,
SKILLS/THEMES	History, World History, Geography,	World History, Geography, Government and	World History, Geography, Government and
(P21.ORG)	Government and Civics, and Economics	Civics, and Economics	Civics, and Economics
-	– Technology	<ul> <li>Technology</li> </ul>	– Technology
TECHNOLOGY	<ul> <li>Visual and Performing Arts</li> </ul>	<ul> <li>Visual and Performing Arts</li> </ul>	<ul> <li>Visual and Performing Arts</li> </ul>
	5	5	-
TECHNOLOGY INTEGRATION	21st Century Skills/ Themes	21st Century Skills/ Themes	21st Century Skills/ Themes

	- Global Awareness	- Global Awareness	- Global Awareness
CAREER EDUCATION	- Civic Literacy	- Civic Literacy	- Civic Literacy
(NJDOE CTE	– Health Literacy	– Health Literacy	<ul> <li>Health Literacy</li> </ul>
•	<ul> <li>Environmental Literacy</li> </ul>	<ul> <li>Environmental Literacy</li> </ul>	<ul> <li>Environmental Literacy</li> </ul>
Clusters)	<ul> <li>Creativity and Innovation</li> </ul>	<ul> <li>Creativity and Innovation</li> </ul>	<ul> <li>Creativity and Innovation</li> </ul>
	- Critical Thinking	<ul> <li>Critical Thinking</li> </ul>	- Critical Thinking
	- Problem Solving	- Problem Solving	- Problem Solving
	- Communication	- Communication	- Communication
	- Collaboration	- Collaboration	- Collaboration
	- Information Literacy	- Information Literacy	– Information Literacy
	– Media Literacy	– Media Literacy	– Media Literacy
	– ICT (Information, Communication and	– ICT (Information, Communication and	– ICT (Information, Communication and
	Technology) Literacy	Technology) Literacy	Technology) Literacy
	Technology Integration	Technology Integration	Technology Integration
	<ul> <li>Media Literacy</li> </ul>	<ul> <li>Media Literacy</li> </ul>	<ul> <li>Media Literacy</li> </ul>
	- Use of Ipads	– Use of Ipads	- Use of Ipads
	- Use of Google Classroom	- Use of Google Classroom	- Use of Google Classroom
	- Use of chromebooks	- Use of chromebooks	- Use of chromebooks
	- Wevideo	- Wevideo	- Wevideo
	- Podcasts	- Podcasts	– Podcasts
	– Smartboard	- Smartboard	– Smartboard
	- Kidsblog	- Kidsblog	- Kidsblog
	- Skyping	- Skyping	- Skyping
	– Ouill	– Quill	– Ouill
		- Quili	- Quili
	Career Education	Career Education	Career Education
	<ul> <li>Agriculture, Food &amp; Natural Resources</li> </ul>	<ul> <li>Agriculture, Food &amp; Natural Resources</li> </ul>	<ul> <li>Agriculture, Food &amp; Natural Resources</li> </ul>
	- Architecture & Construction	- Architecture & Construction	- Architecture & Construction
	<ul> <li>Arts, A/V Technology &amp;</li> </ul>	<ul> <li>Arts, A/V Technology &amp; Communications</li> </ul>	<ul> <li>Arts, A/V Technology &amp; Communications</li> </ul>
	Communications	<ul> <li>Business Management &amp; Administration</li> </ul>	<ul> <li>Business Management &amp; Administration</li> </ul>
	- Business Management & Administration	– Education & Training	- Education & Training
	- Education & Training	- Finance	- Finance
	- Finance	- Government & Public Administration	<ul> <li>Government &amp; Public Administration</li> </ul>
	- Government & Public Administration	- Health Science	- Health Science
	- Health Science	- Hospitality & Tourism	- Hospitality & Tourism
	- Hospitality & Tourism	– Human Services	– Human Services
	- Human Services	<ul> <li>Information Technology</li> </ul>	<ul> <li>Information Technology</li> </ul>
	<ul> <li>– Information Technology</li> </ul>		
		<ul> <li>Law, Public Safety, Corrections &amp; Security</li> <li>Mapufacturing</li> </ul>	- Law, Public Safety, Corrections & Security
	- Law, Public Safety, Corrections &	- Manufacturing	- Manufacturing
	Security	- Marketing	- Marketing
	– Manufacturing	- Science, Technology, Engineering &	- Science, Technology, Engineering &
	- Marketing	Mathematics (STEM)	Mathematics (STEM)
	<ul> <li>Science, Technology, Engineering &amp;</li> </ul>	<ul> <li>Transportation, Distribution &amp; Logistics</li> </ul>	<ul> <li>Transportation, Distribution &amp; Logistics</li> </ul>
	Mathematics (STEM)		
	<ul> <li>Transportation, Distribution &amp; Logistics</li> </ul>		